Week 21st June	Monday	Tuesday	Wednesday	Thursday	Friday
	21st June	22nd June	23rd June	24th June	25th June
Vocab Ninja		Ninja Word of the day starting with Shinobi words for year 5 can be found here. You can also play some Vocabulary Ninja Mini Games here: Synonym Stars (vocabularyninja.co.uk)			

Discuss Hands Face and Space slogan which reminds children of handwashing routine
and keeping their distance.
We are a class bubble and we will not be mixing with other bubbles.
We need to keep each other safe by following the health and safety guidelines in school.

STORY

The Explorer
by Katherine Rundell

This week we are going to begin reading an excellent book called 'The Explorer' ,that I am hoping you will all really enjoy.First watch the author;Katherine Russell introduce her book here: Katherine Rundell on food from The Explorer (WARNING: she does eat a Tarantula!) - Bing video

You can listen to The Explorer being read here: The Explorer by Katherine Rundell - YouTube
You can learn about his life here:
 Here chapter one is being read
Year 5 The Explorer Chapter 1 - YouTube

English					
	Read The Explorer Chapter 1 First watch the introduction for this amazing book: The Explorer by Katherine Rundell - YouTube WALT:be able to use some ideas from authors I have read in my own writing. Read the first page of the story in Chapter 1 below; *The boy, who was sitting meekly in the cockpit, gripped his seat and held his breath as the plane climbed into the arms of the sky.* Also *The pilot grunted, gasped and wound back the throttle slowing the engine. Notice how the author has used these sentences to convey feelings and*	Read The Explorer Chapter 1 WALT be able to scan a text for information WALT: be able to improve comprehension skills TASK First look at the Plastic Pollution text below and complete using the tick sheet included. NOW Read chapter 1 of the Explorer below and complete the comprehension activity.	Read The Explorer Chapter 1 WALT:be able to use the passive to affect the presentation of a sentence. *First view this powerpoint that explains how the passive voice can be used.* Access this lesson using pin code: **ZY9807** at Twinkl Go Now You are going to search through the Explorer text and add three different examples of sentences that use the passive that you could fit into the chapter that would ADD MORE MEANING to the text.	Read The Explorer Chapter 1 WALT:be able to use expanded noun phrases for effect Complete the expanded noun phrases worksheet below. NOW We are going to investigate further in the chapter from The Explorer and locate sentences that we could improve by adding an expanded noun phrase. I would like you to locate at least five and *uplevel* each one by adding the expanded noun phrase.	Read The Explorer Chapter 1 WALT:be able to understand the impact of prefixes and suffixes on root words. View the powerpoint explaining verb prefixes here: Access this lesson using pin code: **VS7532** at Twinkl Go Now search through the text to locate examples. Read the rest of chapter 1 from The Explorer. What do you think has happened? TASK You are going to continue the story as if you were writing the next chapter. What is going to happen in your version? Remember it is important to use description to help describe the character's feelings and *engage* the reader. Have

atmosphere to the reader.

<u>TASK</u>

Copy the style of each of these sentences and write three of your own in the same style. *Eg The girl, who was standing quietly in the misty shadows, gripped her bag.....*

Now find other examples in your own book or later in this chapter?

Write these examples down and then change words to write a sentence in your own style that is in the style of the author.

fun with your description.

Maths	Flashback 4	Flashback 4	Flashback 4	Flashback 4	Flashback 4
	Find attached the Flashback 4. Today we will be completing week 6, day 1.	Find attached the **Flashback 4**. Today we will be completing *week 6, day 2*.	Find attached the **Flashback 4**. Today we will be completing *week 6, day 3*.	Find attached the **Flashback 4**. Today we will be completing *week 6, day 4*.	Find attached the **Flashback 4**. Today we will be completing *week 6, day 5*.
	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks
	WALT be able to read and interpret tables First view the White Rose video here: https://vimeo.com/466530531 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-3-WO4-Read-and-interpret-tables-2019.pdf	WALT: be able to plot data on a line graph . First watch National Oaks video here Unit - Oak National Academy (thenational.academy) Look at the worksheet where you read and interpret time graphs.	WALT: be able to join the plots on graph to find (x,y) values. First watch National Oaks video here: Unit - Oak National Academy (thenational.academy) Look at the worksheet where you are comparing time graphs.	WALT be able to use line graphs to solve problems First watch National Oaks video here: Unit - Oak National Academy (thenational.academy) Look at the worksheet where you are interpreting time graphs.	WALT be able to use line graphs to solve problems First watch National Oaks video here: Unit - Oak National Academy (thenational.academy) Look at the worksheet where you are constructing time graphs.

