

Year 5 Home learning Plan: Week beginning 26/04/21

Learning activities are listed by day, with each day consisting of English, Maths and one other subject.

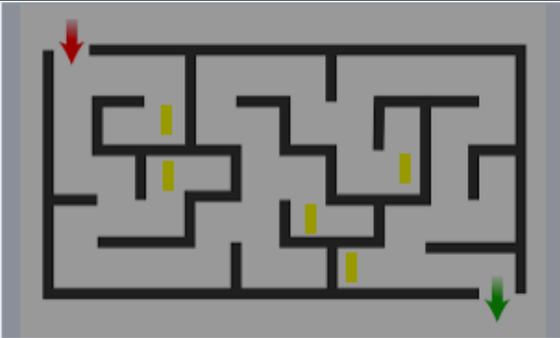
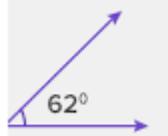
In addition to these daily learning activities, your child should continue to practice their reading, phonics/spelling and times tables. Year group spelling lists are available on the school's website. If you would like additional work, the Year group's homework and Millhouse Milestones can also be found on the website.

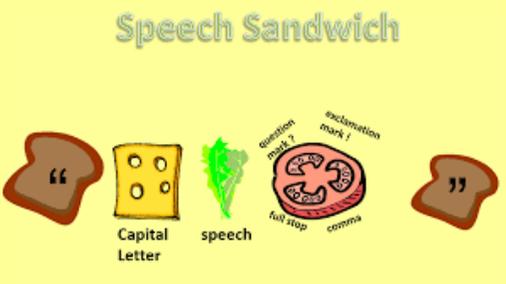
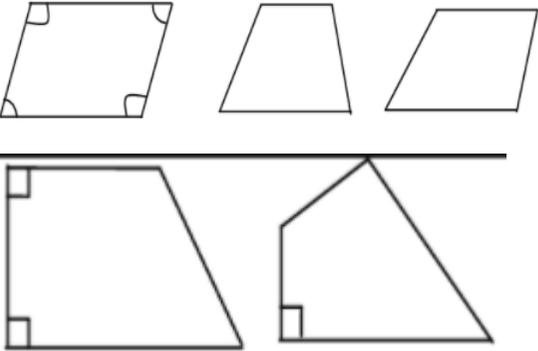
Free levelled reading books can be found on the Oxford Owl website: <https://home.oxfordowl.co.uk/reading/>



Millhouse
Primary School and Nursery

	English	Maths	Other
Mon	Bank Holiday	Bank Holiday	Bank Holiday
Tues	<p>For this unit of work, we will be writing a newspaper report about The Nowhere Emporium arriving in town overnight. Before we get started with writing a newspaper report, we need to identify the features and what we need to include. Read this newspaper online and see if you can identify these features.</p> <p>https://subscribe.firstnews.co.uk/issue-preview/</p> <p>Headline Paragraphs Orientation (opening paragraph telling you what the article is about) Re-orientation (final paragraph telling you what is happening now or what will happen next)</p> <p>What tense is it written in? Formal language Quotes (speech to show what someone has said) Conjunctions (joins two clauses together) Relative clauses (adds more detail about a noun)</p> <p>When you have found examples of these, collect some formal language and phrases and</p>	<p>What is a degree? It is the measurement of a turn.</p> <p>Where do we use degrees in real life? Look at the 2 pictures of the man. How far has he turned? A $\frac{1}{4}$ of a full turn or circle. This is equal to 90 degrees. If he was to do another quarter turn how many degrees would have move from the start? 180 degrees. So a half turn is equal to 180 degrees. What would $\frac{3}{4}$ turn be? 270. This is because we are counting up in 90s. So a whole turn is equal to 360.</p> <p>Task</p> <p>Write out a set of instructions for the character to follow so that they can collect all the yellow items from the maze before exiting.</p> <p>You may only use the following words Forward 90 degree turn right 180 turn 270 degree turn right</p>	<p>History</p> <p>What is your favourite food? Do you think you would have been able to eat it in Tudor times? Why? Lots of food that we eat today would not have been available in Tudor times – why? Lack of transport (no planes or motorised boats) so food had to be local. Some countries (America and the West Indies) had not been discovered yet so new varieties of food had not been introduced to England. There were no fridges or freezers so food had to be fresh or preserved with salt or sugar. How do we know about what they ate? Recipe books.</p> <p>Activity</p> <p>Investigate the differences between the rich and poor's diet. Then write a food diary for a rich Tudor and a poor Tudor. List what each had to eat for a whole day.</p>

