

# Hub B Year 5 Home Learning

Week beg 26th April 2021

## Reading

### Skills- Summarising and Clarifying

#### Lesson 1

In **10** words summarise the information in paragraph one of the text



#### Lesson 2

What is the main overall theme of the text? Provided **3** points of evidence from the text to justify your response.

#### Lesson 3

Create a catchy headline for the text that could be used for a travel brochure.

### 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 4

**Find** and **copy** the word that means: '*the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.*'

## Lesson 5

Define the meaning of the word '**colonisation**'

*The word colonisation means...*

### **The Carribean**

The Caribbean accommodates over 700 islands, islets, reefs, and cays and is found on the south-east of the Gulf of Mexico bordered by the Caribbean Sea and the North Atlantic Ocean. It is well known for its economic diversities and growth opportunities. It boasts of cultural vibrancy and stunning scenery. As one of the world's top tourist destinations, the Caribbean is popular for its sustainable use of ocean resources, tagged "blue economy," which offers great economic growth potential, as well as the development of the region's agricultural services, creative sectors, and logistics.

The **Caribbean Islands** can be subdivided into a few different regions: the Lucayan Archipelago, the Greater Antilles, the Lesser Antilles and the ABC Islands. There are 13 sovereign states and 17 dependent territories in the Caribbean, and the predominant languages are English, Spanish, French, Dutch and Antillean creole. The Caribbean sprawls across more than 1.06 million square miles.

### **CARIBBEAN HISTORY**

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.

The English followed suit in the 17th century, claiming St. Kitts, Barbados, Antigua and other lands, and the French soon followed, claiming Guadeloupe and Martinique. The Dutch also wanted a piece of the Caribbean, settling St. Martin, Saba and Sint Eustatius. For the next two centuries, the Europeans battled for control of the islands, and possession frequently changed hands.

The colonial infighting between European powers created an opportunity for locals to fight for their own independence. Haiti led the way, declaring independence from its colonizer in 1804, and Cuba and the Dominican Republic followed, along with other smaller islands in the region. Some islands, such as Puerto Rico and Guadeloupe, still maintain strong neo-colonial relationships with their parent nations.

### **CARIBBEAN CULTURE**

Modern Caribbean culture has been heavily influenced by the culture and traditions of Europe, along with hints of African culture and others that have come to the islands through immigrant

populations. These various waves of migration have formed a truly unique blend of cuisines, music, art, customs and traditions in the region.

One of the most recognizable aspects of Caribbean culture is the region's music. Although they have roots in both European and African culture, the sounds of reggae, meringue, calypso, rumba and zouk music are distinctly Caribbean. Although the Caribbean islands share aspects of a common culture, each nation offers something unique and distinct to visitors. For stunning scenery and luxury resorts, they head to the Cayman Islands. St. Kitts and Nevis attract with their seclusion and lively music festivals, the unique flair of Barbados combines horse races by day and calypso dancing at night, and the US Virgin Islands draw visitors with their plantation tours and unspoiled beaches.

## English

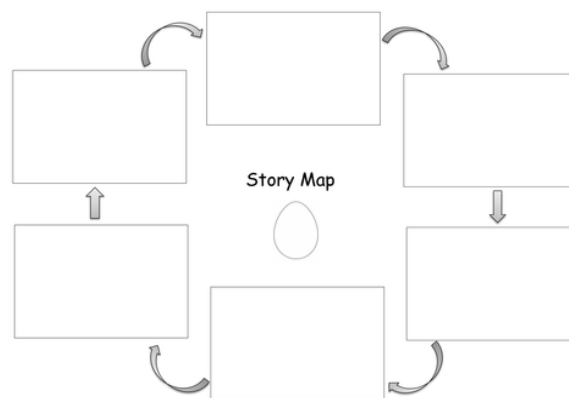
Read Chapters 5-10 (A chapter a day)

[https://www.somerford.dorset.sch.uk/wp-content/uploads/2020/06/Boy-in-the-Tower-Polly-Ho-Yen\\_32717.pdf](https://www.somerford.dorset.sch.uk/wp-content/uploads/2020/06/Boy-in-the-Tower-Polly-Ho-Yen_32717.pdf)

### Lesson 1

LI: to **sequence** key events

Create a story map to sequence the key events of the story thus far. Ensure the events are in chronological order.



