

Hub B Year 5 Home Learning

Reading

Week beg 19th April 2021

Lesson 1

Can you summarise the point made in the information text?

Sentence Stems

The most important ideas are...and I know this because...

- The key idea is...
- This book/chapter/ paragraph is about...
- The first/middle/last part was about...
- The main theme is ...
- The headline would be...
- In 10 words...

Lesson 2

Vocabulary check: find the meaning of these words and use them in a sentence.

- **Vibrancy**
- **Predominant**
- **Sprawls**
- **Exploited**
- **Bountiful**



Lesson 3

Read the paragraph below and make inferences using the sentence stems.

Life in the region changed forever when, in October 1492, Christopher Columbus landed on the shores of the Bahamas. He also island-hopped and developed the first European settlement on the island that today is split between Haiti and the Dominican Republic. Columbus and his fellow conquistadores recognized the riches in the region and saw money when they gazed upon the bountiful seas and fertile land. They exploited both the natural resources and the native populations, claiming lands as their own and enslaving the people of Cuba, Puerto Rico, Jamaica, the Dominican Republic and other islands.

Stems

The word * tells me...

The part * tells me...

This makes me think
that...

I think this
character...

I think the setting is...

I think the mood is...

English

Lesson 1

As part of the topic, you will need to gain an understanding of social and economic class structures in the UK. Use a dictionary or the internet to find the meaning of the following words.

- ***Upper class***
- ***middle class***
- ***working class***
- ***disadvantaged***
- ***Inherited Wealth***
- ***Equality***

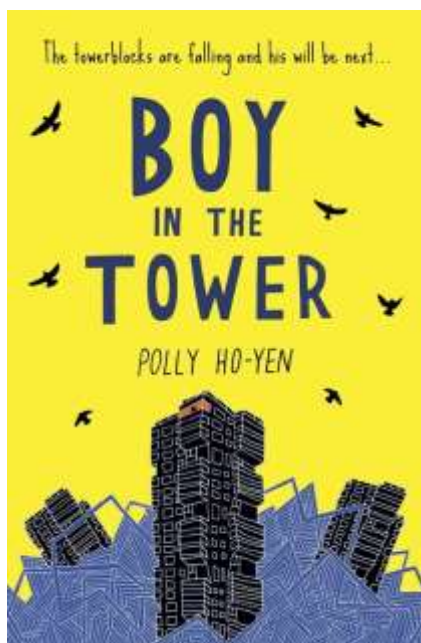


Reflection:

Explain how a person's social class impacts their ability to compete for education and jobs?

What is the similarity and difference between the social classes?

Lesson 2



Ade loves living at the top of a tower block. From his window, he feels like he can see the whole world stretching out beneath him.

His mum doesn't really like looking outside – but it's going outside that she hates. She's happier sleeping all day inside their tower, where it's safe.

But one day, other tower blocks on the estate start falling down around them and strange, menacing plants begin to appear.

Now their tower isn't safe anymore. Ade and his mum are trapped and there's no way out . . .

Look at the front cover and blurb of 'Boy in the Tower'. Write down any observations and predictions you have.

Key Questions:

What can you infer the meaning of the title?

What predictions can you make about this?

What effect does the title have on you?

What has drawn your attention the most from the front cover?

Why do you think these images were chosen?

What do you think the author was trying to do when choosing these images?

Can you predict the journey of this story based on the images you can see?

What predictions can you make about the climax of this story?

Lesson 3

Read the first chapter of the book and write down your initial thoughts. Use your inference skills to answer the questions below.

Key questions:

How has the author manipulated language to make an impact on the readers?

What can you infer the message behind the story is based on what you have read?

Justify with reasoning/evidence. Can you infer the meaning of the title is based on what you have read?