	<p>add them to a mind map. Can you use these words in sentences?</p>		
<p>Wed</p>	<p>Today we are learning about relative clauses. Watch this video to remind yourself about them. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt</p> <p>Now re-write these sentences so that they include a relative clause. Remember that they need to be suitable for a newspaper report.</p> <ol style="list-style-type: none"> 1. The shop appeared overnight. 2. Villages began to gather on the cobbled street. 3. Early this morning, the shop owners arrived at their stores. 4. The ornate, intricate gold lettering stood out from the other stores. 5. The owner of the new shop was nowhere to be seen. 6. The poster in the window held details about the opening time. 7. Villagers whispered about the new arrival. 8. The Nowhere Emporium's windows displayed its wonderful and magnificent wares. 	<p>What is an angle? (the amount of turn between two given points). What are angles measured in? (degrees) Look at this angle.</p>  <p>Does anybody know the name? What is specific about an acute angle? (has to be less than 90 degrees). How can you know just by looking at an angle if it is acute? What is this angle?</p>  <p>Because it will be less than a right angle. It is an obtuse angle. That means it is between 91 degrees and 180. How can you tell it is obtuse? Because it is bigger than a right angle but smaller than a straight line. Any angle bigger than an obtuse angle must be a reflex angle, which are between 181-359.</p> <p>Task (See below) Label the angle acute, right angle, obtuse or reflex.</p>	<p>Art Last week you learned how to draw the Tudor Rose via the you tube link. https://www.youtube.com/watch?v=5M6goD1rYMU</p> <p>This week you are again going to draw the Tudor Rose but think about how you can simplify your design to produce a stencil.</p> <p>After this think about, which material will be the best medium for printing the design. Explain your reasons for your choices.</p>

<p>Thur</p> <p>Today we are learning about direct speech. We often use the speech sandwich to remind us how to write speech.</p>  <p>We need to include a comma after the reporting clause but before the first inverted commas.</p> <p>Michael, who is the local butcher, stated, "It wasn't there yesterday."</p> <p>Watch this video to remind yourself.</p> <p>youtube.com/watch?v=6-YFmLctwDY</p> <p>We are going to write a paragraph that includes two quotes that we could include in our newspaper report about the appearance of The Nowhere Emporium in the village. Have a read of this example.</p> <p>One passer-by, who was keen to see the new store, stated, "It is extremely magical. How can a shop suddenly appear overnight? I knew I had to see it for myself!" Billy, who owns Billy's Bakers, commented, "I don't understand. I don't know how this shop has appeared since it wasn't here last night when I locked my shop up."</p> <p>Now it is your turn. When you write your paragraph, try and include relative clauses to add more information about the person. Don't forget to add your comma after the</p>	<p>Think back to yesterday. What are the different types of angles? Acute, right angle, obtuse and reflex.</p> <p>Can you remember how you can tell the different angles apart?</p> <p>Acute will be smaller than a right angle, obtuse is bigger than a right angle but smaller than a straight line and reflex will be anything bigger than a straight line.</p> <p>Task</p> <p>Look at the shapes. Can you label every angle in each shape?</p> 		<p>Pshe</p> <p>Money, money, money</p> <p>This lesson will consider why we have money... what's the point of it? We will also look at why saving is important and different ways of paying for things.</p> <p>https://classroom.thenational.academy/lessons/money-money-money-61gked</p>

	reporting clause (words like said, stated, commented, explained etc)		
Fri	<p>Today we are learning how to find the meaning of words we don't know. There are 5 strategies we can use and we call them the High Five!</p> <ol style="list-style-type: none"> 1) Read whole sentence for context 2) Think of an alternative synonym that could fit in the sentence 3) Do you recognise the root word or part of the word? 4) Is there an explanation in the sentence? 5) Read the sentences before and after and 'picture the story' of what's happening. <p>Now, read the two pages below and answer the questions</p>	<p>Today we will be recapping on the different skills we have used.</p> <p>Who can remember how we divide when using numbers with more than 1 digit? Long division.</p> <p>First we write out the timestables of the number we are dividing by.</p> <p>Then there are 3 steps that we repeat over and over when dividing by long division.</p> <ul style="list-style-type: none"> • Look at the first 2 digits. Find the closest number to them without going over in the times tables. How ever many multiples of your number to find it goes on the top • Write the number that you found in the times table under the 2 digits you were looking at. Then take them away from the 2 digits. • Next bring the next number down. <p>Now repeat again!</p> <p>Task:</p> <ol style="list-style-type: none"> 1) $3706 + 294 =$ 2) $7465 \div 12$ 3) $34 \times 84 =$ 4) $8727 \div 11 =$ 	<p>P.E</p> <p>Have a go at the yoga session on the link below.</p> <p>https://www.youtube.com/watch?v=X655B4ISakg</p>