### Lesson 2

LI: to **illustrate** and explain relationships between characters

Create a sociogram with the main character Ade in the middle. Write a small paragraph and draw a small symbol around the outside of Ade to explain the relationship between him and the other characters.



### Lesson 3

LI: To **demonstrate** knowledge of a character

Use a role on the wall template to describe the protagonist Ade's thoughts and emotions and describe how the events around him make an impact. Provide evidence from the text to support your statements.



### Lesson 4

LI: to **incorporate** drama techniques to empathise with a character

Today you are going to act in the role of a character from the story who we have been introduced to already. Think about the characters thoughts, feelings and their relationships with the other characters.

### Reflection

How will empathising with the character support you with your writing?  
Provide evidence from the text thus far to justify your response.



Think about the impact and clarity you want to provide for your readers.

## Maths

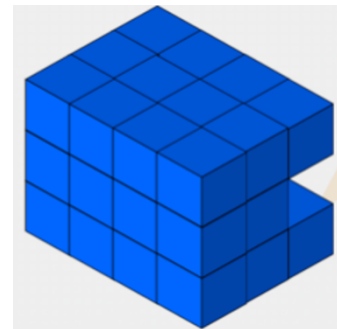
### Lesson 1

**The formula to find the volume is length x width x height (L x W x H)**

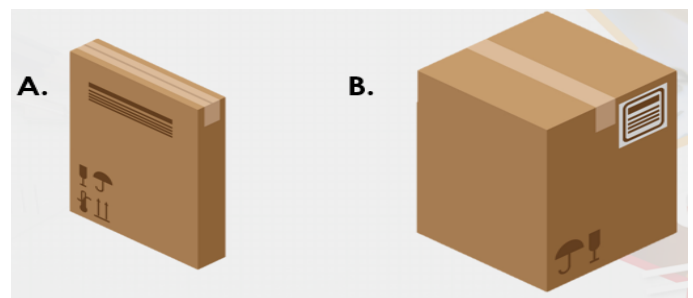
Can you estimate how many cubes will fill this box?  
Do you need to fill the whole box to estimate the volume?

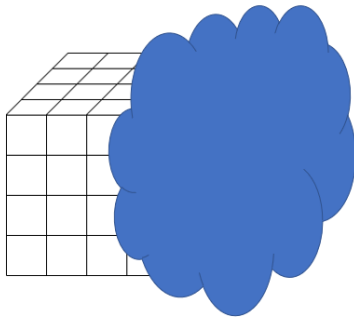


Each square is 1 cm<sup>3</sup>. What could the volume of this shape be?



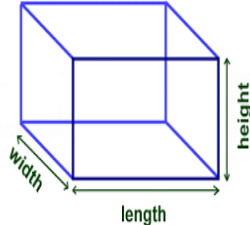

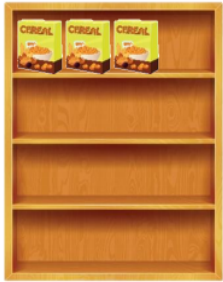
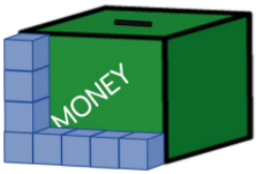
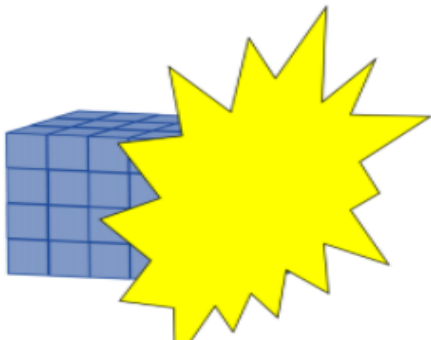
Box A has a volume of 600 cm<sup>3</sup>. Estimate the volume of Box B.





What could the volume of this 3D shape be?