Chapter One

When you wish that a Saturday was actually a Monday, you know there is something seriously wrong. I look at the ceiling. At the spot of flaky paint and the stain that looks like a wobbly circle, and at the swaying, wispy spider's web, and I think of all those cold, grey Mondays when I had to make myself get up for school. I would have to force my legs off the mattress and I'd dress in a daze, unwilling to believe it was time to be upright again.

I wish I could wake up to another Monday like that. Those days are gone now that the Bluchers are here.

When they first arrived, they came quietly and stealthily, as if they tiptoed silently into the world when we were all looking the other way.

I guess I was one of the first people to see them. It's not something I'm proud of. When you know the kind of terrible destruction that just one clump of Bluchers can cause, you wouldn't want to have been there first either.

I think the reason I knew about them before most other people was because I used to spend a lot of my time sitting on my windowsill, looking down over the world. I could see everything from there: the miniature-looking roads, the roofs of the buildings, the broccoli-tops of the trees. And then, of course, the Bluchers themselves and the devastation that followed in their path.

The view has changed so much now that sometimes I wonder if I just made up everything that came before. I have to make myself remember what I used to see: the shops and the bustle, the cars and the people, the red-brick walls of my school and the grey patch of the playground.

Some people say you shouldn't live in the past. But I can't stop putting things into two boxes in my head:

Before and After. And it's much easier to think about the Before things.

Before, if there was a day when I didn't go into school because I was ill or Mum wasn't well, I used to sit on my windowsill and watch the other children coming out to play. Everyone would rush out of the tiny black door so fast that I wouldn't be able to tell one little coloured ant from another.

I could always recognize Gaia in the crowd, though. She wore this bright pink coat that stood out a mile. I would see her walking along the edge of the playground. Never in the middle, never in a group. Always walking round and round by herself. Walking in circles.

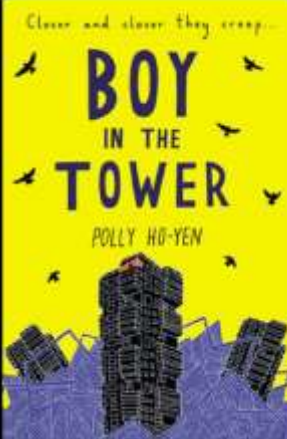
But like I said, this was all before.

I don't see any other children anymore.

I don't know where Gaia is.

Lesson 4

Task 1





What does the word vibrant mean?



How many birds are on the front cover?



Using evidence from the front cover, why are the birds flying away?



How has the designer of this front cover made you want to read the book?

Task 2

After reading Chapter 1, discuss the definitions of unknown vocabulary. Suggested words:
swaying
wispy
stealthily
daze

Task 3

Speed Retrieval Challenge

The stain on the ceiling looked like:

A) A wiggly line B) A wobbly circle C) A wobbly mark

The roads are described as:

A) tiny-looking B) minute-looking C) miniature-looking

What colour were the bricks of the school?

A) Red B) Grey C) Brown



Task 4

In Chapter One, the author leaves the reader with lots of unanswered questions as she withholds some crucial information. In the table (Appendix A) children can record the quotes from the text which leave them wanting to know more. They are also to record what questions it leaves them with.

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Quote from the text...	The question it raises...
"I wish I could wake up to another Monday like that."	What's happened to make him wish it was a cold, grey Monday?
"Those days are gone now that the Bluchers are here."	What are the Bluchers and how did they change day to day life?
"...when mum wasn't well."	What's wrong with mum? Is she unwell a lot?

Lesson 5

Read chapter 2 of 'Boy in the Tower'. After reading the chapter, you will need to create open-ended questions (character skill – wonder) using the still images below.



Chapter Two

It all began with the rain.

'Don't forget your wellies today, Ade,' Michael's mum would say to me each morning. 'And your proper coat.'

Michael and his family lived in the flat next to ours and we would often hear their voices through the walls. I came to be very familiar with the particular wail that Michael's sister made when she didn't get her own way.

Michael's mum had started knocking for me before school. I now walked there with Michael and his little sister, with their mum shepherding us into the lift and across the road.

