

Hub B Year 5 Home Learning

Week beg 10th May 2021

Reading - This is the focus for the week.
Cosmic by Frank Cottrell Boyce

These are the sentence stems to help you express your ideas.

Reading Strategy- Summarising	Asking questions.
<u>Sentence stems</u> The key idea is The most important ideas are ____ and I know that because... This part is about... The headline would be... In 10 words The main theme is	<u>Sentence Stems</u> Who What When Where I wonder Why How What if What do you think How do you think How do we know

Lesson 1 Skills - Asking questions

Use the questioning sentence stems to create five questions to deepen your understanding of the text below.

My FAVOURITE GRAVITY from the book Cosmic

I don't think the world has vanished. But it is worrying not being able to see it. After all, Earth is where I keep all my stuff. Thinking about all my favourite bits – my mum, and my dad, my bedroom, my computer - makes me feel a bit calmer. There's my massive Playmobil Viking ship that takes up half the floor. Or used to take up half the floor. I put it back in its box the day I discovered I'd grown facial hair. I just thought that anyone with a beard – even just a wispy one – is probably too old for Playmobil.

I say I discovered the facial hair. To be honest, I never noticed it, because we've got energy-saving light bulbs in the bathroom. It was other people who pointed it out to me, during the Year Six Leavers' Outing to Enchantment Land... The most famous ride in Enchantment Land is the Cosmic.

Lesson 2 Skills - Asking questions.

Use the questioning sentence stems to create five questions to deepen your understanding of the text below.

All the way there, on the coach, everyone kept on about how big it was and how scary. Everyone had a brother or a cousin who had been on it and Never Been the Same Again. In case you don't know, the Cosmic is a kind of metal cage with two seats in. It's attached to the top of a massive crane by kind of big elastic bands. They pull the cage down to the ground with a chain and fasten it with an electromagnet. You sit inside and then they switch off the magnet. The elastic catapults you into the air and then snaps you back towards the ground again. Then you bounce up and down for a while. It's only frightening for about ten seconds, but for those ten seconds it is so frightening that Ben's cousin's hair supposedly turned completely white. And it goes so fast that Joe's next-door neighbour's stomach came loose and ended up stuck in his own neck and he had to have an operation. Apparently he'll show you the stitches if you ask him.

Lesson 3 - Asking questions.

Can you challenge yourself to use the more difficult sentence stems to pose 5 questions to help you deepen your understanding of the text?

See what I mean about height versus age? It's a height requirement, not an age requirement. Everyone was moaning, saying it wasn't fair and saying how rubbish it was being a kid and how they wished they were grown-ups. That's what they said. In fact, they were all blatantly relieved that they weren't tall enough.

The man said, 'You'll need someone to go on with you. It's two at a time or no ride.

I looked at Mrs Hayes, our teacher. She shrugged. 'Are you allowed on if you're pregnant?'

'No,' said the man, but you could hardly hear him because everyone was so excited by the news that Mrs Hayes was having a baby. No one else?' said the man. Everyone looked at the responsible parent who had very kindly accompanied our group - namely, my dad. He always comes on these things because he's a taxi driver, so he can choose what hours he works.

Florida Kirby kept nudging him, 'Go on, Mr Digby. Go on. My dad'd do it if he was here. My dad's dead brave.' She more or less shoved him past the Martian and up the ramp. The man waved us into the cage and fastened us both in. I remember Dad saying, 'Has anyone ever died on this?'

Lesson 4 - Summarising.

Use the summarising sentence stems to help you summarise the three parts of the story (above) we have studied this week.

Lesson 5 - Big picture

Big Picture

Then the man shut the door of the cage, looked at us through the bars and said, "But there's always **a first time**.

If we'd said, 'Let me out!' then, it wouldn't have done any good because straight away this incredibly loud music started up and dry-ice fog came pouring into the cage and lights were bouncing around us. They really believed in a big build-up. Dad gripped my hand and shouted, 'Don't be scared, Liam.' Before I could say, 'I'm not scared, something went BANG and we were rocketing through the air. There's a horrible crushing feeling,

like a big fist squeezing you into a ball. Then at the top it just lets go of you and you feel lighter than air and not scared of anything at all, as though all the fear had been squeezed out of you. The second bounce was nearly as high as the first, but it wasn't even a bit frightening. We sat there, the two of us, laughing madly while we waited for the elastic to calm down. We bounced five more times...

