



## HOME LEARNING

YEAR 5

15/06/2020

### Morning Message

Happy Monday Year 5,

We hope you all had an enjoyable and restful weekend and that you are excited about this week's learning. In maths this week we will be continuing to look at decimals and for English we are starting the new topic writing an adventure story.

**Answer to Friday's anagram:**

weekend

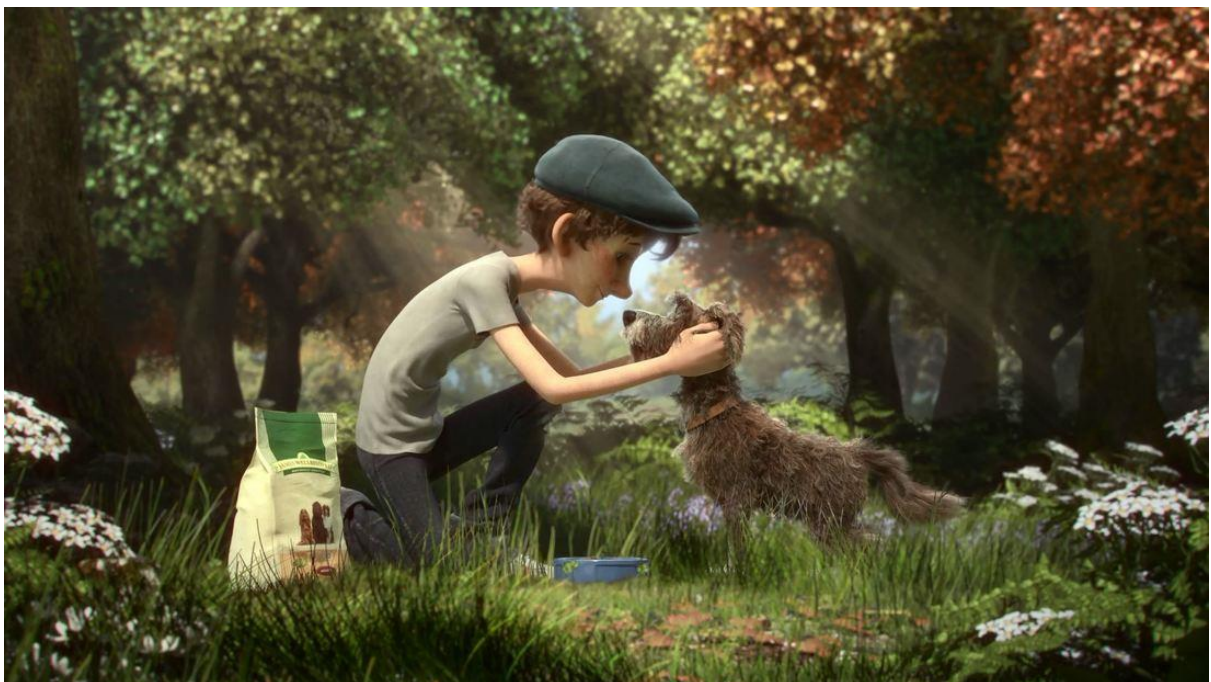
**Today's anagram:**

bloatlof

Have a lovely day,  
Ms Gayer and Mr McCann

**Challenge:** Draw a portrait of somebody in your family. It can be helpful to start with a light sketch as an outline and then add more shadowing and smudging later. Enjoy 😊

### This week's Pictures



## Writing

This week you will be writing an adventure story based on the picture above. Imagine the boy has just run away from a cruel, evil orphanage and has taken his best friend with him, his dog Gus. He's determined to go far away and make a new life. After a day of exploring the forest and finding an abandoned house to sleep in for the night he awakes to hear a loud bang. It sounds like an engine and then voices come too. But who could it be? Surely it couldn't be Frank, head of the orphanage? The boy could never go back to the orphanage again. Never.

