




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

Class/Year Group: Year 5

Week commencing: 13th July 2020

Dear Parents/Carers,

This is our last working at home sheet of the year. Have a lovely summer.

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 	<p>Think about the land in which your story takes place. What is the kingdom called? Is it an unusual location? What is the atmosphere like? How do you want the reader to feel when they imagine it? How are you going to conjure this image through your words?</p> <p>Look at the table of descriptive features below.</p> <p>Write a setting description for where your fairy-tale takes place, using the features in the table.</p> <p>There are also some images below to give you some ideas.</p>	<p>Think about main characters from fairy tales - what traits do they have in common? Are there any running themes? (Protagonists, kind-hearted, determination, come up against a struggle etc.) Make a list of admirable qualities. Circle words which you would like to use to describe your main character in your story. What might your character look like on the outside? Make notes.</p> <p>Today you will continue your fairy-tale, introducing the main character and the problem they run into. Character description should be woven through the story. Refer to the storyboard you created last week - look at the problem your character will encounter. Use the pointers below to help you.</p>	<p>Look at the 'Power of Three' below. How do they show that the villain is unpleasant? Write your own power of three sentences to introduce your villain.</p> <p>The next part of your story will be to write the climax and describe how the main character faces their challenge. You will need to build tension and suspense, as well as introduce the villain. Play the first 1:33 seconds of this clip - https://www.youtube.com/watch?v=l8a7qDKL2Yc. How is suspense built during her entrance? Watch this clip - https://www.youtube.com/watch?v=AWRYPCJI47I How is suspense built throughout his escape? What problems does he encounter and how are they solved? Look at the list of devices below to build tension and suspense then continue your story - introduce the villain and write the climax following on from the problem. How does the main character work through the challenge that they face? How does the villain attempt to stop them? Add devices to increase the suspense and tension.</p>	<p>Recap the features of fairy tales. Watch https://www.literacysshed.com/red-mistake.html again in full, then think what the 'moral to the story' or 'lesson learned' could be. What lesson do you want the reader to learn from the fairy-tale you have been writing? To love and accept each other's differences? That physical differences do not affect adventure/friendship? Good conquerors over evil?</p> <p>You are going to write the ending of your fairy-tale by creating the resolution.</p> <p>Create either a mind map or flow chart of events, noting your ideas about how the characters in your story are going to overcome their differences and resolve the problem. How will you use the skills you have learned (tension/suspense, dialogue, descriptive vocabulary, figurative language, show, don't tell etc.) to round up the story?</p> <p>Write the resolution and ending to your story, considering all the characters.</p>	<p>Can you spot the spelling mistakes in the passages below and correct them? They're spellings you've been practising this half term.</p>

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Maths



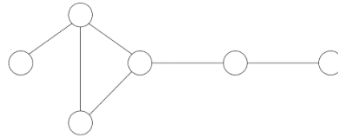
Boris Johnson has announced that pubs, cinemas and hairdressers are among the businesses in England that are able to open on the 4th of July. Ever since lockdown began on the 23rd of March, hair salons across the UK have been closed in a bid to help prevent the spread of coronavirus.

****Interesting fact of the day****

Did you know that hair grows at a rate of 0.35 millimetres per day???

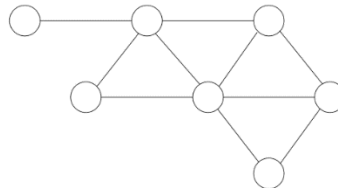
Assuming a person hasn't had a trim at home to keep them ticking over how much would their hair have grown since the start of lockdown until the salons reopen in England? Give your answer in centimetres!

Here is a diagram showing a group of friends. Each circle represents a person. An edge joins two circles if and only if those two people are friends.
Can you work out who's who using the clues below?



1. Alan has 3 friends, Barney, Charlie, and Daniel.
2. Barney and Ed are both friends with Charlie.
3. Ed is Frank's only friend.