1. What could happen for the first time?
2. How do you think they felt at the start of the ride? (remember to quote from the text)
3. How did their mood change from the start to the end of the ride?
4. What examples of figurative language can you find in the text?
5. Can you summarise this paragraph **in 10 words**?

English

Lesson 1

Prefixes go at the start of a word and can change the meaning of the word.

Match the prefixes to these words and then use each of the new words in a sentence.

You may want to check some of the words in a dictionary.

mis-, over-, re-, de-, dis-

construct, interpret, emphasize, direct, analyse, activate, shaped and locate.

Lesson 2

LI: To convert nouns and adjectives into verbs using suffixes.

You can change nouns and adjectives into verbs by adding the suffixes -ate, -ise, and -ify.

Remember, the usual spelling rules apply:

- For words ending in 'y' change to 'i' before adding the ending.
- For words ending in 'e' remove the 'e' before adding the ending.
- For words ending with a short vowel, sound double the consonant before adding the ending.

Sort these words into the right boxes (note: some words may fit into more than one box):

popular	advert	captive	pure	computer	oxygen	equal
active	author	real	valid	glory	glamour	scandal
intense	hyphen	horror	liquid	hospital	false	pressure
motive	terror	simple	note	legal	central	material
fossil	fictional		fossil	academy		

-ate	-ise	-ify

Lesson 3

LI: To identify and use root words to create new words.

STS: Identify the prefixes and suffixes.

Add new prefixes and suffixes to create new words.

Use the new words in a sentence to show the meaning of the new word.

submarine	reheated	unmissable	antiseptic
unhelpful	reopen	magical	misunderstand
enjoyable	disagree	playful	decode
misspell	disloyal	unfair	nonsense
prepacked	unreadable	previewed	untrusted
thankful	disconnected	cautioned	reappeared
discolour	undoing	information	reaction
disrepair	posttreatment	recreation	blueness
unwanted	untrue	logical	deactivate
antidote	exported	misplaced	exclaiming

Lesson 4

LI: To identify the features of a narrative.

Activity (WMG)

Read through the narrative text and identify all of the features you can find.

The Twins' Tunnel Trouble Some twins are the best of friends, whilst others (like Susie and Patrick) were perhaps more like the worst of enemies! Susie was a lively, adventurous girl with a wild imagination, who would always be off outdoors leading adventures and misbehaving. Patrick was the complete opposite and was a quiet, shy boy, who liked to keep his imagination fixed on the books he read and the drawings he created. Often, people were amazed that they were even related! Susie's favourite pastime was to pester, annoy and criticise her brother. She would hunt for spiders to put in Patrick's hair to make him cry, jump out from a hiding place when he was least expecting it and deliberately destroy his favourite books and paintings. When things like this happened, Patrick would scream until he was blue in the face and they would most likely end up in a heap on the floor fighting like cat and dog. Dad was sick of having to disentangle them. Would they ever learn to get along? One morning during the summer holidays, Susie and Patrick were in the middle of a particularly nasty disagreement over which TV channel they wanted to watch. "Stop it at once!" roared Dad. His face was like a raging bull. He breathed heavily as his twins' behaviour would often horrify him. Since they had never seen dad so furious before, the children stood bolt upright. Dad, who didn't know how much more of this horrendous behaviour he could tolerate, told both of them to go and play outside immediately. "Can't you try to find some common ground where you