## Lesson 2

<p><b>LI: to estimate volume</b></p> <p><b>Reasoning</b></p>	
<p><b>Estimate</b> volume using unifix cubes</p> <p><b>Apply</b> knowledge of volume to a solid</p> <p><b>Use</b> a formula to determine the volume of a solid</p>	
<p>These objects are ordered by volume. Complete the statement by estimating the volume of the other objects.</p> <div style="text-align: center;">  </div> <p><math>\text{cm}^3 &lt; 600\text{cm}^3 &lt; \text{cm}^3</math></p>	<p>Stan is placing cereal boxes on the shelves. Each box has a volume of <math>125 \text{ cm}^3</math>. What is the maximum estimated volume of boxes that can fit on the shelves?</p> 
<p>Jack is using cubes to estimate the volume of his money box.</p>  <p>He says the volume will be <math>20 \text{ cm}^3</math>. Do you agree with Jack?</p>	<p>Each of the cubes have a volume of <math>1 \text{ m}^3</math>. Estimate what the whole volume</p> 

Give a step by step.

What would the approximate volume of the money box be?

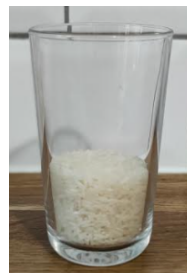
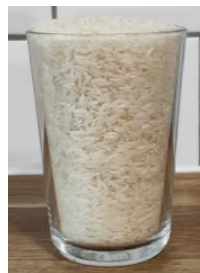
of the shape could be.

### Lesson 3

**Volume can also be measured by ml and L.**

$$1 \text{ cm}^3 = 1000 \text{ L}$$

We can also use fractions to identify the volume. Which fraction best represents how much is in each glass?



Miss Phillips poured out 400 ml out of the container. Estimate the capacity of the container.



Jade has poured 550 ml into each of the containers. She says container C has the least capacity. Is this a sensible estimation?



A.



B.



C.



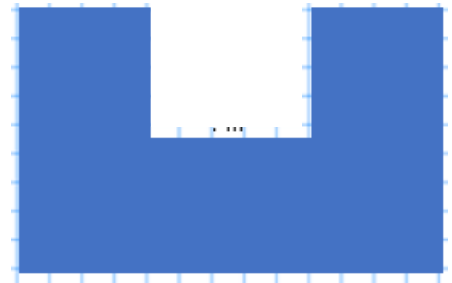
I put 22 sweets in this jar. I estimate that this jar has a capacity of 80 sweets. Do you agree with this estimate? Explain why

#### Lesson 4

Create a swimming pool. Your swimming pool must include compound shapes.

**Find the perimeter, area and maximum capacity.**

**If the pool is half filled, what is the volume of water in the pool?**



#### Lesson 5

#### Roman numerals

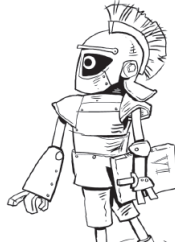


These are the Roman numerals:

<b>I</b>	<b>V</b>	<b>X</b>	<b>L</b>	<b>C</b>	<b>D</b>	<b>M</b>
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.