I liked them but I preferred walking on my own, to be honest. If I was by myself I could walk along the tops of the walls, trying not to fall off once, which I'd never managed, but Michael's mum didn't like me doing that. She tutted very loudly the first time I tried to step up so I didn't do it again.

It would have been really hard to walk all the way along the wall that week because it had not stopped raining. Everywhere was slick with water. The puddles had grown so big that you had to jump and leap across them and still they grew larger each day. Some of them formed little lakes that were so deep you had to walk all the way around the edge of them. They looked like they might swallow you up if you stepped into them. You couldn't see to their bottom.

I liked the deep, brown-coloured puddles. I liked how you could walk right into them so that your feet would completely disappear.

The first day the rain started falling, we spent most of our playtime doing just that: wading into the murky puddles that had filled any dip or crevice the water could find in the playground.

I remember it was really thundering down all morning, but it had turned into more of a drizzle by lunch time. When we were eating lunch that day, Gaia noticed the teachers all looking out of the windows and having hurried, harassed conversations with each other.

‘They’re talking about wet play,’ she said, and I looked up from the soggy pile of broccoli I had been wondering if I could get away with not eating. I had piled it up on one side of my plate so that it looked as small as possible.

‘Mr Benton is saying that we need to . . . to have a run around,’ she continued, and I looked over to the group of teachers who were looking agitatedly around them with their hands on their hips. ‘And Miss Faraway is saying only some children have . . . got . . . have got coats. Today. That not everyone’s got coats with them today.’ Gaia scrunched up her eyes a bit so she could see what they were saying.

She wasn’t listening to them as such, you see. Gaia was able to understand what most people were saying by looking at how their lips moved. I think it all started because she couldn’t hear very well when she was younger and now, even though she has something inside her ear to help her hear, she still does it all the time. The person has to be looking her way, of course, so she can see their lips moving. Sometimes it’s not always completely right but she can usually get the gist of what they are saying.

‘OK. We are going outside. Mr Benton’s getting really cross and saying that it’s more important that we have fresh air . . . than . . . if we are . . . if we are wearing . . . coats. Yep. It’s outside play.’

Just a few minutes after that, they blew the whistle and told everyone it was outside play today and to wear a coat if you had one.

Gaia smiled at me. Just a small one. She wasn’t showing off or anything but we both liked how her lip-reading meant that we often knew what was going on before everyone else. We’d found out about all sorts of things that way. We discovered that Mr Weaver and Miss Brown were living together after Gaia saw them bickering over what takeaway to order for tea. (Miss Brown wanted Chinese and Mr Weaver, fish and chips.) We even found out what Mr Benton’s first name was when Mr Chelmsford, the head teacher, was chatting to him in the corridor. It was something we would never have guessed in a hundred years: Gordon.

The playground was grey and cold but full of shrieks and cries of everyone playing in the puddles. I looked around for Gaia. She had come out before me while I was made to force the last of the broccoli into my mouth. In the end, it hadn’t tasted of anything much at all. Just wetness. Green wetness. Gaia was by one of the larger puddles and I ran over to join her. She was standing at the very edge of it so I thought that if she wasn’t careful, she would fall right in. She wasn’t wearing wellies or anything and I saw her dip the black rounded toe of her shoe into the water and then quickly bring it back out again.

Then she did the same with the other foot. Just as she did that, at the very moment she dipped her other foot in, a group of kids barged right past her. She had to take a few steps forward, just to keep her balance. Right into the middle of the puddle. I'd caught up to her by this point.

'Did you get wet, Gaia?' I asked. We both looked down at her shiny, soaked black shoes. Then we looked at each other. Her face broke into a smile first and before we knew it, we were both laughing so hard that it didn't matter about anyone else in the whole world.

You know how sometimes when you laugh, you feel like that?

We were laughing and laughing and people splashed us with puddle water and pushed into us, but we didn't care.