Try this one:



1. Bella and Ciara are friends
2. Emily and Ciara are not friends
3. Bella is Fiona's only friend
4. Anna has more friends than anyone else
5. Daphne has three friends
6. Gill and Daphne are not friends
7. Emily has two friends

Going to the cinema:

Can there be 100 people and takings of exactly £100 if the prices are:

Adults £4.00

Pensioners £1.00

Children £0.50

What if the prices are:

Adults £5.00

Pensioners £2.50

Children £0.50

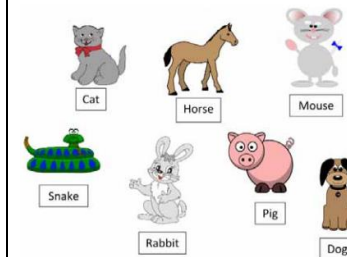
Here are some questions you might like to consider:

- How many solutions are there for each set of prices?
- If I can find one solution, can I use it to help me find all the other solutions?
- Can you find alternative sets of prices that offer many solutions? What about exactly one solution?
- If a children's film has an audience of 3 children for every adult (no pensioners), how could the prices be set to take exactly £100 when all the seats are sold?

A pet shop has 7 pets for you to choose from. You can buy 3 pets on each visit e.g. cat, dog, mouse.

You cannot buy 2 of the same pet in any one visit e.g. cat, cat, dog.

Work out how many different ways can you buy 3 pets.



Einstein's Riddle


There are five houses in five different colours. In each house lives a person with a different nationality. These five owners drink a certain type of beverage, eat a certain food and keep a certain pet. No owners have the same pet, eat the same food or drink the same beverage.

The question is: Who owns the fish?

Hints

- The Brit lives in the red house
- The Swede keeps dogs as pets
- The Dane drinks tea
- The green house is on the left of the white house
- The green house's owner drinks coffee
- The person who eats cucumber rears birds
- The owner of the yellow house eats sausages
- The man living in the centre house drinks milk
- The Norwegian lives in the first house
- The man who eats pasta lives next to the one who keeps cats

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					<ul style="list-style-type: none"> • The man who keeps horses lives next to the man who eats sausages • The owner who eats chips drinks beer • The German eats sweets • The Norwegian lives next to the blue house • The man who eats pasta has a neighbour who drinks water
<p>Foundation subjects</p> 	<p>We've learned a lot about the Ancient Greeks during our topic. Create a mini textbook, non-chronological report or presentation about what you have learned.</p> <p>Can you create an A-Z of ancient Greek themed words and their meanings?</p>	<p><u>Looking back on year 5...</u></p> <p>Who are your friends and why are they great?</p> <p>What was your favourite school moment?</p> <p>What memories will you treasure?</p> <p>What was your favourite activity?</p> <p>What have you got better at?</p>	<p><u>Looking forward to year 6...</u></p> <p>What questions would you like to ask your year 6 teachers?</p> <p>How are you feeling about moving into year 6?</p> <p>How can your year 6 teachers help you?</p> <p>What are you most looking forward to in year 6?</p> <p>What ambition do you have for year 6?</p> <p>What will you do to help achieve it?</p>	<p>Look at the discussion cartoons below about evolution and inheritance and think about your learning in science this half term. Who do you agree with and why?</p>	<p>Draw the outline of a head (or print one out). Inside, fill it with images, symbols and words that represent you – favourites and hobbies etc. Colour it in with bright colours. What can people learn about you from what's 'in your head'?</p>
<p>This week's spellings are: Year 5 – No new spellings this week. Can you spot the spelling mistakes in the passages below and correct them?</p> <p>This week's mental maths challenge is: TT Rockstars</p>					

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Monday Literacy

Descriptive feature with example from text	Explanation
<p>Prepositional phrases <i>Beyond the water</i> lay hills and valleys, covered with lush green vegetation which provided a habitat for many of the curious beasts which resided there.</p>	<p>A phrase which features a preposition, an object and a modifier. e.g. behind the tangled ivy above the walled city in the water</p>
<p>Including 5 senses The sweet scent from the Shamberry trees filled the air each morning and by evening each Maya bush would flower during the long summers.</p>	<p>This means to use what you can see, hear, touch, taste and smell to create a rich description of the surroundings. The acrid smoke burned your throat and eyes.</p>
<p>Expanded noun phrases crystal clear waters lush green vegetation curious beasts</p>	<p>A noun is a person, place, idea or thing e.g. dog A noun phrase is the noun and a modifying word (usually a determiner) which explains it. the dog, my dog, that dog. An expanded noun phrase features the noun and more words to describe it than just the modifier. the frightened, black dog or the dog with the white ear</p>
<p>Power of three There were no waves, there were no floods, there were no surges, just calm and gentle ripples vibrating like meditative circles.</p>	<p>This is the idea that making three points or using three repetitive parts to a sentence is an effective and pleasing way of describing something. e.g. It was dark, it was cold and it was silent.</p>

