

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

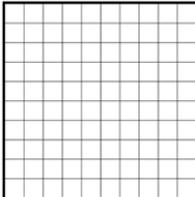
Learning activities are listed by day, with each day consisting of English, Maths and one other subject.

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
<b>Mon</b>	<p>Today we are going to practise writing a paragraph using the skills we have learnt this half term:</p> <p>expanded noun phrases similes metaphors personification fronted adverbials powerful, specific vocabulary for effect</p> <p>We will be writing two paragraphs. One is a nice, wonderful setting of the forest in the picture below and then the other is the evil, nightmare version of the forest. When you are writing your paragraph, you need to make sure that the sentences flow together to create a powerful image. Try not to start every sentence with the. When you include expanded noun phrases, you need to include them as part of a sentence and not on their own.</p> <p><b>The towering, verdant trees with leaves of emerald.</b> This is not a sentence.</p> <p><b>The towering, verdant trees with leaves of emerald stood quietly protecting the forest like soldiers on guard.</b> This is a sentence.</p>	<p>What does percentage mean? Where in life have you ever seen percentage used? Look at the hundreds square.</p>  <p>If the whole thing was filled up, this would be 100% filled. If I coloured in just 1 square what percentage would be filled up? 1% This is because we have 100% and we have divided that by the 100 we split the shape into.</p> <p>Can you shade in 23%? Can you shade in 70% Can you shade in 7%.</p> <p>Task 1 Shade in the percentage on the number squares</p>	<p><b>History</b></p> <p>What is your favourite food? Do you think you would have been able to eat it in Tudor times? Why?</p> <p>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><b>Activity</b></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>

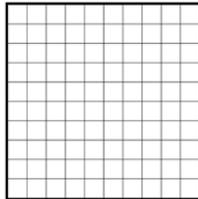


**Tues**

Today we are writing going to be applying all of the skills we have learnt this half term and write our setting description for The Book of Wonders. We will write our nice, magical setting first and then our evil, nightmare version created by Vindictus Sharpe. The skills we should see included are expanded noun phrases, similes, metaphors, personification, fronted adverbials and powerful, specific vocabulary for effect. Here is a picture of a setting for you to describe if you would like to use this one. Make sure you edit as you go along.



Look at the hundred square, Can you colour in 10 squares?



What is this worth as a percentage?  
What is this worth as a fraction?  $1/10$   
So  $1/10 = 10\%$   
What would this be worth as a decimal?  
0.1

Colour in just 1 square. What is this as a percentage? 1%  
What is this worth as a fraction?  
 $1/100$   
As a decimal? 0.01  
So if we know that 1% is equal to  $1/100$  and 0.01, then we can work out what any other percentage is worth.  $57\% = 57/100$  or 0.57

What about shapes that are not split into fractions of 100? Divide 100 by how many

**Art**

Last week you learned how to draw the Tudor Rose via the you tube link.

<https://www.youtube.com/watch?v=5M6goD1rYMU>

This week you are again going to draw the Tudor Rose but think about how you can simplify your design to produce a stencil.

After this think about, which material will be the best medium for printing the design.

Explain your reasons for your choices.

		<p>parts it is split into, that is your percentage. Then work out the decimal.</p> <p>Task 2 Convert these percentages to fractions and decimals</p> <ol style="list-style-type: none"> <li>1) 46%</li> <li>2) 20%</li> <li>3) 82%</li> <li>4) 93%</li> <li>5) 2%</li> <li>6) 83%</li> <li>7) 39%</li> <li>8) 100%</li> <li>9) 9%</li> </ol>	
<p><b>Wed</b></p>	<p>Today we are going to be writing our evil, nightmare version of the same setting you described yesterday. We are still looking for the same skills: expanded noun phrases, similes, metaphors, personification, fronted adverbials and powerful, specific vocabulary for effect.</p> <p>Here is a picture of a setting for you to describe if you would like to use this one. Make sure you edit as you go along.</p> 	<p>Today we will be converting from percentages, decimals and Fractions</p> <p>You can use the 100 square to help you if you need to.</p> <p>Remember that percentages is out of hundred so our fractions will need to be the same too. So 78% = ?/100? (78/100) How would we say that as a decimal (0.78) What about 7% as a decimal? Why would it not be 0.7? (Because 0.7 is also 0.70)</p> <p>Task Convert percentages, decimals and fractions in the chart below?).</p>	<p>Pshe Money, money, money 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><a href="https://classroom.thenational.academy/lessons/money-money-money-61gked">https://classroom.thenational.academy/lessons/money-money-money-61gked</a></p>