'Miss Faraway's saying this . . . is . . . this is madness. Why they . . . let them . . . come outside, I don't know. They're all . . . soaked.'

Gaia and I had taken shelter underneath the old shed. Everyone was wet now. I don't mean just a little bit wet, I mean sodden, wet right through.

Gaia was watching the adults on duty carefully so we could find out if they were going to send us back inside.

'Mrs Brook's saying it's almost now. No... it's almost over now. Let's get . . . everyone . . . under the shed until the . . . Oh, she's looked away.'

Quickly, we moved to the benches at the back just before Mrs Brook blew the whistle and everyone stampeded under the shed.

It was the best place to stand, you see. You got a little bit more space.

After that day, we weren't allowed to go outside to play. Instead, we had to spend each playtime watching films on a screen in the hall. We would all bundle onto the floor in an uneasy, fidgeting mass. The windows would steam up so we couldn't see the rain coming down, but we could still hear it. The teachers would turn up the volume high so the film was blaring, but it couldn't block out the pitter-patter of the rain on the roof.

Maths

Lesson 1

In today's lesson we are going to use our prior knowledge and vocabulary of measurement to investigate volume.

Below are a few examples of when we may use volume in everyday life

Baking



Re-fueling the car



Washing laundry



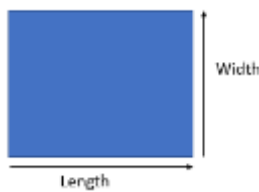
Filling a fish tank



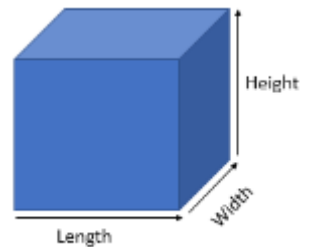
Can you think of any other examples when we may use volume?

The difference between volume and area.

Volume is the amount of space an object (3D shape) takes up.



Area measures the surface area of a 2D shape.



The formula to work out volume is **width x height x length**

1. Take 4 cubes of length 1 cm.

How many different solids can you make?

What's the same/different?

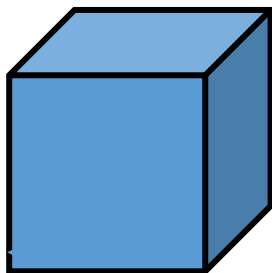
- Does your shape take up the same amount of space?
- How can this help you understand what volume is?



2. How many possible ways can you make a cuboid that has a volume of 12 cm^3 ?
3. My shape is made up of 10 centimetre cubes. The height and length are the same size. What could my shape look like?
4. Create your own shape and write some clues for another person to solve.

Lesson 2

1. Find the volume of this cube.

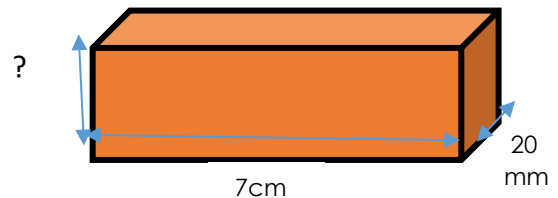


4 cm

How do you find the volume of the cube with one measurement of length?



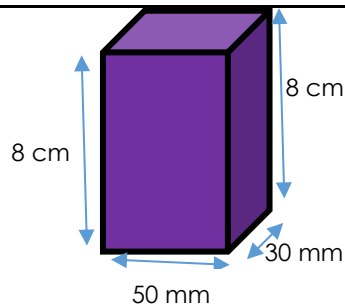
2. This cuboid has a volume of 70 cm^3 . Calculate the height of the cuboid.



4.

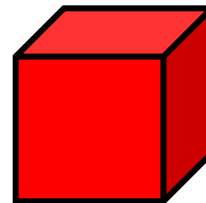
3. Izzy is calculating the volume of this cuboid. Her answer is 960 cm^3 .

