






Hanging Heaton C of E (VC) J & I School – Working at home work

Class/Year Group: Year 5



Week commencing: 6th July 2020

Dear Parents/Carers,

Please find below activities to support your child’s continued learning at home. It is important during this time that we try to build on the learning that has taken place in school although we do realise that it is impossible to replicate school whilst home learning. The more children can keep up with their learning, the easier the transition back into school will be. We appreciate your support in this.

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes
English 	Watch www.literacyshed.com/redmisstake.htm 1. Think about the inventor’s workspace. Is it light/ dark? Is it organised/chaotic? Does it come across as a pleasant or eerie place? Why? Consider the 5 senses - what might you hear/smell/touch if you were actually inside the workshop? Play the first 52 seconds of the clip again and write notes describing the workshop (potions, cogs turning, bells and timers, blueprints etc). Extend your notes by adding further detail (expanded noun phrases/ prepositional phrases/ adjectival phrases). For example, ‘Potions’ could be expanded to ‘An array of shimmering potions, more vibrant than all the colours in a rainbow, bubble curiously as they stand neatly lined along a dusty shelf within an old apothecary dresser, in the corner of the brightly lit room.’ Continue the setting description, using just as much detail.	1. Look at the colours below and follow the instructions. 2. Complete these similes to show a character’s attributes: a) She had skin as pale as... b) Her dress and hat were scarlet like... c) Tousled hair fell around her shoulders like... d) Flashing a coy smile on her face, she was as... Can you think of any of your own? 3. Look at the example of ‘ingredients’ for Red below. Write your own potion which creates the character and includes figurative language (symbolism, similes and metaphors).	Write a direct speech dialogue between Red and the new male character as he emerges from the machine. Remember to include details such as body language and actions/movement to keep the dialogue interesting. How can you show their mood/personality? Also remember the dialogue rules! - New speaker = new line - Spoken words in inverted commas - Punctuation inside the inverted commas - Begin with a capital letter Challenge - There are three characters in the room- the inventor, Red and the hunter - so what might they say to each other after the clip has ended?	Fairy tale features: • Once upon a time/there was once... • Past tense • Passed on by word of mouth • Fictional events and characters • Common themes like enchantment and magic and sometimes love • Good vs. evil • Problem, climax & resolution • Moral to the story • Often a happy ending though there are some with a darker end to the tale Research a fairy tale author. Choose either: Joseph Jacobs Hans Christian Andersen The Brothers Grimm Make notes on the stories they wrote, their writing style and any other details which you think are relevant to the fairy tale genre.	Consider your own fairy tale. What might you have as your problem build up, climax and resolution? Look at the grid below for some ideas. How will characters feel during each stage? You need to show the emotions through the vocabulary used - how can you tell what the characters are feeling, without saying ‘she was upset’? You can include good vocabulary and actions. Create a storyboard of 6-8 boxes showing the plan of events for your own story problem build-up/climax/resolution.
Maths 	Solve these bar graph problems – choose level 2 or 3. https://mathsframe.co.uk/en/resources/resource/51/bar-charts	Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Below is a line graph showing the highest daily temperature on each day of	Go to https://mathsframe.co.uk/en/resources/resource/111/itp-line-graph . In the corner where it says ‘data’  , choose	Complete the table below to show how the length of the day changes through the year. Remember to use a timeline to help work them out – you can’t	Look at the bus time table below and answer the questions.