<p><b>Thur</b></p>	<p>Today we are going to publish our piece of writing. This means that when we are writing it out, we need to make sure we are focusing on our presentation and including our new and improved edits.</p>	<p>Can you remember how to convert percentages? On the sheet there are number lines. 0 is on the far left and one on the right. Where would I place 0.5? (in the middle because it is equal to a half) Where would I place 75% (right of thje 0.5 because we know that 75% = 75/100 which also equals <math>\frac{3}{4}</math>)</p> <p>Task Order the different numbers onto a number line. (See below)</p>	
<p><b>Fri</b></p>	<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"> <li>1) <b>Read whole sentence for context</b></li> <li>2) <b>Think of an alternative synonym that could fit in the sentence</b></li> <li>3) <b>Do you recognise the root word or part of the word?</b></li> <li>4) <b>Is there an explanation in the sentence?</b></li> <li>5) <b>Read the sentences before and after and 'picture the story' of what's happening.</b></li> </ol> <p>Now, read the two pages below and identify what the words mean.</p>	<p>Today we will be recapping on the different skills we have used. Who can remember how we divide when using numbers with more than 1 digit? Long division. First we write out the timestables of the number we are dividing by. Then there are 3 steps that we repeat over and over when dividing by long divison.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	<p><b>P.E</b> <b>Have a go at the yoga session on the link below.</b> <a href="https://www.youtube.com/watch?v=X655B4ISakg">https://www.youtube.com/watch?v=X655B4ISakg</a></p>

- Next bring the next number down.  
Now repeat again!

Task:

1)  $3746 + 832 =$

2)  $7465 \div 12$

3)  $47 \times 36 =$

4)  $8038 \div 11 =$

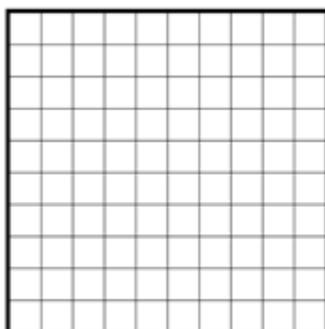
5)  $6475 \times 100 =$

6)  $\frac{3}{6} + \frac{2}{3} =$

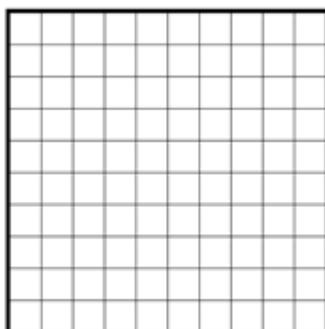
7)  $7004 - 2394 =$

8)  $1734 \times 53 =$

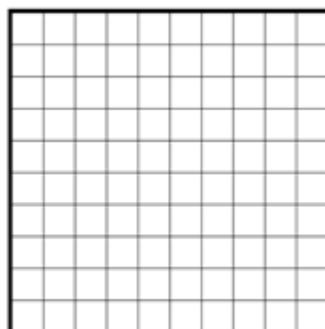
Maths Monday Task



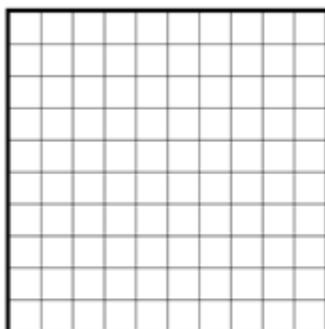
1) Can you shade in 56%



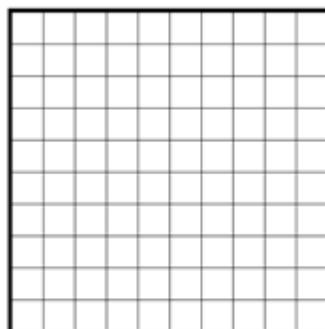
2) Can you shade in 12%



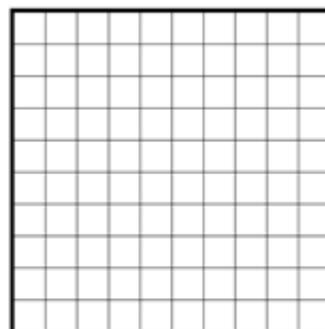
3) Can you shade in 22%



4) Can you shade in 4%?