Is she correct? Explain what she did. Show your answer.



3. A cube has a volume of 125 cm^3 .

Calculate the height, length, and width of the cube.



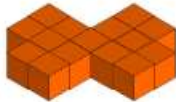
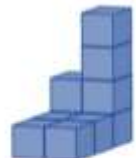
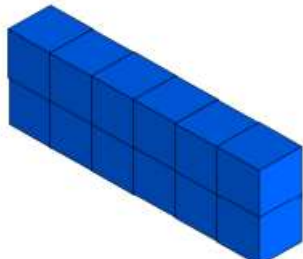
5. The volume of a cube is 64 cm^3 . The volume of a cuboid is also 64 cm^3 . Harry says, "I can definitely tell you the height, width and length of the cube but I can't definitely tell you the height, width and length of the cuboid." Explain Harry's answer.



Lesson 3

1. Which shape has the largest volume?

2. Amir, Whitney and Mo all build a shape using cubes. Mo has lost his shape, but knows that its volume was greater than Whitney's, but less than Amir's.

A  B  Write a sentence to compare the volumes of A and B.	Amir's  Whitney's  What could the volume of Mo's shape be?
3. Eva thinks her shape has the greatest volume because it is taller. Do you agree? Eva has built this solid:  Tommy has built this solid:   ERROR SPOTTER	4. Jamal makes this shape  Lara makes one shape with a volume of 4 cm and another shape with a volume of 6 cm. She combines them. Lara says her shape has a larger volume. Explain why she is wrong  EXPLAIN IT!

Lesson 4

The difference between capacity and volume

Capacity and volume are very easy to mix up as one measures how much material can be held by a container (capacity) whereas the other measures how much space is inside the container (volume).

The jug has a capacity of 100ml (that's how much liquid can fill the jug)

The jug has a volume of 40ml (that's how much space the liquid has taken up in the jug)

<https://www.youtube.com/watch?v=GKCE8ohlBqE>



Work out the following questions. Write the answers in L and ml
You will need to convert L and ml

1. 300ml + 250ml
2. 0.5L + 0.15L
3. 150ml + 1L
4. 2000ml + 0.5L
5. 600ml – 0.27L
6. 1080ml – 0.08L
7. 3L – 1.5L
8. 800ml + 700ml
9. 30ml + 0.3L
10. 250ml + 250ml

Reflection

How is capacity different to volume?

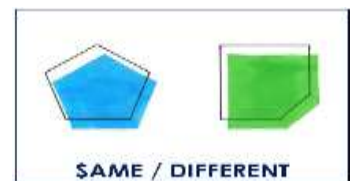
I know that capacity is different to volume because...

The main difference between capacity and volume is...

Why and when would you need to measure capacity?

In my opinion...

An example of measuring capacity would be...



Lesson 5

Roman Numerals

These are the Roman numerals:

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

The rules for making numbers with these numerals are as follows:

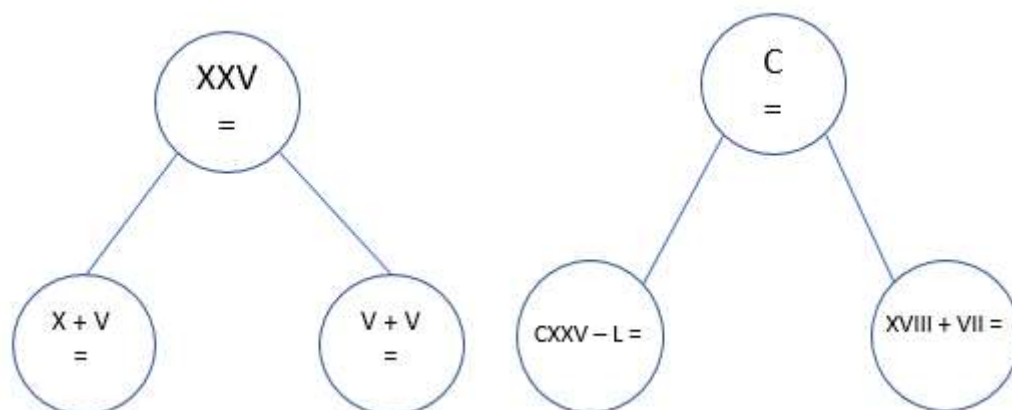
- 1 The numerals should be written in order of size, with the biggest first.
- 2 The same numeral cannot be written more than three times in a row.
- 3 Writing a numeral after a bigger numeral means 'add it on'.
(VII means $5 + 1 + 1 = 7$ and XIII means $10 + 1 + 1 + 1 = 13$)
- 4 Writing a numeral before a bigger numeral means 'subtract it'.
(IV means $5 - 1 = 4$ and IX means $10 - 1 = 9$)
- 5 I can be used before V and X.
- 6 X can be used before L and C.
- 7 C can be used before D and M.