Topic	Science	PE	Computing	PE	PSHE
	Science <u>WALT be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.</u> First watch this short clip about thermal insulators [Thermal Conductors and Insulators - Bing video](#) TASK Design an experiment to keep a mug of hot chocolate warm for the longest period of time. You may choose to use different thermal insulators. Draw a label diagram. Explain how you would set up your experiment. What will you measure? How will you discover which thermal insulator is the best?	**PE** <u>WALT: Be able to hold body in different gymnastic shapes and balances</u> TASK Look at this video clip of some fun exercises and have a go yourself: THE LITTLE GYM at HOME [The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube](#) **Star and star jumps**– Arms and legs stretched out wide. **Pike** – Sitting tall, with legs together and straight, arms stretched out above legs. **Straddle** – Sitting tall, with legs out wide and straight, arms stretched out above legs **Arched shape**- Your feet and hands are the base of the arch and your body is in a curved shape. **Music** <u>WALT be able to recognise how musical instruments make different sounds.</u>	**Computing** <u>WALT: Be able to use and design spreadsheets</u> TASK Last session we looked at this video tutorial about basic spreadsheets here [Spreadsheet Basics -- Microsoft Excel - YouTube](#) We are now going to further design our own spreadsheets to calculate costs. RE <u>WALT: Be able to explain the significance of a mosque as a place of worship.</u> We are going to look at the importance of the Islamic place of worship. First view the power point here: Access this lesson using pin code: **BV8126** at [Twinkl Go](#) Now design a poster that explains the important features of an Islamic Mosque.	**PE** <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u> Warm up – running in different directions, skipping, hopping and jumping. , How wide, tall and small can you be? Running in different directions bouncing and catching the ball. Activity 1 – 'Turn about Catching 'Place 3 cones, 3 metres apart in a straight line. Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player. Increase/decrease distances between cones One handed catching Use weaker hand to catch and throw 3 cones per group and 2 balls per group **French** <u>WALT be able to develop French conversation</u> <u>View this power point describing the different</u>	**PSHE** <u>WALT: Be able know there are rights and responsibilities when playing a game online</u> We are all still thinking how to keep safe when playing on line games. Sometimes we might worry about comments from other players. We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity? Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity! NOW Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn. *If you are at home please ask an adult to read the **Calming Script** to you*

		[Music / Science KS2: House of Sound - BBC Teach](#)		subjects taught in a French school. Access this lesson using pin code: **BP0246** at [Twinkl Go](#) NOW Write five sentences hat describe in French which subject each of the children like.	

FLIGHT

Like a man-made magic wish, the aeroplane began to rise.

The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky. Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.

The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manaus, the city on the

Skimming and Scanning: Plastic Pollution

Skimming and scanning is a useful skill for finding important information in a text quickly. Skim and scan this passage of text to find the words in the box below.

Tick each word off once you have found it in the text.

O polluting   O entangled

O moulded   O contaminated

O syringes   O consumption

O retailers   O fabric

O poison   O recycling centre

Time taken: _____

Now, write a glossary for at least three words from this list. Use a dictionary to help you.

Plastic pollution is the build-up of plastic in the environment. The amount of plastic on the planet is increasing and plastic pollution is damaging wildlife and human health. Tons of plastic rubbish is thrown away every year and this ends up polluting both land and oceans.

History of Plastic

Plastic is a useful resource. It is lightweight, flexible and can be moulded into any shape. Look around you and you will see plastic products being used every day. Plastic is used to make food containers, bins, toys, syringes and hundreds of other items. Plastic bags were first introduced into supermarkets in the 1960s and are used worldwide by many supermarkets and retailers. In 2013, supermarkets in the UK gave out over 7.4 billion plastic bags to customers. Since October 2015 however, customers are charged 5p per plastic bag which may reduce the number of bags that are produced.

Dangers of Plastic

Although plastic is a useful material, it can also be a very dangerous one. Plastic is made of oil and other chemicals which help them keep their shape. Plastics that are left in landfills or in our oceans release these harmful chemicals which then poison and damage the surrounding environment. This can have deadly consequences for wildlife that lives in these contaminated areas.

Leaking chemicals is not the only danger posed by plastic pollution. Animals and marine creatures can become entangled in plastic objects which then make it hard (and sometimes impossible) for them to move, eat or even breathe.

Human health is affected by plastic pollution too. Plastic particles are finding their way into our drinking water and even the food that we eat, such as fish, may be contaminated. The effects of microplastic consumption on humans is not fully understood although evidence suggests that it does have a negative impact on our health.

Reduce. Reuse. Recycle

There are 6.3 billion tons of plastic waste on Earth. We all need to act now to help reduce this number and there are lots of things that we can do to help end plastic pollution.

We need to reduce the amount of plastic that we use. Avoid using straws and plastic takeaway cups and say no to plastic bags at supermarkets. Take a fabric bag instead. We need to reuse plastic items that we already have. Wash plastic bottles and refill them. Avoid wrapping food in clingfilm; use a lunch box and wash it after use. And finally, recycle plastic instead of throwing it in the normal bin. Use recycling boxes or take your plastic to a recycling centre so that it doesn't end up in a landfill site or in the ocean.

FLIGHT

Like a man-made magic wish, the aeroplane began to rise.

The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky. Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.

The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manaus, the city on the water. He brushed his hair out of his eyes and pressed his forehead against the window.