5) Can you shade in 80%



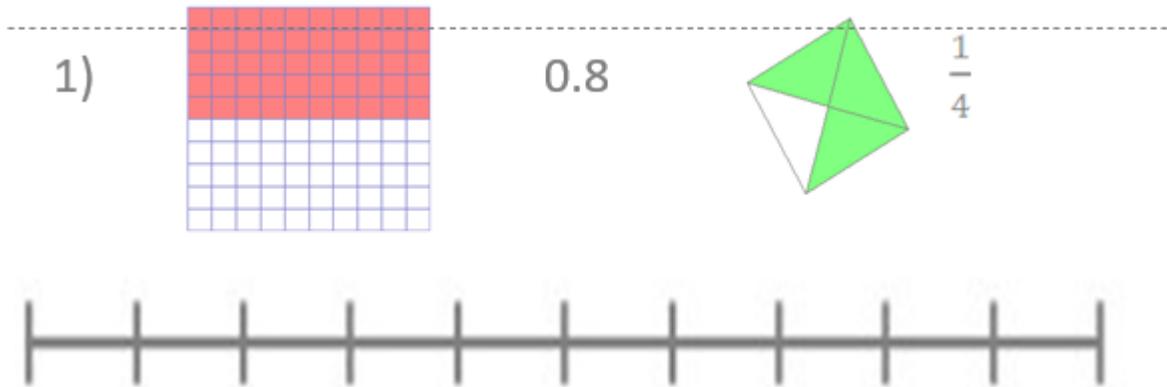
6) Can you shade in 93%

Wednesday Maths

Percentage	Decimal	Fraction
50%		
	0.35	

23%		
		83/100
	0.57	
99%		
7%		
		74/100
	0.93	
37%		
		17/100
	0.02	
		60/100
21%		

Thursday Maths Task

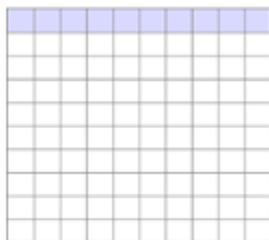


2)

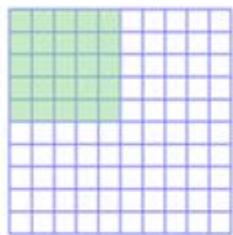


20%

0.05

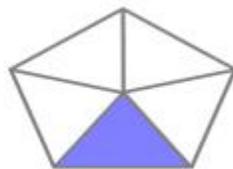


3)

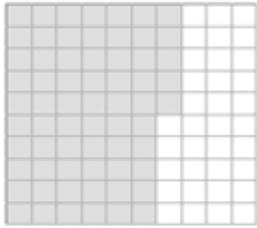


55%

$\frac{2}{5}$



4)



$\frac{4}{5}$  85% 0.9



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

## Reading Comprehension

### **Carnival in Britain**

Carnivals are large outdoor street festivals. They are held in many towns and cities in Britain, with some of the largest attracting more than 100,000 visitors each year.

The first Caribbean carnival in Britain was held approximately forty years ago. People who had come to Britain from the Caribbean, where the carnival tradition is very strong, dreamed of creating a festival of music and dance to bring people together. The carnival was very small, with just a few people walking through the streets in costume and carrying steel drums. Although it was small, that first carnival was a great success.



Now the idea has spread and carnivals have become hugely popular. Everyone can take part. Carnivals are also great summer tourist attractions that make towns and cities exciting places to visit.

The main event in every carnival is the street parade or procession. A carnival parade includes dancers, musical bands and performers, dressed in brightly coloured costumes. There are also large, highly decorated trucks called floats. For a few hours the roads are closed to normal traffic and the carnival procession makes its way through the city like a giant exotic snake.

### **An interview with Carl Williams**

*Artist and carnival costume designer*

#### **Where do you find your ideas for the costumes?**

*In the Caribbean tradition, costumes don't have to look like anything real – you can just use your imagination to create whatever fantasy you like. Of course, colour is very important and the costumes have to be light enough to carry. I often take my inspiration from insects or birds because of the beautiful shapes and colours in nature.*





### **How are the costumes put together?**

*I run a carnival club – a workshop where people meet to make their costumes. Once we have decided on the design, we construct a frame or skeleton with thin wire. The frame is then covered with shiny lightweight fabrics, such as silk, that will shimmer and sparkle in sunlight. Many of the costumes include complicated head dresses or masks decorated with feathers, sequins and glass beads. Costumes can take months to prepare and are very expensive to make, but the effects can be stunning.*

1. Find and copy one word meaning these words?
  - a) welcoming
  - b) people
  - c) about
  - d) wished
  - e) triumph
2. Find and copy a phrase that shows the carnival was well liked.
3. Find and copy two words that suggests that carnivals are a place of interest.
4. Find and copy one word that means the same as parade.
5. What does the word float mean?
6. Find and copy a simile that shows that the floats meandered through the city.
7. Find and copy a phrase that suggests that you have ownership over how your costume looks.
8. Find and copy a phrase that shows the brightness is essential.
9. Find and copy a word to show that insects and birds are what motivate their designs.
10. Find and copy a word that means to build.
11. Find and copy a word that means frame.
12. Find and copy a phrase that means glistening.
13. Find and copy a word that means organise.
14. Find and copy a phrase that shows the end result is remarkable.

## 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 though 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!