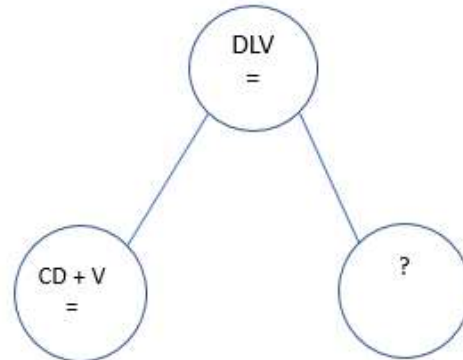
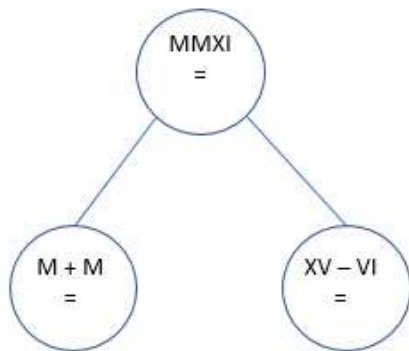


Write what each number is in digits or Roman Numerals

1. XII
2. 7
3. XIV
4. 28
5. XXVIII
6. 14
7. XXVI
8. 21

Complete the part whole models. Convert the numbers to help you work them out.





Curriculum

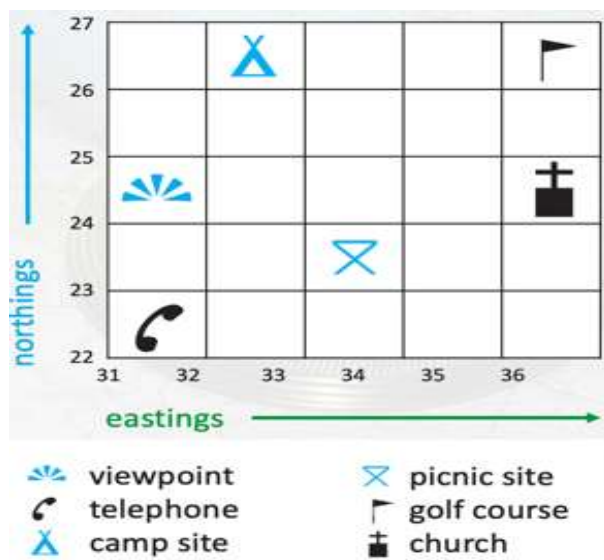
Lesson 1

In today's lesson we will be looking at the importance of maps and recapping how to read a six-figure grid reference map.

Maps represent the real world on a much smaller scale. They help you travel from one location to another, help you organize information and help you figure out where you are and how to get where you want to go. For geographers, maps present information about the world in a simple, visual way. They teach about the world by showing sizes and shapes of countries, locations of features, and distances between places. Maps can show distributions of things over Earth, such as settlement patterns.