Behind Fred sat a girl and her little brother. They had the same slanted eyebrows and the same brown skin, the same long eyelashes. The girl had been shy, hugging her parents until the last possible moment at the airfield; now she was staring down at the water, singing under her breath, her brother trying to eat his seatbelt.

In the next row, on her own, sat a pale girl with blonde hair down to her waist. Her blouse had a neck-ruffle that came up to her chin, and she kept tugging it down and grimacing. She was determinedly not looking out of the window.

The airfield they had just left had been dusty and almost deserted, just a strip of tarmac under the ferocious Brazilian sun. Fred's cousin had insisted that he wear his school uniform and cricket jumper, and now, inside the hot, airless cabin, he felt like he was being gently cooked inside his own skin.

The engine gave a whine, and the pilot frowned and tapped the joystick. He was old and soldierly, with brisk nostril hair and a grey waxed moustache which seemed to reject the usual laws of gravity. He touched the throttle and the plane soared upwards, higher into the clouds.

It was almost dark when Fred began to worry. The pilot began to belch, first quietly, then violently and repeatedly. His hand jerked, and the plane dipped suddenly to the left. Someone screamed behind Fred. The plane lurched away from the river and over the canopy. The pilot grunted, gasped and wound back the throttle, slowing the engine. He gave a cough that sounded like a choke.

Fred stared at the man – he was turning the same shade of grey as his moustache. 'Are you all right, sir?' he asked. 'Is there something I can do?'

Fighting for breath, the pilot shook his head. He reached over to the control panel and cut the engine. The roar ceased. The nose of the plane dipped downwards. The trees rose up.

'What's happening?' asked the blonde girl sharply. 'What's he doing? Make him stop!'

The little boy in the back began to shriek. The pilot grasped Fred's wrist hard for a single moment, then his head slumped against the dashboard.

And the sky, which had seconds before seemed so reliable, gave way.

Questions

1. What does 'grimacing' mean?
2. What phrases on Page 3 show that the pilot isn't well? (page 3 on document is page 3)
3. Why won't the girl look out of the window?
4. Why is Fred concentrating so much?
5. What happens to the pilot?
6. Read to the end of the chapter. Predict what happens next. Clue: The next chapter is called The Green Dark.
7. Explain why Katherine Rundell leaves the chapter on a cliffhanger.
8. Where are they flying?
9. How many people are on the plane?
10. What does the pilot look like?
11. Summarise this chapter in twenty words or less.
12. Write the next 200 words of the story.
13. Ask a question based on chapter 1.
14. On page 1 the boy grips his seat and held his breath, what does this suggest?
15. How do you know the passengers felt nervous on flight? Give two pieces of evidence.

Active or Passive Voice

Active verbs

Verbs can have an **active** or **passive** voice. When a verb is **active,** the **subject** of the sentence is doing the action. For example:

The cat sat on the mat.

Here, cat is the **subject**, sat is the **active** verb and the mat is the object.

Passive verbs

Contrast this with the **passive** voice of the verb:

The mat was sat on by the cat.

Here, the mat is the **subject** and is suffering the action of being sat on by the cat.

Complete the following table, inserting a tick showing whether the verb is **active** or **passive.**

Verb	Active	Passive
The school **arranged** a visit.		
A visit was **arranged** by the school.		
The dog **buried** the bone.		
The bone was **buried** by the dog.		
The man **painted** the wall.		
The wall was **painted** by the man.		
The ball was **thrown** at the window by the naughty girl.		
The naughty girl **threw** the ball at the window.		
You must not **run** across the road.		
You could get **run** over!		

Expanded Noun Phrases

I can add adjectives to nouns to create expanded noun phrases.

Look at each sentence below. The noun phrases are very short. Can you improve the sentences by expanding the noun phrases? The first one has been done for you.

1. The **red** car drove down the **long** road.

2. The _____ woman climbed the _____ mountain.

3. There was a _____ spider crawling up the _____ wall.

4. The _____ children ate the _____ picnic.

5. The _____ cat chased the _____ mouse.

Active or Passive Voice - **Answers**

Verb	Active	Passive
The school **arranged** a visit.	✓	
A visit was **arranged** by the school.		✓
The dog **buried** the bone.	✓	
The bone was **buried** by the dog.		✓
The man **painted** the wall.	✓	
The wall was **painted** by the man.		✓
The ball was **thrown** at the window by the naughty girl.		✓
The naughty girl **threw** the ball at the window.	✓	
You must not **run** across the road.	✓	
You could get **run** over!		✓