		5) $8038 \div 15 =$	
--	--	---------------------	--

		6) $2984 \times 100 =$	
--	--	------------------------	--

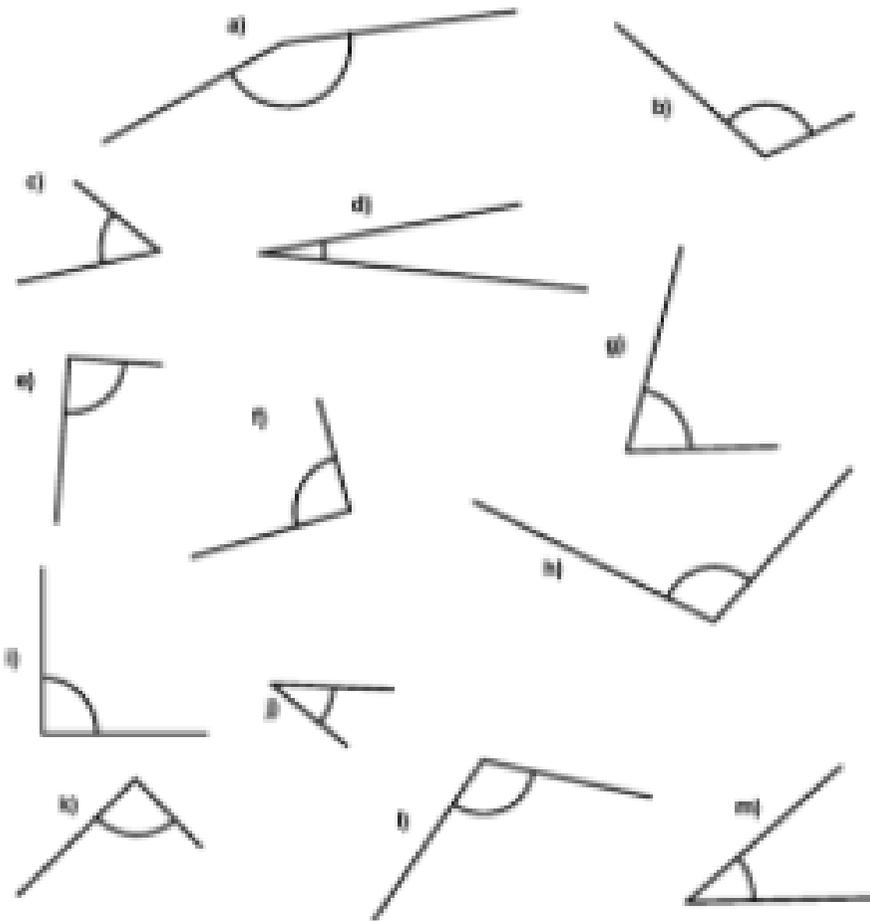
		7) $\frac{3}{8} + \frac{2}{6} =$	
--	--	----------------------------------	--

		8) $7004 - 2394 =$	
--	--	--------------------	--

		9) $1564 \times 53 =$	
--	--	-----------------------	--

Wednesday Maths

Label acute, right angle, obtuse or reflex.



One of the magpies pecked his ear, letting him know that it was not amused by the disruption, and they were moving again, until finally the birds landed at the foot of a wide door. Daniel pulled it open.

The walls of the square room beyond were completely hidden under rows of bookcases. He narrowed his eyes, squinting at the walls, and realised upon closer inspection that there were, in fact, no bookcases. There were only books. The books were the walls. And in that moment it hit him: every object in the room, from the armchairs to the tables to the lamps, was made from books, or the covers of books, or pages that had been torn from books. The floor was made of books. The ceiling was made of books. A miraculous fire was burning in a fireplace made entirely of books.

"Glad you could make it."