To read a map you use the same skill that you use during Maths when working with grid and co-ordinates. The saying '**along the corridor and up the stairs**' is the same skill you use when reading symbols on a map.



Here is a six-figure grid reference containing an array of symbols. These symbols are Ordnance symbols that are found on most maps. We can use the points of a compass (North, East, South and West) to help us direct others around the map

e.g 'Go East for 5 spaces and turn North and continue 3 spaces to reach the church'

1. Using this knowledge, can you write the co-ordinates of the landmarks in the six-figure grid reference?

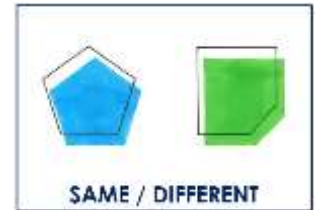
Look at the two maps. One is of Woolwich and the other is of Tameside countryside. Using the map, answer the following questions.

1. What human and physical features can you notice in the local area?
2. What human and physical features can you notice in the countryside?
3. How and why do the two differ?
4. How does a grid reference help a geographer?

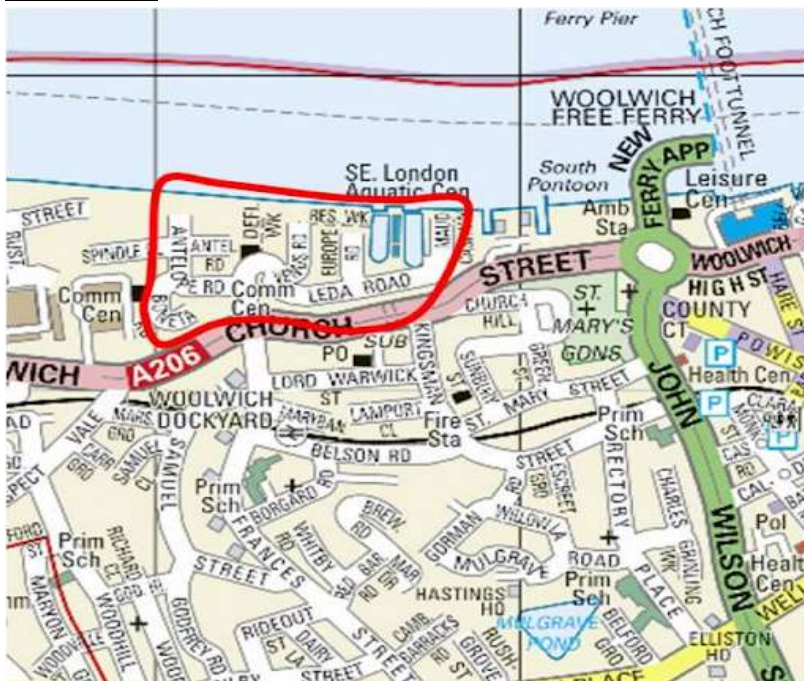
The human and physical features of the local area are ...

I can notice ...

A grid reference helps geographers by ...



Woolwich



Tameside



Lesson 2

In today's lesson we are going to apply the knowledge we learned about maps in our previous lesson and use it to create our own six-figure grid reference.

If possible google earth, search a place in your local area and sketch the human and physical features using the grid below.

If you are unable to access google earth, just find a picture of your local area on google and use that to create your six-figure grid.

You need to include a range of symbols so that your map is clear and easy to read. Use the OS symbols and plot them. When sketching you buildings or trees, they do not have to be incredibly detailed, as long as you include a symbol key explaining what each feature is, the outline of the human and physical feature will be enough.