OBJECTIVES	QUESTIONS	ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Identify techniques the writer has used to evoke emotion. **Geography** - Extend geographical thinking by researching a country's culture and history. **Maths** - Convert between different units of metric measure. **Design Technology & Art** - Use a range of materials to create a 3D diorama of a rainforest setting. **Poetry** - Retrieve information from the text and write a poem based on the setting.	1. Create a spider diagram of words, ideas and themes linked to the word 'exploration'. What is the difference between exploring and being lost? 2. Spend some time looking at the front cover of the book. What do you predict it will be about? Are there any clues as to what might happen? Draw or write about your ideas. 3. Look at the chapter titled 'Flight'. Which words and phrases used by the author create a sense of excitement and tension? 4. Why might Fred be both 'dizzy and desperate' on page 7? Refer to both words in your answer. 5. Read pages 6-17. What are your first impressions of Con? Do you like her? Use evidence from the story to support your opinion. 6. What evidence is there that the den has been made by someone (or something) rather than being a natural creation? 7. What do we learn about Fred and his relationship with his father on page 36? Which words and phrases tell us? 8. Look at the words written in italics on page 45. Why are they written in italics? How should they be read? What clues do they give us about how the characters are feeling? 9. Lila is the most practical and knowledgeable member of the group. Do you agree with this statement? Use evidence from the story to support your opinion. 10. Can you explain the joke on page 65? Why do you think the children find it so funny at this point in their adventure?	Use a map to locate the Amazon and calculate how long it would take to travel there. In pairs/a small group, conduct research into its climate, terrain and the animals you can find there. Present your findings to the class in the form of a large, engaging A3 poster. Carry out research into famous rivers around the world. Which is the longest? Which is the widest? Which is the shortest? Convert the length of each river from km to m. Can you find out the difference between the longest and shortest river in the world? Using a shoebox, create a 3D diorama of a rainforest setting. Carry out research into the different layers of the rainforest and add your ideas onto museum cards, to be placed around your diorama. Use the information on page 48 as inspiration to write a poem entitled, 'What else will we find in this rainforest?' For example: *What else will we find in this rainforest?* *Pigeons with fangs?* *Worms with claws?...*

Look at these maths problems and other activities found on the Oxford Owl website here:

Fun maths games and activities | Oxford Owl

Section 1

Can you write a sentence about Usain Bolt that has a parenthesis marked with dashes?

_____

_____

_____

_____

_____

_____

Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

The government committee approved the plans for the new supermarket but rejected the petition for a bypass.

Section 3

Can you invent a question that Amy says in reply and write it in a direct speech sentence that uses inverted commas?

Would you like an apple, Amy?

_____

_____

_____

Section 4

Rewrite the sentence below with an embedded relative clause about Billy.

Billy let the spider he had caught go free in his back garden.

_____

_____

_____

Section 5

Match the prefix to the correct root word:

ir		secure
il		legal
in		regular

Which of the words you have made is a synonym of unlawful? _____

Which of the words you have made is an antonym of self-confident? _____

Section 6

u   h   h

t   o   o   r   g

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

t_____h

Maths ANSWERS for the White Rose worksheets can be found here:

Monday Imperial https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-4-ANS4-Imperial-units-2020.pdf

Tuesday Imperial measures https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y6-Spring-Block-4-ANS5-Imperial-measures-2019.pdf

Wednesday Volume https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS3-Estimate-volume-2020.pdf

Thursday Capacity https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS4-Estimate-capacity-2020.pdf

Friday estimating volume https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS4-Estimate-capacity-2020.pdf

- A tower is made of red and green cubes.
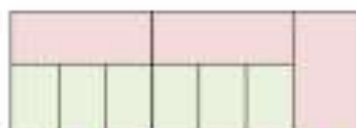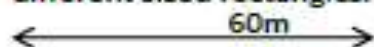For every 1 red cube there are 2 green cubes.
Each cube has a height of 2.5cm
The tower is 30cm tall.
How many green cubes are in the tower?

2.5cm
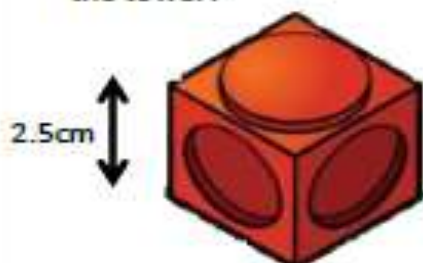
- The diagram is made up of two different sized rectangles.

60m

For each large rectangle the length is double the width.
The length of the diagram is 60m.
Find the area of one of the small rectangles.

- The perimeter of the rectangle is 33cm.

3.6cm

Ajay says,

Rounded to the nearest whole number the length of the rectangle is 13cm.

Do you agree? Explain why.

- Here is a square with a equilateral triangle inside it.

The perimeter of the triangle is 54cm
Find the perimeter of the square.

- Ellie, Shauna and Megan receive their pocket money on a Friday.

Shauna receives two times more than Ellie receives.

Megan receives £5 more than Shauna receives.

Altogether, their mum hands out £22.50

How much money do they each receive?

(A bar model will help.)

- Lollies are sold in two sizes, small and large.

Sanjay buys two small lollies for 92p
Jenny buys 5 small lollies and 3 large lollies and pays with a £10 note.
Jenny receives £4.16 change.
How much does one large lolly cost?

- Who is this woman?

- What do her clothes tell you about her?