There were two armchairs. Both had been empty when Daniel walked into the room. He was sure of it. Now, somehow, Mr Silver occupied one of them. He nodded to Daniel, motioned for him to sit opposite.

"Let us begin at the beginning," said Mr Silver, wasting no time. "First, the basics. I deal in awe and wonderment. I sell escape and fantasy. I give my customers a tantalising glimpse of all that is possible in this world. And though they cannot remember the shop upon leaving, they will find that their hearts are lighter, that the edges of the world are bright and new

and shining. In return, the Emporium takes a piece of imagination, and that imagination powers the place, allowing me to create new Wonders and travel to my next destination, where the process begins anew." He ran his hands through his wild brown hair, and for a moment the shadow of age passed over his face.

"Magic can help one accomplish incredible things, Daniel. Take time, for instance. If you know enough, you can do things with time you wouldn't believe. I once worked for a man who never aged. Not one day the whole time I knew him." Silver shook his head, and his eyes darkened. "He's still out there somewhere, probably looking exactly as he did when I last saw him. I myself managed to stop the clock a few years after we parted ways, though I use a different method. I didn't have the stomach for his." Daniel wondered what the man who never aged had done, exactly. But Mr Silver waved a hand, as though flicking away the memories.

"The point is, I am older than I seem, and I'm beginning to feel the weight of the Emporium upon my shoulders. This is why I have decided to take on an assistant." He nodded to Daniel. "Do you recall what I was doing when you first found the shop?"

"I think," said Daniel, screwing up his eyes as he tried to replay the memory in his head, "you were writing. At your desk."

Silver reached into the pocket of his coat. He placed the battered old book on his lap. "I was writing in this

book," said Silver. He took it up and fanned the pages, causing his wild hair to blow into his eyes. "And *what* a book. It is the key to this place. The secret behind the Emporium. My *Book of Wonders*."

Daniel stared at the cracked cover. The title was all but faded away, though there were places where gold lettering was still visible; he could decipher the letters L, S, W, O and D. He leaned in. Was it his imagination, or could he feel the book pulling at him, drawing him closer?

Silver continued. "For every room that will ever come to exist in the Emporium, there is a page in this book. When I have an idea for a new Wonder, and I've thought it through carefully and decided that it is suitable, I begin to write it down. The pages are enchanted and entwined with the shop. When I have finished writing, a Wonder will appear somewhere in the corridors."

"All the doors I saw on the way here?" said Daniel. "All the Wonders? They have a page in that book?"

Silver thumbed through the pages, selecting one passage and placing the open book on the table. The writing within, in deep black ink, was small and neat, and decorated with many curls and flourishes. There was also a sketch, drawn in flowing black lines that seemed to come alive as Daniel gazed at it.

"I recognise this," he said, leaning ever closer to the book. "It's my wagon!"

Silver smiled for a fleeting moment, causing the lines around his eyes to deepen.

"Correct," he said. "I trust you find it comfortable enough? If you wish me to change anything..."

"It's perfect," said Daniel. His fingers fluttered hungrily, and he felt a great rush of excitement as he asked, "Can I have a closer look?"

A hesitation.

Silver handed over the book.

It was heavier than Daniel expected. But it also felt familiar somehow, as if he had held it before. He flicked through page after page, noting in his mind a list of rooms he longed to visit. There was an underground lake of gold, and a cove filled with sapphire water where a mermaid whispered the whereabouts of buried treasure. He saw a path through an enchanted forest, and the mountaintop den of an armour-clad dragon, and a grassland populated by lions. There were ancient pages where the ink was worn and could not be properly read. One such passage caught his attention, and as he stared at the words his stomach told him that they contained something vast and dark and ancient.

"The Library of Souls," said Mr Silver. "I am a fan of stories. A collector. And there is no greater story than that of life. The Library of Souls holds on its many shelves the life story of everyone who has ever lived, everyone who *will* ever live."

Wonderstruck, Daniel tried to imagine a room vast enough to hold such a great number of books, but he was distracted when Mr Silver gasped and breathed through his teeth. He sat forward in his chair and held his hand to his chest.

"What's wrong?"

Silver closed his eyes tight and took a deep breath. He let the breath out slowly, opened his eyes, and blinked. "I'm fine," he said.

Daniel's eyes lingered on Silver's hand, which was still pressed to his chest.