could at least pretend to get along?” pleaded Dad. Seconds later, Susie headed out of the door like an adventurer off to explore new worlds. She had been pestering to be allowed to go outside all day anyway. “Pigs might fly before we ever like each other,” muttered Patrick as he reluctantly picked up his coat and trudged out into the garden. Once outside, Patrick called out to Susie, “Where are you? Are we going to at least try?” “Grrrrrrrrrr!” roared Susie as she jumped out at him from behind a rubbish bin. After his fright, Patrick stared at her twin sister with intense hatred and he knew instantly there was no point in them trying to make friends and find something in common – like dad had suggested – because they were as different as chalk and cheese! He was so engrossed in his thoughts that he hadn’t even noticed Susie run off out of their backyard and, not wanting to be left alone, he knew he better follow her. When he had caught up, he found Susie peering into a dark, brick-red tunnel with no light coming from the other side. “Let’s go, scaredy cat!” called Susie before he rapidly disappeared into the tunnel. Patrick froze in horror. He wasn’t scared but he definitely wasn’t going to follow his stupid sister, he told himself. However, it was starting to get dark and Patrick was scared of being left alone. Resentfully, the young boy entered the pitchblack passageway. Inside the tunnel, Patrick felt the sides of the cold, damp stone walls to guide his way. Slowly, he led his way towards a small glimmer of light at Y5 Story Writing: Adventure Example Text the other end. As Patrick’s eyes gradually adjusted to the brightness, he could just make out a crystal white sky with towering pine trees overhead. What was this place and how had he got here? He tiptoed into the icy wonderland and felt the crisp, white snow crunch under his feet. His new environment was truly magical but little did Patrick know, it was all about to change. Without warning, the sun disappeared behind a nearby mountain and an icy chill ran down Patrick’s spine. Dark shadows appeared to dance in front of his eyes. Suddenly, he felt very alone and desperate. Where was his sister when he needed her? “Ahh-woooooo!” A loud, howling noise filled the bitter air. Instantly, Patrick knew that that wasn’t the sound of Susie about to jump out on him, but actually the sound of a hungry wolf about to pounce. Patrick ran for his life. Frantically, he searched to find his twin. Out of the corner of his eye, he spotted a trail of snowy footprints, which led him to a sign that read ‘The Arctic Witch’s Garden’. Beyond the gate, Patrick saw a mysterious array of eerie ice sculptures. He noticed one particularly familiar-looking statue... it was Susie! What had happened? Would she be frozen like that forever? Instinctively, he ran towards her and flung his arms around her tightly. Although they fought, he loved her really. She was his sister after all! He began to sob uncontrollably at the thought of losing her. With tears rolling down his face, Patrick suddenly began to feel warmer. It was then that he realised that the chunk of ice containing his sister had thawed and there she was in the flesh! “About time bro!” joked Susie. “Now, we must run before that ghastly witch comes back and turns us both into human icicles!” The two children sped from the frosted land as fast as their little legs would carry them with Susie clasping Patrick’s hand all the way back through the peculiar tunnel. As they finally flopped down on the living room sofa, Susie gave Patrick a hug and thanked him for saving her. From that day on, Susie didn’t try to scare Patrick anymore and she learned to respect his belongings. As for Patrick, he didn’t stay indoors all the time anymore and he actually enjoyed going on outdoor adventures with his sister. If they stuck together as a team, they knew that they could tackle anything. However, they never risked another trip down the tunnel to the icy world of the Arctic Witch!

Lesson 5 L.I. To analyse the effect of figurative language in a text.

Can you remember all of these types of figurative language?

- Metaphor [when one thing is described as another, e.g. *The sun is **a giant orange** in the sky.*]
- Alliteration [when several words in a phrase or sentence start with the same sound, e.g. *Super Simon swims like a salmon.*]
- Simile [comparing one thing with another, using as/like, e.g. *My dog's fur is like **a big fluffy cotton wool ball.***]
- Personification [giving non-human things features/actions only humans could have, e.g. The haunted house **watched me** with its broken windows.]
- Onomatopoeia [words which sound like the thing they represent, e.g. **crash, bang, woof, snap**]
- Idiom [a common expression which means something different to its individual words, e.g. The best students **reach for the stars.**]
- Hyperbole [an extreme/impossible idea used to gain maximum effect, e.g. No you can't go to the toilet; you've been **twenty times this lesson** already!]

Activity - Look at each example below. Identify the type of figurative language and then explain the purpose of it for the reader.

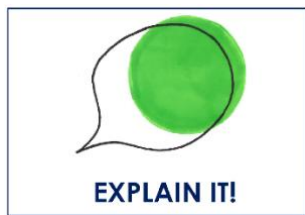
1. You've already told me that story a million times.	2. Peter Piper picked a peck of pickled pepper.	3. Bethany could sleep through an earthquake.	4. My bag weighs a tonne.
5. The spicy food danced around my taste buds.	6. The floorboards moaned as I tiptoed across the room.	7. The fabric cascaded out of the cupboard in a rainbow of colours.	8. As the fighter jet went supersonic, a deep boom was heard across the sky.
9. Don't you feel well? You're as white as a sheet.	10. The champion's tennis racket whooshed as it sliced through the air.	11. Good friends will always stick up for each other.	12. The model's beautiful teeth were pearls in his smile.