- What is she doing?

- What are the lights?

- Have you ever seen anything like this? Is this real or fantasy?

- Why is she doing this? Why at night time?

- Is anyone else with her?
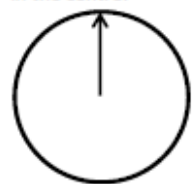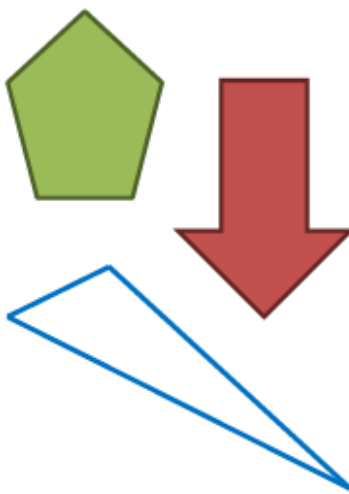
"At the close of each day she spun the night sky."

- Now what do you know about her?

- What is her job?

- Does she have to spin the night sky? Who told her to do it? How long has she been doing it? What happens if she doesn't spin the night sky? What happens at sunrise?

- Write a short story about a time she doesn't spin the night sky. Will it have a positive resolution or not? Why?

- Where are the girl and the dragon?

 What can they see from this place? What are they looking at?

- Why are they here?

- Are they friends? Does the girl own the dragon as a pet? Or does the dragon own the girl as its pet?

- What species of dragon do you think it is? Is it friendly?

- Does anyone else know that they're up here? What might other people say about their friendship?

- Give this picture a new title. Explain your choices and persuade others that yours is the best title.

- Write about the adventures of the girl and the dragon.

- If one angle in a triangle is 38° and another is 68°, what type of angle will the third be?

- Tick all the obtuse angles

  47°   107°

  98°   90°

- Which number is an angle?

  79.4   -60

  Explain why.

- Odd one out.

  180°   45°

  79°   225°

  Explain why.

- Cut out a circle with a spinner in the centre.

  Put the arrow in the starting position above. Turn over a flash card with an angle on. Estimate the given angle by moving the spinner. Check how close you are.

- Estimate and measure the angles in these shapes.

  Record your results in a table. Work out how close you were. Did you notice anything or find any easier?

Identifying the Subjunctive Mood Answers

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

1.
   - [✓] If I <u>were</u> chosen, I would do my best.
   - [ ] If you choose me, I would do my best.

2.
   - [✓] I request that she <u>demand</u> a recount in the election.
   - [ ] I have requested that she demands a recount in the election.

3.
   - [ ] Honesty is part of our school rules.
   - [✓] Our school rules <u>require</u> that all children be honest.

4.
   - [✓] The head teacher demanded that she <u>attend</u> the important meeting.
   - [ ] The head teacher demanded her attendance at the important meeting.

5.
   - [ ] The detective knew nothing about the secret so he could not solve the crime.
   - [✓] If the detective <u>had known</u> the secret, he would have solved the crime.

- Complete the rectangles on the grids below.

- Why is a square a special rectangle?

- Join 4 dots together to make a rectangle.

- The perimeter of the rectangle is 45cm.

4.9cm

Find the length of the rectangle.

- Here is a rectangle.

a   b

c

What is the sum of angles a and b?

Find angle c.

- A shape has 4 right angles.
It has 4 straight sides.
It has 2 pairs of parallel lines.
Draw what the shape could be.
Is there more than one option?

- A rectangular classroom has a perimeter between 20 and 25 cm. What could the dimensions be?

- A rectangular classroom has an area between 20 and 25 cm. What could the dimensions be?

- A shape is made up of a square and rectangle.

The perimeter of the shape is 70cm.
The area of the square is 121cm^2
What is the area of the rectangle?

- What shape am I?

a) My faces are made up of a square and four triangles.

b) My faces are made up of rectangles and triangles.

- Complete the sentences.

A tetrahedron has ___ faces. The faces are made from _____.

A cube has ___ faces. The faces are made from _____.

- Draw another dot on the net of the cube below so it has a dot on the opposite face when the 3D shape is constructed.
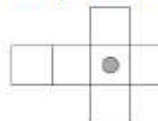
- Find 3 similarities between the net of a tetrahedron and the net of a cube.
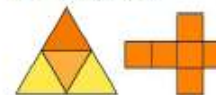
Share them with a partner. Are any the same/different?

- Albie says,

If two 3D shapes have the same number of edges then they also have the same number of vertices.

Do you agree? Explain why.

- Create cubes and cuboids by using multilink.
Can you draw these on isometric paper?
Which part is difficult? Would it be harder if you had to draw something other than squares or rectangles?

- Here is a cuboid

8 cm

6 cm

12 cm
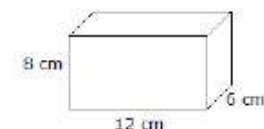
Draw the net for this cuboid.