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<p>Symbolism But, one day, the joy of this magical kingdom was shattered when the warm, amber sky began to turn a shade of the deepest grey and all of her sorrow spilled out.</p>	<p>This means to apply a meaning or theme to an object or concept which is different to its original meaning. e.g. A rose can symbolise love. A dove could be symbolic of peace. The colour green can symbolise growth and renewal but also greed and jealousy.</p>
<p>Simile/metaphor gentle ripples vibrating like meditative circles.</p>	<p>A simile is a figure of speech which compares two things by using like or as. As white as snow. A metaphor compares two things by using the characteristics of one thing and using them to directly describe the other. Cotton wool clouds.</p>
<p>Personification Her beauty was legendary. where fingers of sunlight stretched across the sleeping land</p>	<p>Giving human characteristics or attributes so something which is not human. e.g. The sun smiled down. The leaves danced down from the branches.</p>
<p>Pathetic fallacy But, one day, the joy of this magical kingdom was shattered when the warm, amber sky saddened to a shade of the deepest grey and all of her sorrow spilled out.</p>	<p>Applying a human emotion to natural things which are non-human. Often used to build atmosphere and mirror the action. e.g. The threatening clouds gathered and an angry wind howled across the moorland as the convict searched for shelter.</p>

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Tuesday Literacy

Introducing the problem...



- Will the physical environment change?
- What will they notice?
- Will things change suddenly or gradually?
- How will the character react?
- How will you describe their reaction?
- How will the tone/mood shift?
- What language devices will you use to demonstrate this? Jot some examples below...

Varying Openers

Below, you will find examples of DADWAVERS openers found in the text.

D- Description

His long, pixie ears framed his round face and supported a pair of chunky, gold spectacles which balanced precariously on the bridge of his nose.

A- Action

Suddenly, from under the nearest Maya bush, a very frightened oakfox leapt right into Punch's arms.

D- Dialogue

"Pl...pl...please," it stammered, "help us!"

W- Where (prepositions)

From somewhere close by, he heard a strange sound.

A- Adverbs

Impeccably clothed in a waistcoat made from the finest Walton leaves, he was easily recognized by the Zenians as a kind, clever man and was particularly liked by the king.

V- Verbs

Balancing on tiptoes, Punch reached up to a high Shamberry branch...

E- Estimation of time/when

As the Kingdom of Zenia woke one morning,...

R- Rhetorical questions

How could this be?

S- Simile or metaphor

Like a mouse being stalked by a hungry cat, Punch felt a sense of impending doom and a worry that all was no longer right.

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Wednesday Literacy



Power of Three



The power of three is a way to use repetitive language for dramatic effect.

There are lots of different ways to use the power of three. Below are some common examples for you to try.

Examples

Repeated verbs...

Lurking in the shadows, **hiding** from the light, **hovering** in near darkness, she watched nervously as...

Repetition of the same word (could be a pronoun)...

Her matted hair, **her** sallow skin, **her** twisted mouth: her appearance was as ugly as her tortured soul.

Repetition of a preposition...

Beyond the horizon, **beneath** the starlit sky, **somewhere** between here and there the....

Repetition of a sound...

Creak, **shuffle**, **clunk**: the door slowly opened and a bright-eyed goblin peered through the gap.

Repetition of a noun...

Wickedness flowed through his veins, **cruelty** chewed at his heart, **hatred** sat on the tip of his tongue, and all the while he smiled a lacklustre smile, which didn't quite meet his eyes but managed to fool the onlookers.



Have a go at writing a sentence which includes the power of three.

Building tension and suspense during the climax of a story..

- Pathetic fallacy

How does the weather reflect the mood/ atmosphere?

- Figurative language

Similes/metaphors for description, onomatopoeia, hyperbole.

- Short, snappy sentences

Vary the pace of your writing to keep readers hooked in and interest/suspense building. 2-5 word sentences as well as shorter and longer paragraphs can be very effective.