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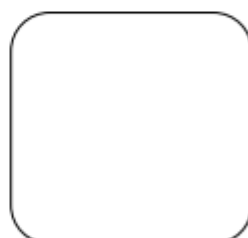
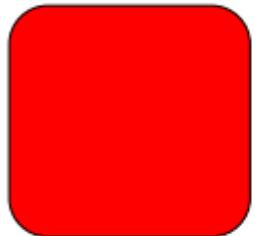
		<p>their summer holidays. Use the graph to answer the questions.</p>	<p>‘temperature’. If you want more of a challenge, click the button that looks like a table  to remove it. Then, look at the graph carefully and write down 5 facts that you can determine from it. You could include some calculations e.g. the difference between the highest and lowest temperatures. Repeat for ‘journey’, ‘height’ and ‘bath time’.</p>	<p>use columns when working with time!</p>	
<p>Foundation subjects</p> 	<p>Go to www.ancientgreece.co.uk/dailylife/home_set.html to find out about daily life. Click on the ‘story’ button to compare the lives of Athenians and Spartans, male and female. Present a summary of the key findings in any way you choose (piece of writing, a table, diary entries etc). Find out more about daily life in ancient Greece by clicking ‘explore’ and ‘challenge’.</p>	<p>Research <u>one</u> of these famous Greek scholars or philosophers: Pythagoras, Socrates, Hippocrates, Plato, Aristotle or Archimedes. Create a biography about them. Be sure to include: Name Year of birth Education Main areas of expertise Discoveries, inventions or ideas Contribution to knowledge of the world</p>	<p>Use the information and links on these webpages to find out about ancient Greek battles and wars: http://www.ancientgreece.co.uk/war/home_set.html www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</p> <p>Choose to either:</p> <p>a) Write a diary in role as an ancient Greek soldier preparing for/following a battle</p> <p>OR</p> <p>b) A newspaper article about a battle you have read about</p>	<p>We have thought about plant and animal adaptations. What adaptive trait might humans evolve in the future? Draw a picture of a human with the adaptive trait and then write about the advantages and disadvantages of this adaptive trait. E.g. gills because humans live underwater as no space on land!</p>	<p>Using information on these webpages and what you have learned, make a list of ancient Greek legacies that live on today. How have the ancient Greeks impact how we live our lives today? www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn www.historyforkids.net/legacy-of-ancient-greece.html Rank them in order of importance, based on their impact on how we live today. Then, write a short explanation, giving reasons, for what you have chosen as being the most important.</p>
<p>This week’s spellings are: Year 5 – musical, political, accidental, mathematical, functional, tropical, professional, central, global, industrial This week’s mental maths challenge is: Convert different units of time – seconds, minutes, hours</p>					

DADWAVERS = description, action, dialogue, where, adverbial, verb, estimation of time, rhetorical question, simile/metaphor

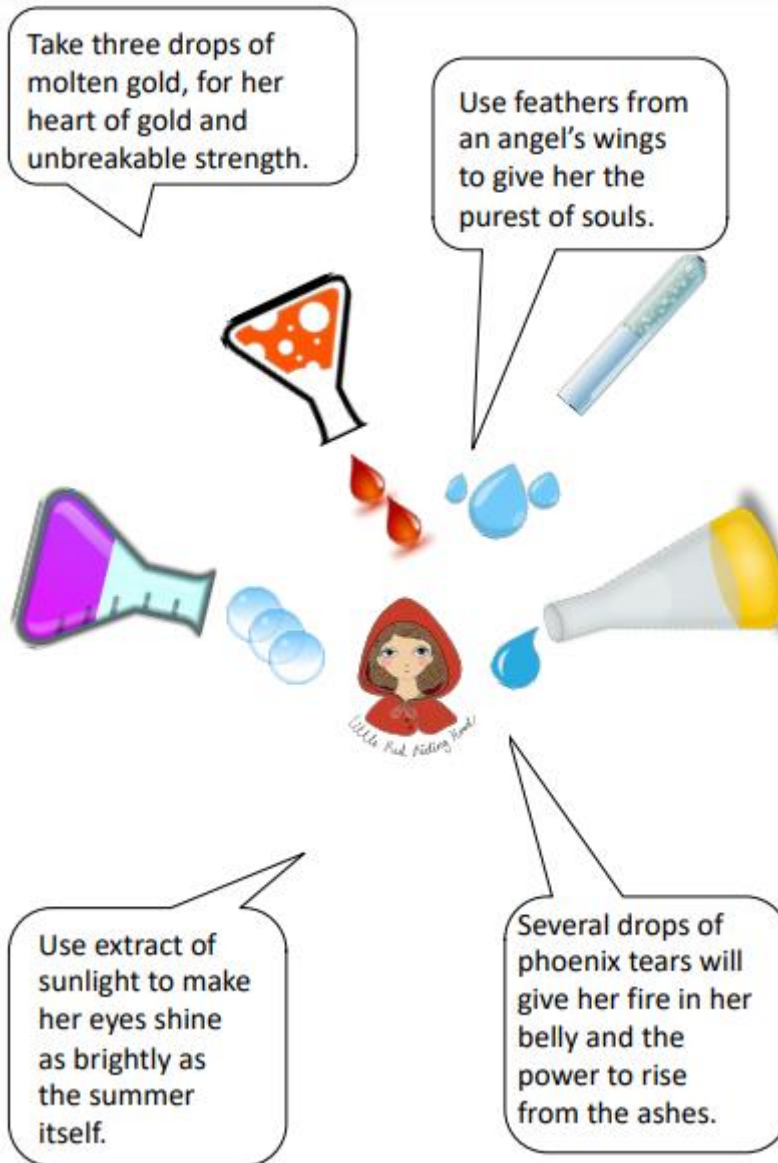
ISPACED = -ing, simile, preposition, adverb, conjunction, -ed, dialogue