- Visualise
a) A square based pyramid is put on top of a cube so that it fits perfectly. How many 2D shapes can you now see and what are they?

b) A tetrahedron and a triangular prism are fit perfectly together. How many 2D shapes can you now see and what are they?

- Work out the missing angles.

45°   x   27°

x

23°   48°   x
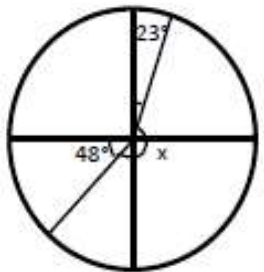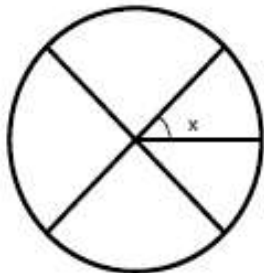
- Gary says,

If I turn the letter M by 180° then it looks like the letter W

Do you agree? Prove it.

- Design a 'fun house' for children to play in. It should have 'wonky' walls, windows and doors.
Label the angle types.
e.g.

- How many right angles can you find?
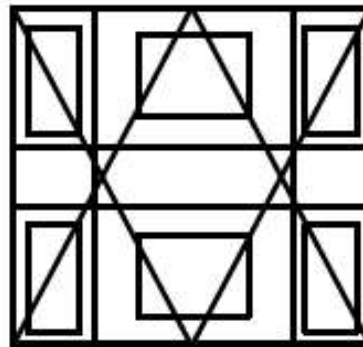
- Investigate the amount of obtuse and acute angles there could be in a pentagon.
How many different pentagons can you create?
Record the information in a table to show different acute and obtuse angles.

- Create your own missing angles for a partner. Include information relating to quarter, half and full turns.

How old is Hector?

Using this list of facts, work out how old Hector is.

- Lottie was four when Hector was born.
- Archie was six when Hector was born.
- Henry was ten when Hector was born.
- Last year Archie was $\frac{4}{5}$ the age of Henry.
- Next year Hector will be $\frac{1}{4}$ the age of Mum.
- Mum is above the age of 38 and below the age of 60.
- Last year Hector was $\frac{1}{2}$ the age of Henry.

How old is Hector?

Answer

Hector is 11 years old.

To solve this you can start with Hector being $\frac{1}{4}$ the age of Mum **next** year. We know that next year Mum must be an age divisible by 4. Her possible age **next** year is (40, 44, 48, 52, 56) so this year Mum must be 39, 43, 47, 51, 55 and Hector must be 9, 10, 11, 12, 13.

Last year Hector was $\frac{1}{2}$ the age of Henry so Henry must be (16, 18, 20, 22, 24) **last** year so this year Henry must be (17, 19, 21, 23, 25). You know that Henry was 10 when Hector was born so there must be a difference of 10 years.

HECTOR	9	10	**11**	12	13
HENRY	17	19	**21**	23	25
Age difference	8 years	9 years	**10 years**	11 years	12 years

Reading Activities

Choose one of these activities to go alongside your reading book each day!

In a nutshell...	**Dear diary...**	**Sam-I-Am...**	**Word Detective...**
Write a ten-word summary of the pages (or book!) you have just read.	In first person as the main character, write a diary entry about the main event.	How are you similar to the character in the book? How are you different? Create a table.	Find 10 words that you are unsure of the meaning and, using the sentence, find the definition.
Incredible Illustration...	**Perfect Prediction...**	**Front Cover**	**Act it out...**
Choose the favourite page you've read today and create an illustration for it.	If you're starting a new book, before you begin write **three** predictions you can make from the front cover!	When you finish the book can you create a front cover? Remember - don't give the story away!	Act out a scene from the book - can someone guess what's happening?
I say...	**Vocabulary Ninja...**	**20 Questions...**	**Decisions, decisions...**
Draw a speech bubble - what was a character thinking during the events of the page?	Find 5 words which add atmosphere to the book. Use them in your own sentence.	Write down 10 questions you'd want to ask the characters from the book.	Choose a decision the character has made and write reasons 'for' and 'against'.
Hear Hear...	**Time to...**	**In the news...**	**Valiant values...**
Tell someone the favourite part of your book and why.	Create a timeline for your book with 5 main events on.	Write a newspaper report of an event from your book.	How did a character show our school values?