- Five senses

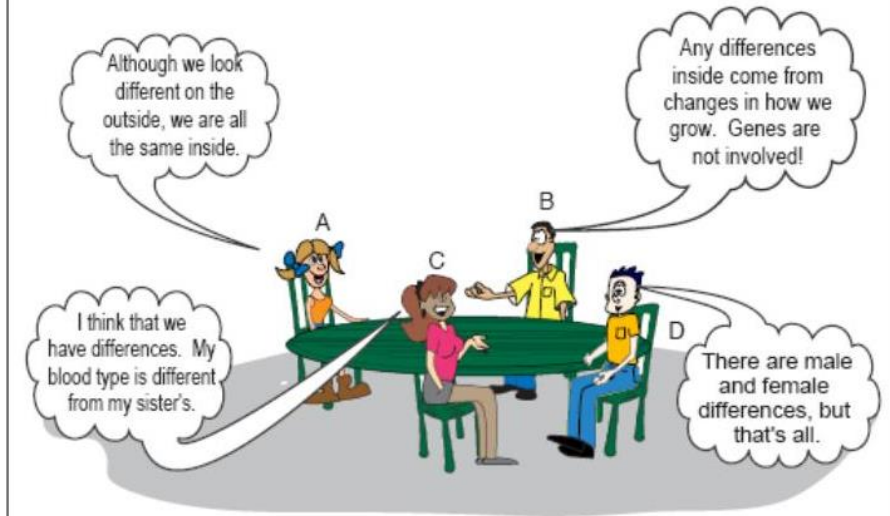
Help the reader to imagine the environment and how it would feel to be standing there as the story unfolds.

- Gradual build up

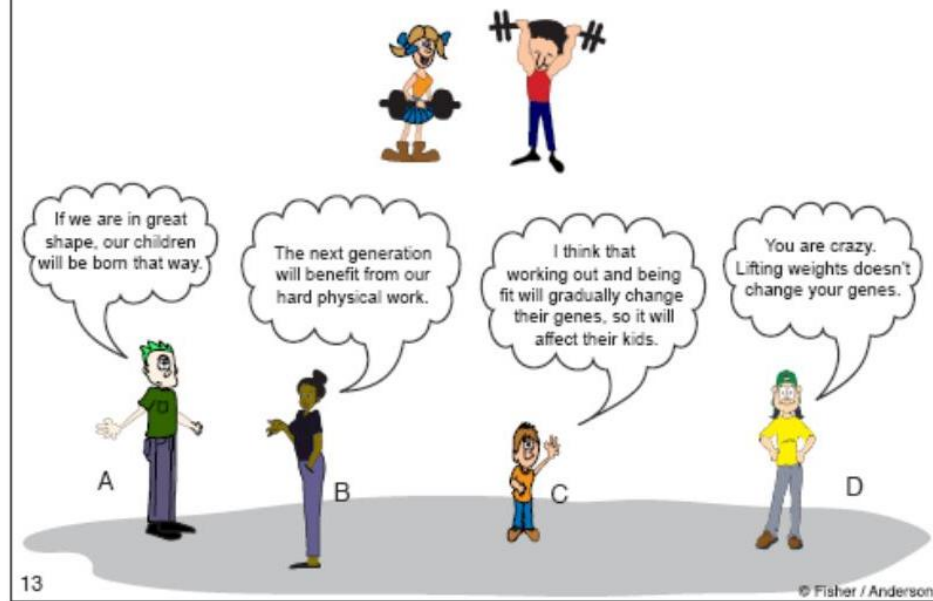
Intensifying the atmosphere then releasing it, momentarily, before building it up again escalates interest and makes the climax more exciting.

Make the reader feel tense by describing the troublesome situation, but keep them in suspense and wanting more!

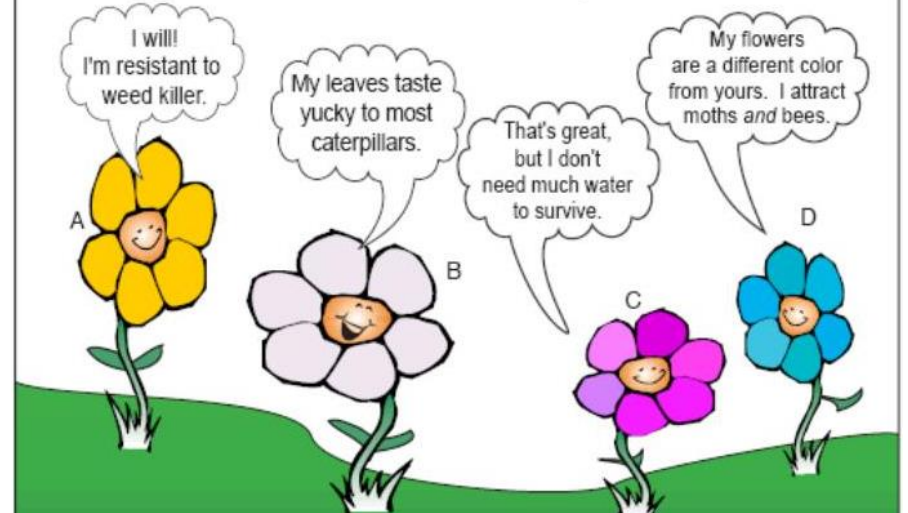
Are we all the same inside?