"Now that you've seen inside the *Book of Wonders*," said Mr Silver, as if nothing had happened, "it is time for the first test." He held out an open hand. In his palm sat a golden fountain pen. Daniel stared at it.

"I don't understand."

"I want you to attempt a Wonder of your own. Write in the book."

"Me? Make a room appear from nowhere? You're having a laugh!"

"I certainly am not. It's the quickest way to judge whether you have any talent."

Daniel fidgeted in his chair. He had not imagined his first test could be something so huge. He took the pen from Silver.

"What if nothing happens?" he asked. "Will you sack me?" Now that he was holding the book, that he'd seen the Wonders within its pages, his old life seemed so

The Day of the Turtle

This text is from a novel. In the extract, Laura, who lives on an island, has found a turtle on the beach. It is 1907 and the story is told through Laura's diary entries.



I shall remember today as long as I live. This morning I slipped away as soon as ever I could. I'd lain awake most of the night wondering how I was going to get my turtle back into the water. But as I made my way down to Rushy Bay, the morning fog lifting off the sea, I had no idea at all how I would do it.

Even as I uncovered him, I still didn't know. I only knew it had to be done. So I talked to him. I was trying to explain it all to him, how he mustn't worry, how I'd find a way, but that I didn't yet know what way. He's got eyes that make you think he understands. Maybe he doesn't, but you never know. I fetched some seawater in my hat and I poured it over him. He seemed to like it, lifting his head into it as I poured. So I did it again and again.

He was weak though. He kept trying to move, trying to dig his flippers into the sand, but he hadn't the strength to do it. His mouth kept opening and shutting as if he was gasping for breath.

Then I had an idea. I scooped out a long deep channel all the way down to the sea. I would wait for the tide to come in as far as it could, and when the time came I would ease him down into the channel and he could wade out to sea. As I dug, I told him my plan. When I'd finished, I lay down beside him, exhausted and waited for the tide.

The tide was coming in now, closer all the time. Then there was barely five yards of sand left between the sea and my turtle, and the water was washing up the channel just as I'd planned it. It was now or never.

I told him what he had to do.

'You've got to walk the rest,' I said. 'You want to get back in the sea, you've got to walk, you hear me?'

He tried. He honestly tried. Time and time again he dug the edge of his flippers into the sand, but he just couldn't move himself.

The flippers dug in again, again, but he stayed where he was. I tried pushing him from behind. That didn't work. I tried moving his flippers for him one by one. That didn't work. I slapped his shell. I shouted at him. All he did was swallow once or twice and blink at me. In the end I tried threatening him. I crouched down in front of him.

'All right,' I said. 'All right. You stay here if you like. See if I care. You see those gulls? You know what they're waiting for? If they don't get you, then someone else'll find you and you'll be turtle stew.' I was shouting at him now. I was really shouting at him. 'Turtle stew, do you hear me!' All the while his eyes never left my face, not for a moment. Bullying hadn't worked either. So now I tried begging.

'Please,' I said, 'please.' But his eyes gave me the answer I already knew. He could not move. He hadn't the strength. There was nothing else left to try. From the look in his eyes I think he knew it too.

I looked down at him. He was nudging at the sand with his chin, his mouth opening. He was hungry! I don't know why I hadn't thought of it before. I had no idea at all what turtles eat. So I tried what was nearest first - seaweed of all sorts, sea lettuce, bladderwrack, whatever I could find.

I dangled it in front of his mouth, brushing his nose with it so he could smell it. He looked as if he was going to eat it. He opened his mouth slowly and snapped at it. But then he turned his head away and let it fall to the ground.

'What then?' I asked.

A sudden shadow fell across me. Granny May was standing above me in her hat.

'How long have you been there?' I asked.

'Long enough,' she said and she walked around me to get a better look at the turtle.

'Let's try shrimps,' she said. 'Maybe he'll eat shrimps. We'd better hurry. We don't want anyone else finding him, do we?' And she sent me off home to fetch the shrimping net. I ran all the way there and all the way back.

Granny May is the best shrimper on the island. One sweep through the shallows and she was back, her net jumping with shrimps. She smiled down at my turtle.

She told me to dig out a bowl in the sand, right under the turtle's chin, and then she shook out her net. He looked mildly interested for a moment and then looked away. It was no good. Granny May was looking out to sea, shielding her eyes against the glare of the sun.

'I wonder,' she murmured. 'I wonder. I shan't be long.' And she was gone, down to the sea.