Musical Notes

FACE in the space

All Cows Eat Grass

Good Burritos Don't Fall Apart

Every Green Bus Drives Fast

Middle C

twinkl visit twinkl.com
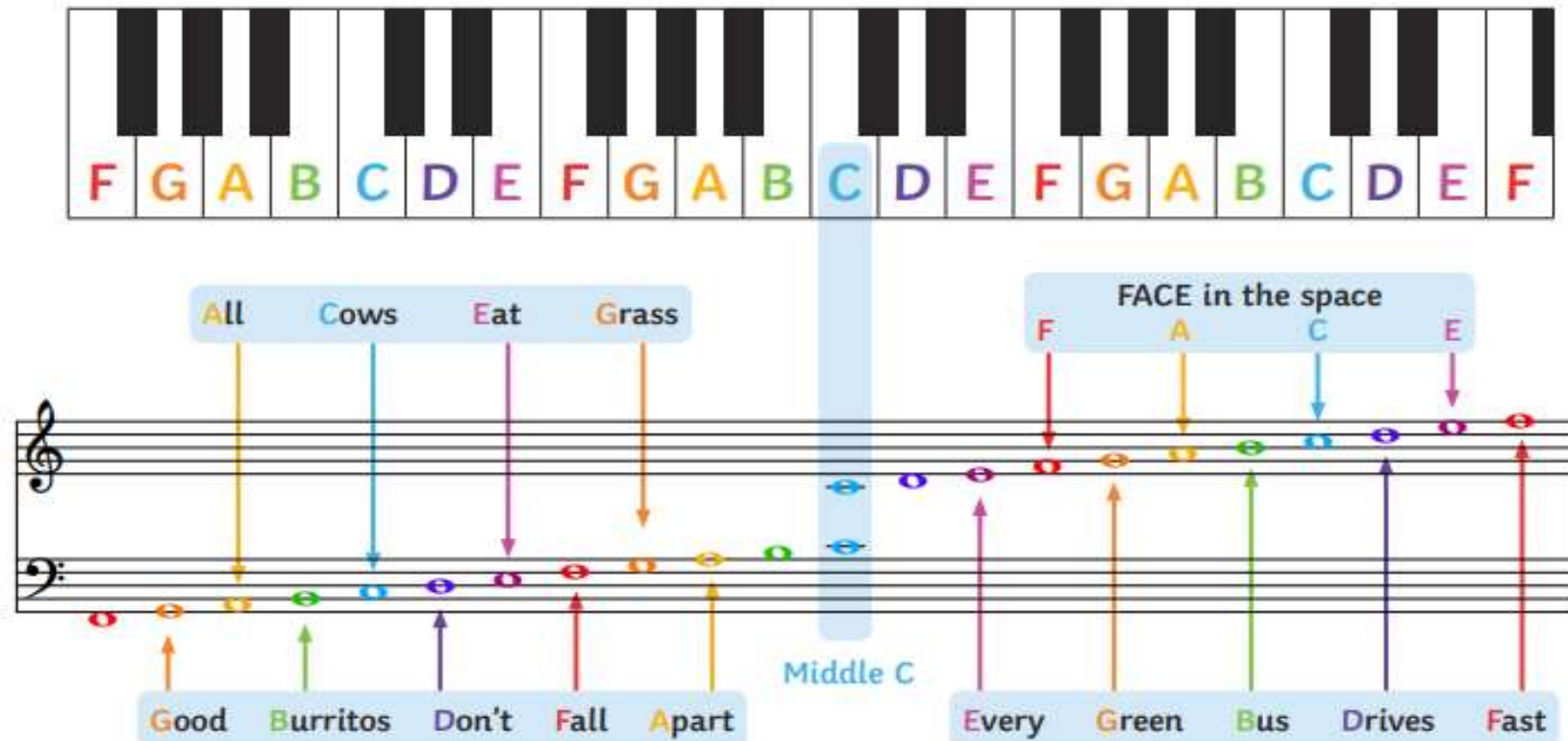
Figurative Language

Metaphor
She is a ray of sunshine.
Heart of stone.
He is the light of my life.
A rollercoaster of emotions.

Personification
The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia
Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration
Evil eagles eat eels.
Dreary, dismal darkness.
Pretty purple purses.
Adjectives and adverbs.

Simile
Pure as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom
Time flies.
Cat got your tongue.
Broken heart.
Face the music.

Hyperbole
For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
Speed up- a snail can go faster than you!

FIGURATIVE LANGUAGE

Search through your reading book or look at the story of 'The Train to Impossible Places' to locate examples of Figurative Language the author has used.

Can you copy their ideas and write a short paragraph that uses this Figurative Language?
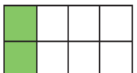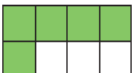
HOW WELL DO YOU KNOW YOUR SPELLING?

Statutory Spelling List for children of Year 5 and Year 6

accommodate	conscience	explanation	neighbour	shoulder
accompany	conscious	familiar	nuisance	signature
according	controversy	foreign	occupy	sincere
achieve	convenience	forty	occur	sincerely
aggressive	correspond	frequently	opportunity	soldier
amateur	criticise	government	parliament	stomach
ancient	curiosity	guarantee	persuade	sufficient
apparent	definite	harass	physical	suggest
appreciate	desperate	hindrance	prejudice	symbol
attached	determined	identity	privilege	system
available	develop	immediately	profession	temperature
average	dictionary	interfere	programme	thorough
awkward	disastrous	interrupt	pronunciation	twelfth
bargain	embarrass	language	queue	variety
bruise	environment	leisure	recognise	vegetable
category	equipped	lightning	recommend	vehicle
cemetery	equipment	marvellous	restaurant	yacht
committee	especially	mischievous	rhyme	
communicate	exaggerate	muscle	rhythm	