### **Monday LO: to plan the story**

Today you will be planning the 3 main parts of your story,

**Part 1:** the boy runs away from the orphanage with his dog and stumbles across the forest, which he explores and finds an abandoned house to sleep in. This part of your story should end with the loud bang of the engine and voices. Try to build tension when the boy is running away from the orphanage.

e.g. Then he was among the trees, running madly, his heart pounding and leaping in his chest. Finally he had escaped.

**Part 2:** A problem is revealed.

e.g. Someone finds him and Gus. It could be Frank from the orphanage.

**Part 3:** The boy and Gus solve whichever problem you have thought of.

### **Task:**

- 1) Plan your story, do you want it to have 3 parts like above? Or do you want to make up your own structure for the story? Either is fine, but please use the above as inspiration if you are stuck for ideas. Now tell your story idea to a friend/family member. Plan
- 2) Now plan your characters. You can structure this as bullet points, or draw the outline of your characters and write words/phrases around each character. It's important to remember the following when developing character descriptions:

#### Things to remember:

- **Personality** - think about specific character traits, are they rude, short-tempered or shy? Is there a hobby that they love? Do people like them?
- **Appearance**
- **Develop the character through show not tell.** For example, 'The boy's clothes were moth eaten, but he still wore them.' This shows that perhaps the boy doesn't have much money and hasn't been cared for well without explicitly stating that.

Below are the tweets we received from famous authors to help us write character descriptions in the autumn term, so please use them as inspiration again.

- 3) Write descriptions of these settings:
  - The orphanage
  - The forest
  - The abandoned house



**M. G. Leonard** @MGLnrd · 1h

Replying to @MrMc92 @PiersTorday and 7 others

Characterisation can be thought of as

- 1, how a person looks
- 2, how a person behaves
- 3, how a person talks
- 4, how a person feels
- 5, All of the above will be driven by what that person wants.

'person' can of course be interchanged with 'beetle' or any other type of character



**Piers Torday** @PiersTorday · 1h

Replying to @MrMc92 @JennyMcLachlan1 and 7 others

Go big, go strong. Don't just make your characters a \*bit\* greedy or a bit lonely or a bit brave etc - make them the greediest/loneliest/ bravest character you can ever imagine . 'If you're going to be a bear, be a grizzly' - that way something exciting is guaranteed to happen!

## Reading

### Day 1

This week your reading extract comes from '*The Black Amulet*' by J R Wallis  
**Day 1** You must read the extract out loud to a family member practising using volume, tone and expression. As you read, underline or make notes of any words that you do not understand.

**I**t was easy enough to spot the Vampire at the far end of the alleyway. As she peered round the corner of the last building in the street, Ruby spied the creature standing inside a yellow cone of light thrown down by the single street lamp, staring into a shop window.

She tiptoed round the corner, keeping close to the wall, and slid into a deep dark doorway to hide. As she moved closer to the Vampire, the old-fashioned revolver Ruby was holding tutted, then swore quietly for good measure. To be fair, the gun had been grumbling for the last ten minutes, making sure Ruby knew exactly how it felt about her hunting such a dangerous creature, urging her to turn back. A speaking gun, let alone one that could curse so well, would have scrambled the brains of most people – as would seeing a Vampire in a small market town in the middle of the night – but to Ruby none of it seemed exceptional now.

Up until a few months ago, she'd been living a regular life. But she lived in the Badlands now, a place on the fringes of the everyday world that most ordinary people

knew nothing about. Not only was magic possible there, but the Badlands was also inhabited by strange and vicious monsters, making it very dangerous. But, in spite of all the extraordinary creatures that could be found there, Ruby was by far the strangest living thing of all because she was the only girl.

As far as she knew, the Badlands had only ever been a place where men and their boy apprentices had worked, tackling monsters and other nasties to keep ordinary people safe. Ruby always glowed with pride whenever she remembered she was the first girl Badlander. Even if it was still a secret for now.