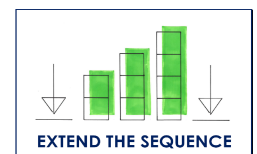


## Number sequence

VII    XIV    \_\_\_\_\_    XXVIII    \_\_\_\_\_

L    XXXIX    XXVIII    \_\_\_\_\_    \_\_\_\_\_

4    16    256    \_\_\_\_\_    \_\_\_\_\_

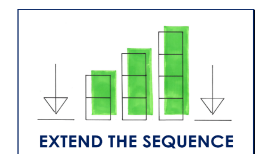


## Number sequence

MM    \_\_\_\_\_    \_\_\_\_\_    MMXLV    MMLX

IX    XVIII    XXVII    \_\_\_\_\_    \_\_\_\_\_

-22    -11    0    \_\_\_\_\_    \_\_\_\_\_



## Co Number sequence

C    LXXV    \_\_\_\_\_    XXV    \_\_\_\_\_    0

one Continuous Growth



## Curriculum

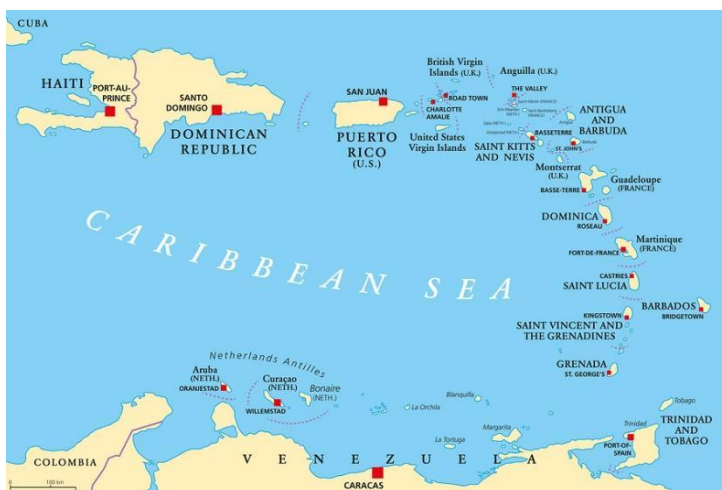
### Lesson 1

In this lesson you will begin to compare the human and physical geography of the UK and a Caribbean country (Jamaica). Can you find the similarities and differences between the countries' landforms, climate, population, economy, language and political systems? Using the table below research the different sections and find the similarities and differences between the UK and Jamaica.

<https://kids.nationalgeographic.com/geography/countries/article/jamaica>

<https://kids.nationalgeographic.com/geography/countries/article/united-kingdom>

UK	Jamaica
Landforms, oceans, seas, rivers:	Landforms, oceans, seas, rivers:
Climate (including average rainfall):	Climate (including average rainfall):
Economy (inc trade) and political systems:	Economy (inc trade) and political systems:
Population (total pop, language, culture etc):	Population (total pop, language, culture etc):



How does Jamaica differ to the UK? How is it similar? What are the economic reasons why people may want to leave Jamaica or the UK?

*Jamaica differs to the UK because...*

*They are similar because ...*

*In my opinion, people from Jamaica might migrate because ...*

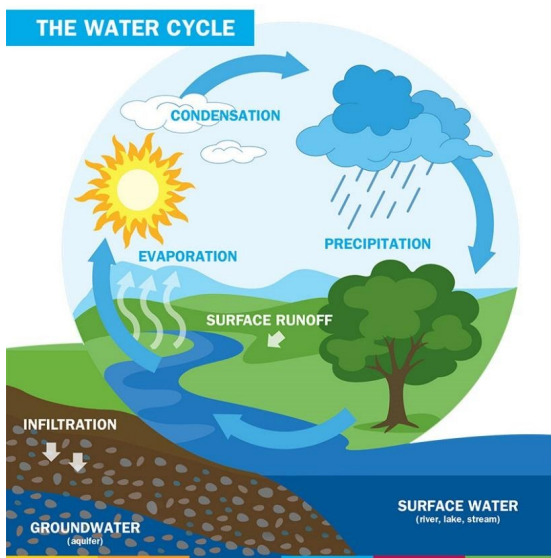
## Lesson 2

For this lesson you will learn about the water cycle and how it causes natural disasters (hurricanes, floods, droughts and landslides). Use the following websites to help you answer the questions below.

<https://climatekids.nasa.gov/water-cycle/>

<https://kids.britannica.com/kids/article/natural-disasters/609706>

<https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-climate-change-global-warming/zbgxjsq>



What is condensation? What is evaporation? What is precipitation? What is run-off? Can you describe the water cycle? How does the water cycle affect you? How might climate change affect the water cycle?

*Condensation is ...*

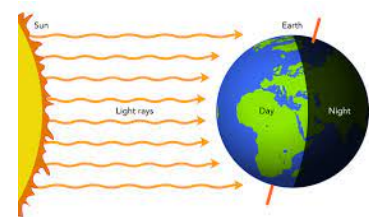
*Evaporation is ...*

*The water cycle affects us by ...*

*Climate change affects the water cycle by ...*

## **Science**

LI: To **explain** how night and day happen



Create a full written explanation and labeled diagram to explain how day and night occur. Use the link below to support you

<https://www.theschoolrun.com/homework-help/day-and-night>



What if the Earth moved closer to the sun?

*I think if the Earth moved closer to the sun then...*

## **RE**

For this week we will be looking at Sikhism.

- Sikhism stresses the importance of doing good actions rather than merely carrying out rituals.
- Sikhs believe that the way to lead a good life is to:
  - keep God in heart and mind at all times
  - live honestly and work hard
  - treat everyone equally
  - be generous to the less fortunate

- serve others

Click the below links and make notes on what Sikhs 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/topics/zsjpyrd/articles/zkjpkmn>

<http://www.bbc.co.uk/religion/religions/sikhism/>

<http://www.swatlondon.com/>

1. How do sikh people's actions link to the values of their religion?
2. What aspects of Sikhism would you like to adopt ?