When she came back, her net was bulging with jellyfish, blue jellyfish. She emptied them into the turtle's sandy bowl. At once he was at them like a vulture, snapping, crunching, swallowing, until there wasn't a tentacle left. 'He's smiling,' she said. 'I think he likes them. I think perhaps he'd like some more.'

'I'll do it,' I said. I picked up the net and rushed off down into the sea. They were not difficult to find. I scooped up twelve big ones in as many minutes. He ate those and then lifted his head, asking for more. We took it in turns after that, Granny May and me, until at last he seemed to have had enough. I crouched down and looked my turtle in the eye.



'Feel better now?' I asked, and I wondered if turtles burp when they've eaten too fast. He didn't burp, but he did move. The flippers dug deeper. He shifted - just a little at first. And then he was scooping himself slowly forward, inching his way through the sand.

I was cavorting up and down like a wild thing, and Granny May was just the same. The two of us whistled and whooped to keep him moving, but we knew soon enough that we didn't need to. Every step he took was stronger, his neck reaching forward purposefully. His flippers were under the water now. He was half walking, half swimming. Then he dipped his snout into the sea and let the water run over his head and down his neck. He was going, and suddenly I didn't want him to. I was alongside him, bending over him.

'You don't have to go,' I said.

'He wants to,' said Granny May. 'He has to.' He was in deeper water now, and with a few powerful strokes he was gone, cruising out through the turquoise water of the shallows to the deep blue beyond. The last I saw of him he was a dark shadow under the sea making out towards the island of Samson.

This is the longest day I've ever written in my diary and all because of a turtle. My wrist aches.

1. What do the following words mean? Remember to find the word in the text to make sure you select the correct meaning as there may be more than one.

- a) slipped
- b) uncovered
- c) fetched
- d) weak



2. Look at the first paragraph (*I shall remember today...*). Find and copy a group of words which shows that Laura feels responsible for the turtle.
3. *I scooped out a long deep channel.* What does the word '**scooped**' mean? Select from the following:
swam dug collected fished
4. Find and copy one word that means paddle.
5. '*Time and time again he dug the edge of his flippers into the sand,*' What does this phrase mean?
6. *He was nudging at the sand with his chin.* What does the word **nudging** mean?
sniffing eating prodding drinking
7. *I dangled it in front of his mouth.* Which word most closely matches the meaning of the word **dangled**? Select from the following:
pushed held rubbed dropped
8. Find and copy two words that means that Granny May is a great fisherwoman
9. Find and copy a phrase to suggest that the light was so bright for Granny May
10. *Her net was bulging with jellyfish.* What does the word '**bulging**' mean? Select from the following:
full empty swimming sturdy
11. Find and copy a simile that means the turtle was attacking his prey
12. Find and copy a group of words from which shows that Granny May and Laura worked well as a team
13. Find and copy a word that shows the distance the turtle was gradually moving his body
14. *I was cavorting up and down like a wild thing.* What does the word '**cavorting**' mean? Select from the following:
jumping excitedly swimming quickly sulking loudly crying quietly
15. Find and copy a word to show the turtle moved with intent
16. Find and copy a word that means gliding

History

Bread: staple diet. Poor ate carters bread and rich ate manchet bread - the white the bread the more expensive. Meals were often served on big slabs of bread called trenchers.

Meat: rich ate more meat than the poor, including hedgehogs, cranes, sparrows, doves, badgers and crows as well as more well-known meats! Cooked on a spit over a fire - no ovens.

Vegetables: poor ate more than the rich (poor were often healthier). They were made into stews or pottage (soup thickened with oats).

Fruits: apples, pears, strawberries, plums and damsons all grew here. They thought eating them raw was bad for you. Often put them in meat dishes.

Sugar: very expensive - only the rich could afford it, Their teeth were terrible!

Other foods: flowers (such as primroses and lavender) and herbs and spices (cinnamon and cloves).

Interesting facts:

Against the law to eat meat on Fridays.

Forks had not been invented yet.

No one drank water (it was too polluted) Most common drink was ale - even for breakfast!

Tea and coffee were so rare they were only used for medicine.

Rich Tudors had banquets to show off - they would make their food seem as exciting as possible: *Four and twenty blackbirds baked in a pie!* - 24 live blackbirds were put inside a baked pie crust so that they could fly out when it was cut into at a banquet for Elizabeth I!