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Figurative language- Symbolism

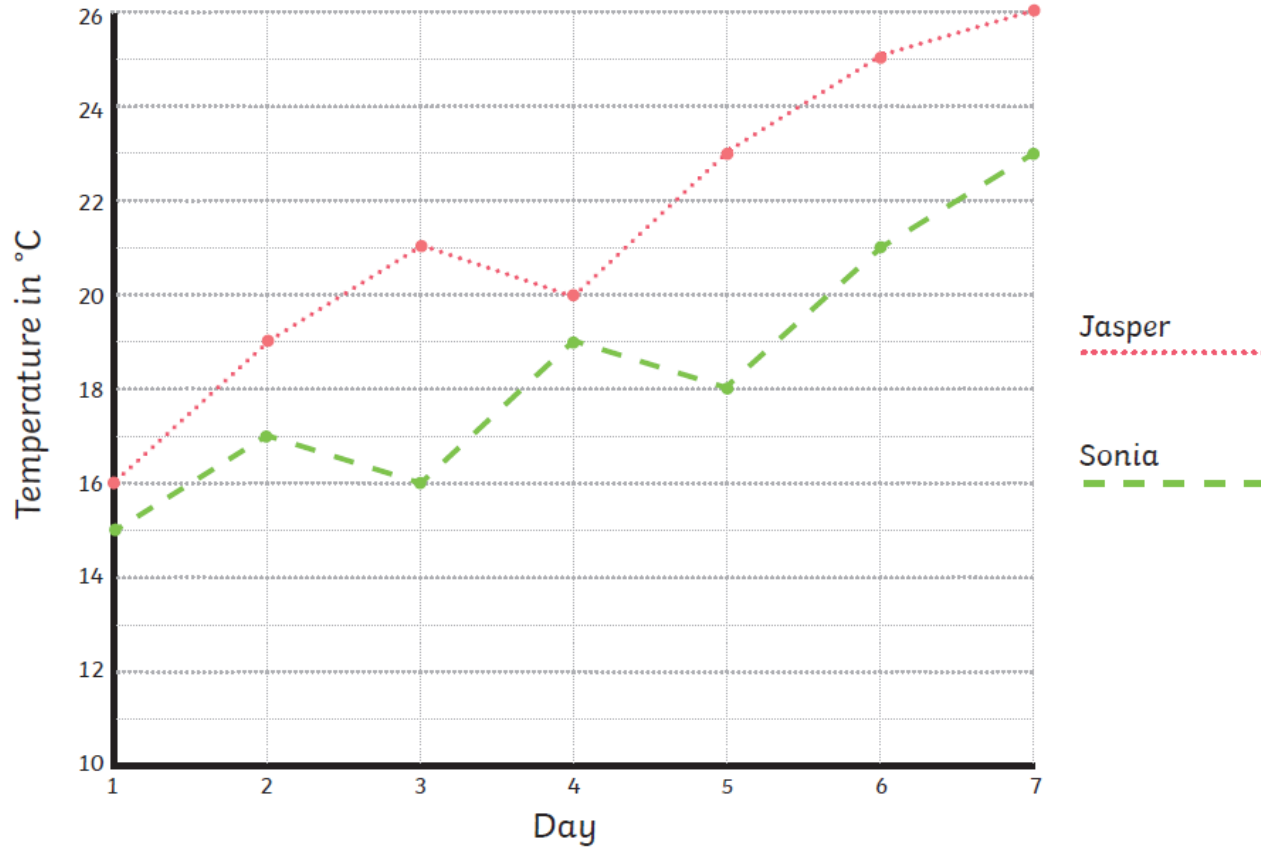


Look at the colours above. Imagine each is a character in a story. What would be their personalities? Would they be evil? Would they be rich? Write a word in each colour.