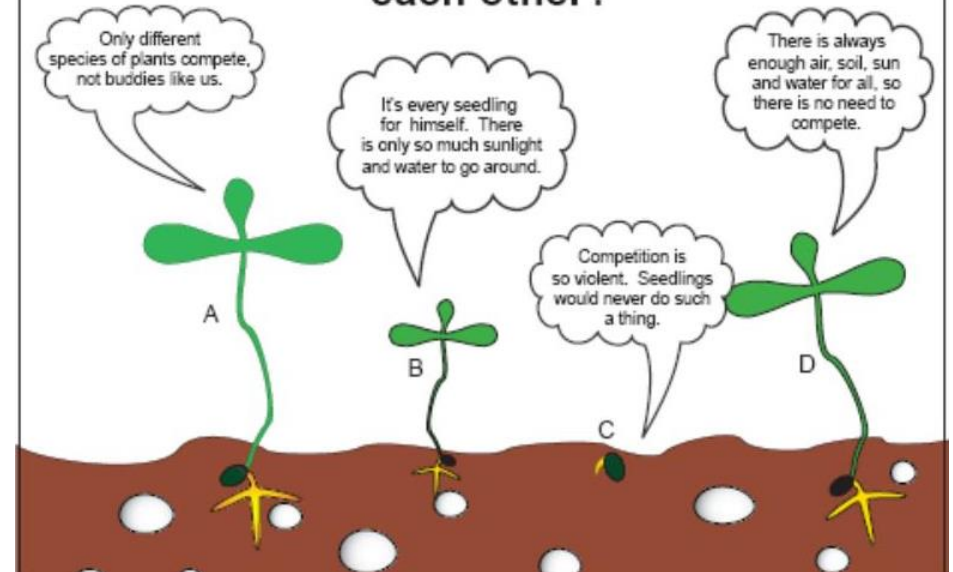
Will physical fitness make a difference in their kids?



Who will survive to reproduce?



Do seedlings ever compete with each other?



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Friday Literacy

Spellings – Spot the Mistakes 1

Mr Whoops is in special ops training. He is taking lessons in asertive but mercyful behaviour, how to deefuse bombs and deecoad spy messages.

He is currently in a secret tropickal location. Here, among other things, he must slide across a log over a crocodile-infested swamp and not overbaluns. He must also show how not to overreact in the face of definiate danger.

His final test will be an imaginary offensieve in which he and the other trainees must overturn a corrupt leader and free some prisoners.

Rather him than me!

Spellings – Spot the Mistakes 2

Mrs Travis was the faythful old chef at Twinkl Towers, the fancifle home of Lord Fortesque. However, it was doutful whether she had actually ever been taught how to cook. Take any delicious, attractiv meal and Mrs Travis would find a new way to deeform it. A delicious sponge cake would deflait to a crispy pancake and she would oavercook a roast until it became a pitiful heap of burnt scraps. Lord Fortesque was quite desperete for a decent meal but did not want to hurt her feelings. Instead, he would find an excuse most days to walk past the village bakery and inhale the adictive aroma of cakes and pastries.

Spellings – Spot the Mistakes 3

“Are we there yet?” wailed Thandi in a particularly ekspressive voice.

The Wright family were stuck in stationery traffic on a hot sticky Wensday morning on their way to the Are You a Mathmatical Genius? Challenge Day.

To make matters worse, mum had manged to overestimate how long it would take and they had left so early that only an animul of nocturnal tendencies should have been up.

“Let’s revizit some of our maths problems!” suggested dad in a sing-song voice.

“Sean gets paid £539 a month but receives a letter to say he has been overpaid by 10%. How much extra has he been paid?”

In her brother’s hurry to reach for his notebook, Jefferson knocked Thandi’s carton of juice flying and both children were covered.

The juice spill may have been axidental, but the punch he then gave Thandi’s left shoulder definitely wasn’t.

“Now, children, where is your kind, coperative behaviour?” mum asked in a high-pitched voice, not taking her eyes off the road.