Maths

Lesson 1 L.I. To find percentages of amounts.

1. 50% of £1.60 =
2. 25% of 128 =
3. 75% of 160 =
4. 47% of £2.00 =

5. Which is the bigger of these two amounts 35% of £2.00 or 45% of £1.00?



Show how you worked it out.

6. 125% of £20.00 =
 7. Which is bigger $\frac{2}{25}$ or 15%?
 8. $\frac{3}{4} = ?\%$
 9. 25% of £7.00 + 45% of £2.00 =
 10. 47% of £3.00 =

Lesson 2 LI: to sequence negative numbers.

1.

Write the numbers in the correct place on each number line.

- a) -2 -6 -3 -1 2



- b) 1 -7 -5 -1 -11



- c) This number line has no marked intervals. Where could these numbers be positioned?

- 3 -10 -8 -3 -2



2.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Temperature	-13°C	-4°C	2°C	-10°C	-5°C	1°C	-19°C

Are these statements true or false? Prove it!

a) Saturday was 5°C warmer than Friday.

b) Sunday was the coldest day.

c) Tuesday was colder than Friday.

d) If Wednesday had been 5°C colder, it would have been the same temperature as Tuesday.

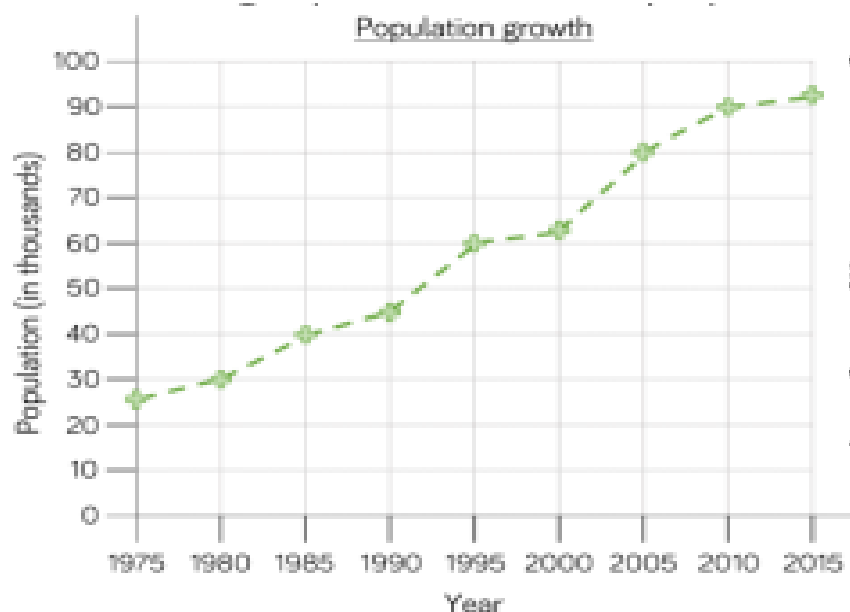
Vocabulary: Vertical, Horizontal, Axis, Point, Plot, Intervals, Values and Estimate.

Lesson 3 LI: to To read and interpret data.

Can you read and interpret line graphs?

Can you make links back to using number lines when using the vertical and horizontal axis?

Can you draw vertical and horizontal lines to read the points accurately?

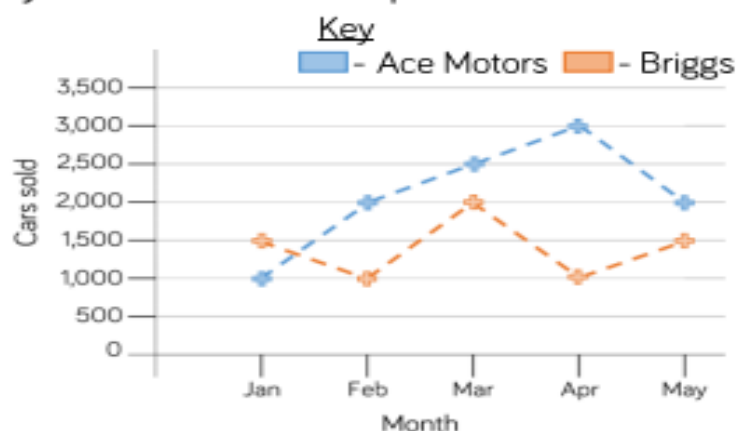


1. What was the population in 1985?
2. How much did the population grow between 1990 and 2010?
3. What was the population in 2005?
4. Was the population greater in 1995 or 2000?
5. How much did the population grow from 1980 to 1985?