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A Line Graph to Show the Highest Daily Temperatures in Greece and Cornwall



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1. What was the temperature on day 4 of Jasper's holiday? <input type="text"/>	2. What was the temperature on day 1 on Sonia's holiday? <input type="text"/>
3. What was the difference in temperature between Greece and Cornwall on day 3? <input type="text"/>	4. How much warmer was it in Greece than Cornwall on day 7? <input type="text"/>
5. On which day was the temperature of Sonia's holiday 21°C? <input type="text"/>	6. On which day did the temperature in Greece decrease? <input type="text"/>

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	Sunrise	Sunset	Day Length (in hours and minutes)	Day Length (in minutes)
January 21st	07:53	16:31		
February 21st	07:02	17:27		
March 21st	06:01	18:15		
April 21st	05:52	20:07		
May 21st	05:00	20:55		
June 21st	04:43	21:21		
July 21st	05:09	21:04		
August 21st	05:56	20:10		
September 21st	06:45	19:01		
October 21st	07:35	17:54		
November 21st	07:29	16:04		
December 21st	08:04	15:54		

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Bus Route – City Hall to Museum

Monday to Friday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
---	6:30	6:35	6:38	6:45
---	7:10	7:15	7:18	7:25
---	---	7:50	7:53	8:00
---	8:20	---	8:30	8:35
9:00	9:02	9:07	9:10	9:17
9:45	9:47	9:52	9:55	10:02
10:30	10:32	10:37	10:40	10:47
Afternoon				
12:00	12:02	12:07	12:10	12:17
1:30	1:32	1:37	1:40	1:47
3:00	3:02	3:07	3:10	3:17
---	---	3:30	3:35	3:40
3:25	3:27	3:32	3:37	3:42
---	4:30	4:35	4:40	4:50
---	5:30	5:35	5:40	5:50
---	6:30	6:33	6:38	6:45
---	7:30	7:33	7:38	7:43

Saturday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
---	7:30	7:33	7:38	7:45
9:40	9:42	9:45	9:50	9:57
10:50	10:52	10:55	11:00	11:07
Afternoon				
12:05	12:07	12:10	12:15	12:22
2:35	2:37	2:40	2:45	2:52
---	5:05	5:08	5:13	5:18
---	7:30	7:33	7:38	7:43
---	10:15	10:18	10:23	10:28

Bus Fares (one way)	
Stops	Fares
1	£1.80
2	£2.50
3	£3.50

- a Which bus does Iqbal need to catch on Thursday from City Hall to be at York Street at 9:52 am?
- b Ali wants to be at Museum at 12:22 pm on Saturday. What time does she need to catch the bus at Harris Avenue?
- c Lauren travelled from York Street to Museum. How much change would she get from a £10 note?
- d Zac wants to travel from City Hall to Holt Street on Saturday morning. If he catches the 9:40 am bus, how long will his trip be?
- e Minh travels from City Hall to Harris Avenue, where he stops for lunch. Next, he travels from Harris Avenue to Museum. How much has he spent on bus fares?

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Problem build-up	Climax	Resolution
Character wanders into the forest	Character gets lost	Character follows strange lights which lead them home
Witch casts a spell upon a character and they are turned into an animal	Character's friend finds the witch's house and steals spell book	Manage to collect ingredients and turn character back into a human
2 characters find a magic waterfall but a strange creature warns them not to go behind it	2 characters go through the waterfall as they see something behind it that they want. They instantly begin to age at a rapid pace	The magic creature reappears and offers them 3 wishes which they cannot use on themselves. They each wish that the other was on the other side of the waterfall and with the last wish they ask that the waterfall should dry up forever
Character is captured by a night dragon and they need to be rescued	The character's friends each try to rescue the main character but they all fail and end up stuck in the dragon's cave	The last friend lures the night dragon into the sunlight where it turns to dust and the characters escape

Problem build-up	Climax	Resolution
King's nephew is an evil wizard who wants to be king	Wizard tricks the king into eating a poisoned pear	King is saved by the kiss of a maiden with a kind heart
2 characters are on a boat when it capsizes on a river. They disturb a river troll	A river troll tells them that it will turn them to fish unless they answer a riddle. If they are right, they will turn the troll into a fish forever	The first character fails but the second character succeeds. They in turn ask the troll a riddle and turn it into a fish forever
Prince/princess is given a gift on their 16 th birthday. When they open it they find a key to a door of a locked room in the castle.	When they open the door, they find a bird in a locked cage. They find a note to say they need to do several tasks to free the bird.	They complete the tasks and the bird turns into a fairy who has been trapped in the cage by a wicked witch. The fairy grants a wish in return.