 Railway station	 Level Crossing	 Motorway	 Track or main road	 Footpath	 Bridleway	 Religious Trail/Long Distance Route/Recreational Route
 Camp site/career site	 Village	 Place site	 Access information point	 Building of historic interest	 Secondary school/primary school	 Museum
 Site of battle	 Castle	 Cathedral	 Historic site	 English Heritage	 National Park boundary	 Nature reserve
 Access land in woodland area	 Access land boundary and line	 Light rail	 Information centre	 Telephone	 Parking	 Garden/landscape
 Place of worship with spire, minaret or dome	 Place of worship with tower	 Place of worship	 Youth hostel	 School	 Post office	 Public convenience
 Bus or coach station	 Lift	 Wind pump/wind generator	 Electricity transmission line	 Quarry	 Footbridge	 Well/spring
 Non-continuous trees	 Continuous trees	 Marsh, reeds or wetlands	 Orchard	 Bracken, heath or rough ground	 Scrub	 Countryside
		 River	 Small pond or stream	 Wood		

27					
26					
25					
24					
23					
22					
	31	32	33	34	35
					36

Lesson 3



The Caribbean is a region of the Americas that comprises the Caribbean Sea, its surrounding coasts, and its islands. The region lies southeast of the Gulf of Mexico and of the North American mainland, east of Central America, and north of South America. The string of islands are popular tourist destinations due to their hot climate and picturesque views.

Watch the video below to find out more about the Caribbean.

<https://www.youtube.com/watch?v=1EytpNWcWTA>

Using the internet or a map or atlas, you are going to fill out the table below, detailing the information based on the Caribbean countries **Jamaica and Trinidad and Tobago**.

If using iPad's please use the below link that will lead you to an online atlas.

<https://kids.britannica.com/kids/browse/atlas>

You may need to use other google sites to help you fill out some sections of the table.

Landforms
Rivers/lakes/oceans surrounding Jamaica and Trinidad and Tobago

1. Why is the Caribbean also known as the West Indies?
2. Why are most of the countries in the Caribbean part of the Commonwealth?
3. How does this affect migration to the UK?

The Commonwealth is made of ... The countries in the Caribbean are part of it because ...

Science

A stylized illustration of a solar system. A large, bright yellow sun is the central focus. To its left, a small red planet with a white ring is visible. To its right, a small blue planet with a white ring is visible. In the foreground on the right, a large blue planet with white clouds is partially visible. The background is a dark space filled with small white stars.

- Use the word bank below:

Collaboration Matters Excellence in Everything Community First Equity for Everyone Continuous Growth

Watch the clip below and make notes. What have you learned now that you didn't know before?

<https://www.bbc.com/bitesize/clips/zd3fb9q>



What would happen if the Earth moved closer to the sun?

RE

In R.E this term, we will be focussing on a different religion each week and their belief towards homelessness. In today's lesson we will be looking at Christianity.

Christians believe that they should act with compassion to less fortunate people. They believe that life is sacred and that God loves every human being. Christians apply these beliefs to the question of wealth and poverty in different ways.

The Roman Catholic Church is often criticised for its wealth when so many people live in absolute poverty. The Church owns valuable property and art. Some argue that it should give more of its wealth away to the less fortunate. However, some Christians argue that the Bible teaches that there is nothing wrong with wealth in itself. It is greed that is wrong.

The Roman Catholic Church teaches that the poor represent those who are marginalised in society. Jesus himself taught the importance of helping those who are poor and need help. The Church also teaches about the 'preferential option for the poor', that in order to improve life for the poor, we should speak for the voiceless and defend the defenceless. The Roman Catholic Church was an open supporter, amongst many churches, of Jubilee Year.



Follow the below link to look at a range of case studies. Make notes at what Christians do to help support those who are homeless and use the information you've gathered to answer the questions.

<https://www.bbc.co.uk/bitesize/guides/z8m24qt/revision/1>

1. How do Christian's actions link to the values of their religion?
2. What would you like to do to improve the lives of homeless people?

Art

1) Look at the artwork below (see images).
What do you notice about the structures?
How are they similar?
How are they different?
Which is your preferred style of sculpture? Why?



2) Find out the meaning of the key vocabulary below:

Sculpture

Sculptor

Free standing

Relief

Foreshortening

Composition

3 dimensional