'Keep it down, will you?' she hissed as the gun tutted again, before stringing together another collection of rather fruity-sounding words that would have embarrassed anyone who knew what they meant.

'Ruby, for the last time, go home,' it whispered. 'You might be brave, but you're too stubborn for your own good. You're out of your depth with this one.'

'I know what I'm doing.'

'Tackling a Vampire is almost impossible without magic. Why you've insisted on hunting it down is beyond me.'

'Why do you think?' hissed Ruby. 'All Victor Brynn makes me do is read books. It's like being back at school. We never go hunting like proper Badlanders.'

'That's because you've got a lot to learn under the circumstances.'

'You mean because I'm a girl.'

## Maths

### Lesson 9 – Decimal sequences

In this lesson you will use your understanding of decimal numbers to count and complete decimal sequences. A sequence is an ordered list of numbers. You will be identifying and describing the rule that the sequence follows and use it to calculate missing terms (numbers). It's important to look for patterns when filling in missing parts of the sequence.

It is important that you consider the place value of each digit when looking at sequences. Look at the mistake made in this sequence below.

0, 0.4, 0.8, 0.12 ✘

This sequence is going up by 0.4 each time. So, if you add 0.4 to 0.8 the value of that number is going to get greater so it cannot be 0.12. Instead the sequence should have gone...

0, 0.4, 0.8, 1.2 ✔

**Key vocabulary:** decimal, add, subtract, sequence, order, rule, amount, count up, pattern



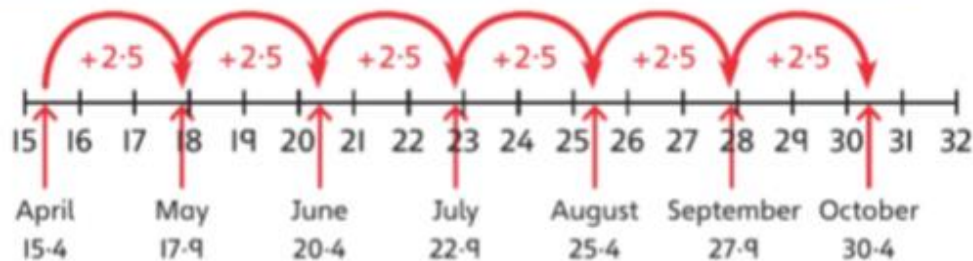
- 1** a) The rose bush Mo and Olivia are planting is 15.4 cm tall in April. How tall will it be each coming month for the next 6 months?
- b) The other rose bush is 87.2 cm. For how many months has the rose bush been over 60 cm tall?

## Share

- a) The rose bush starts at 15.4 cm and grows 2.5 cm each month. Add on 2.5 cm to its height from the previous month.

I made a table to organise the results. I also showed the same sequence on a number line.

| Month       | April | May  | June | July | Aug  | Sept | Oct  |
|-------------|-------|------|------|------|------|------|------|
| Height (cm) | 15.4  | 17.9 | 20.4 | 22.9 | 25.4 | 27.9 | 30.4 |

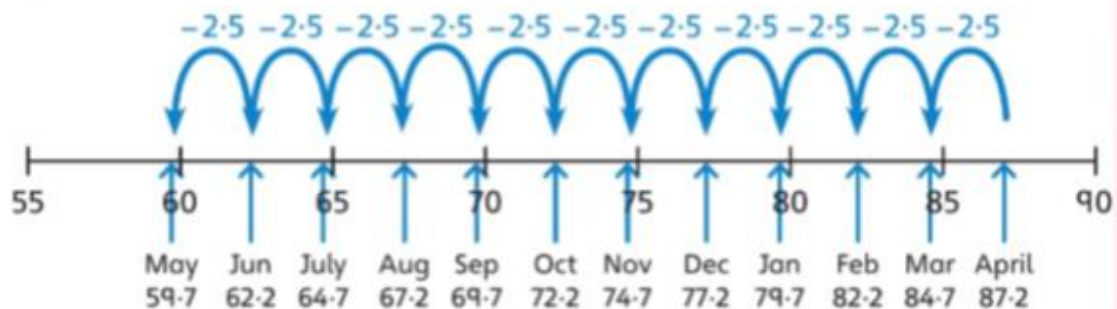


The rule is to add 2.5 each time.