community competition	excellent existence	necessary	sacrifice secretary	

Mastery	Mastery with Greater Depth
Mark and label on this number line where you estimate that $\frac{3}{4}$ and $\frac{3}{8}$ are positioned. 0 $\frac{1}{2}$ 1	Russell says $\frac{3}{8} > \frac{3}{4}$ because 8 > 4. Do you agree? Explain your reasoning.
Choose numbers for each numerator to make this number sentence true. $\frac{\square}{15} > \frac{\square}{10}$	Which is closer to 1? $\frac{7}{8}$ or $\frac{23}{24}$ Explain how you know.
Chiz and Caroline each had two sandwiches of the same size. Chiz ate $1\frac{1}{2}$ of his sandwiches. Caroline ate $\frac{5}{4}$ of her sandwiches. Draw diagrams to show how much Chiz and Caroline each ate. Who ate more? How much more?	Chiz and Caroline each had two sandwiches of the same size. Chiz ate $1\frac{1}{4}$ of his sandwiches. Caroline ate $\frac{5}{4}$ of her sandwiches. Fred said Caroline ate more because 5 is the biggest number. Tammy said Chiz ate more because she ate a whole sandwich. Explain why Fred and Tammy are both wrong.

Mastery	Mastery with Greater Depth
Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B. How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday? A B	Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B. A B Sam says he ate $\frac{7}{8}$ of a bar of toffee. Jo says Sam ate $\frac{7}{16}$ of the toffee. Explain why Sam and Jo are both correct.
Using the numbers 5 and 6 only once, make this sum have the smallest possible answer: $\frac{\square}{15} + \frac{\square}{10} =$	Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer: $\frac{\square}{\square} + \frac{\square}{\square} =$
Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Graham has six pizzas. How many people can he serve? Draw on the pizzas to show your thinking. Write your answer as a multiplication sentence.	Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Fill in the table below to show how many pizzas he must buy for each number of guests. 	Guests	Pizzas	 |---|---| 	4		 	6		 	8		 	10		 When will he have pizza left over?

Calming script

Calm, quiet minds feel better... so, let's see if we can quieten our minds down.

Take your Calm Me positions... sit nice and straight on the floor, see if you can sit up with a straight and dignified spine. Both feet are out in front of your and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing of the sounds around you...

Notice how calm you feel when you just focus on your breathing...
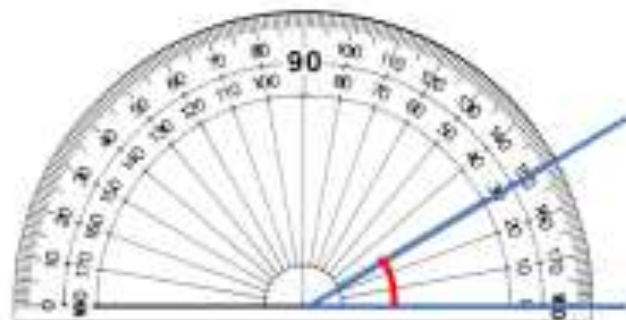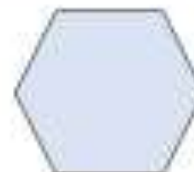
In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now.

1) Read the angle shown on the protractor. **30°**

2) What comes next in the sequence?

9.8, 9.5, 9.2, _____ **8.9**

3) Find the missing number.

0.273 + ☐ = 1 **0.727**
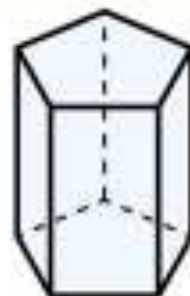
4) Divide 648 by 4 **162**

White Rose Maths

Flashback 4

1) Estimate the size of the angle.

    120°

2) Multiply 4.39 by 1,000   4,390

3) Add 0.8 to 9.4   10.2

4) Round 3.74 to the nearest tenth.   3.7

White Rose Maths

Les matières
School Subjects

Français		English
le français	▶	French
le dessin	▶	Art
la géographie (la géo)	▶	Geography
l'anglais	▶	English
l'éducation physique (l'E.P.S.)	▶	PE
l'informatique	▶	IT
les mathématiques (les maths)	▶	Maths
la musique	▶	Music
l'histoire	▶	History
les sciences	▶	Science

Quelle est ta matière favorite ?
Which is your favourite subject?

le français	▶
le dessin	▶
la géographie (la géo)	▶
l'anglais	▶
l'éducation physique (l'E.P.S.)	▶
l'informatique	▶
les mathématiques (les maths)	▶
la musique	▶
l'histoire	▶
les sciences	▶

Ma matière favorite est le dessin. ▶

Quelle est ta matière favorite ?
Which is your favourite subject?

le français

le dessin

la géographie (la géo)

l'anglais

l'éducation physique (l'E.P.S.)

l'informatique

les mathématiques (les maths)

la musique

l'histoire

les sciences

Ma matière favorite est l'histoire.