These numbers are in a sequence. A sequence is when related things happen in an order. This sequence goes up by the same amount each time.

- b) Subtract 2.5 each time, until we get less than 60.



11 months ago, the rose bush was shorter than 60 cm. So, the rose bush has been over 60 cm tall for the last 10 months.

## Think together

- 1 The heights of the roses each month make a sequence.

All the heights are in cm.

Find the rules and complete the missing numbers.

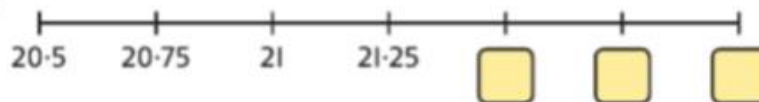
I wonder how to find the rule. Maybe I can look at how much each rose has grown by each month.



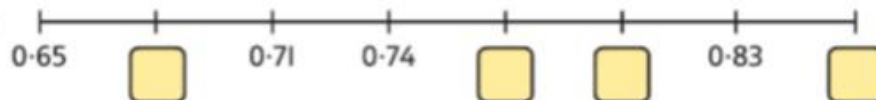
|               | April                | May   | June                 | July                 | Aug                  | Sept                 | Oct                  |
|---------------|----------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|
| White rose    | 15.1                 | 15.2  | 15.3                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Climbing rose | 10.0                 | 12.6  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Wild rose     | <input type="text"/> | 12.43 | 12.431               | 12.432               | <input type="text"/> | <input type="text"/> | <input type="text"/> |

- 2 Work out the sequences and complete the missing values.

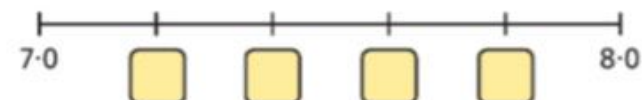
a)



b)



c)








3 These decimal cards form a sequence when arranged in ascending order.

Two of the cards in each sequence are covered up. What could they be?

Describe to a partner the pattern that these decimals make.

a) 

|     |     |     |     |  |
|-----|-----|-----|-----|--|
| 3.7 | 3.5 | 3.9 | 4.0 |  |
|-----|-----|-----|-----|--|




I am going to put the cards in order and try and work out what they go up in.

To find what they go up in, I will do a subtraction.



b) 

|      |      |      |      |      |   |
|------|------|------|------|------|---|
| 35.6 | 38.7 | 32.5 | 41.8 | 29.4 |  |
|------|------|------|------|------|---|

c) What would be the first number above 50 in the second sequence?

Now complete pages 30–32 in your power maths books.

Thursday: Go on the Mathletics website to complete the tasks that have been set.  
<https://www.mathletics.com/uk/>

## Weekly Spellings

The rule for this week is words containing the letter-string **-ough**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. Many hard-working citizens have been put on furlough.

bought  
thought  
thorough  
borough  
plough  
breakthrough  
although  
hiccough  
furlough  
sourdough  
enough  
although  
interborough  
cough  
ought  
tough  
bough  
nought  
brought  
toughen

## Foundation Work (for the week)

### Democracy– due Friday at 12pm

This week we thought it might be interesting for you to do some research and find information out about your local MP. You can find out who your MP is through the following website:

<https://members.parliament.uk/FindYourMP> There is also a link to the website via purple mash.

Your task is to research you local MP, find out some facts about them, such as by what percentage of the vote did the MP receive at the last election. Finally, you can think of three questions that you would like to ask your local MP. For example, 'what are you doing to help the environment?'



## Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.