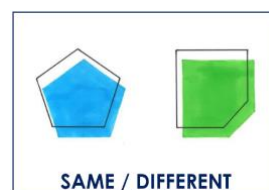
Lesson 4 - To read and interpret data.

1. How can we use a ruler to help us to read values from a line graph?
2. Where do we see examples of line graphs in real life?
3. How is a line graph different from a bar graph? How is it the same?

The graph shows the number of cars sold by two different companies.



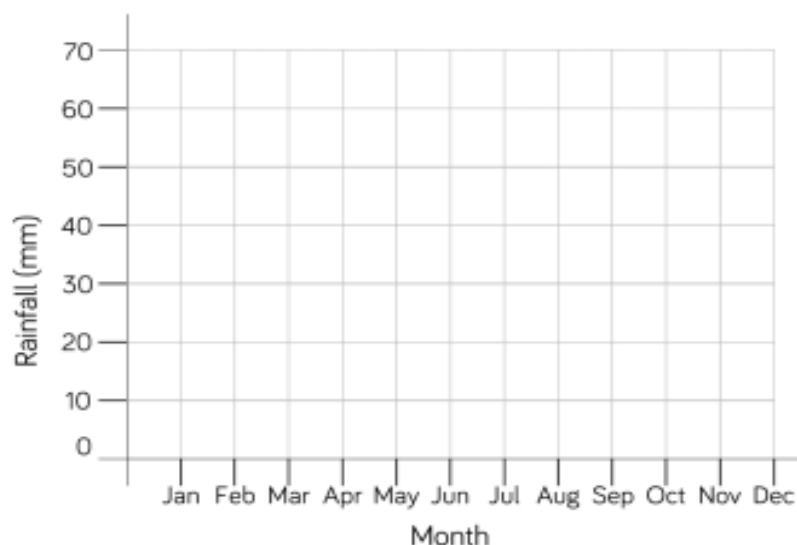
- How many more cars did Ace Motors sell than Briggs in April?



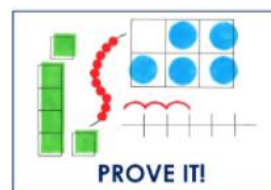
4. How many cars did Ace Motors sell in January?
5. What was the month when the most cars were sold?
6. What is the difference between the monthly sale of cars by Ace Motors?

Lesson 5 L.I. To draw graphs.

The table shows average rainfall in Leicester over a year.
Complete the graph using the information from the table.



Month	Rainfall (mm)
Jan	54
Feb	40
Mar	38
Apr	38
May	48
Jun	46
Jul	58
Aug	60
Sep	50
Oct	57
Nov	65
Dec	50



On the rainfall graph, if the vertical axis went up in intervals of 5 would it be less or more accurate? Why?

Lesson 5 L.I. To draw graphs.

Here is a table of data.

Time (min)	15	30	45	60	75
Distance (km)	25	46	67	72	98



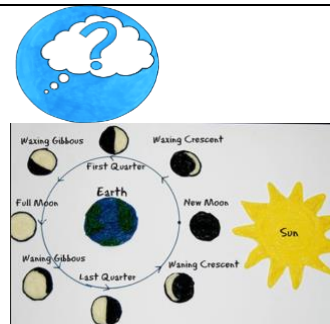
Here is a table of data, which intervals would be most appropriate for the vertical axis of the line graph? Explain. Draw a graph to present this data.

Science

L.I. To describe the movement of the Moon relative to the Earth.

STS:

- State why the moon travels in an ellipse.
- Name some of the phases of the moon.
- Explain the waxing and waning phases of the moon.



Key vocabulary

Earth, shadow, full moon, new moon, waning crescent, waxing gibbous.

Complete the diagram below using the word bank first. Then use the information to work your way through the steps to success.

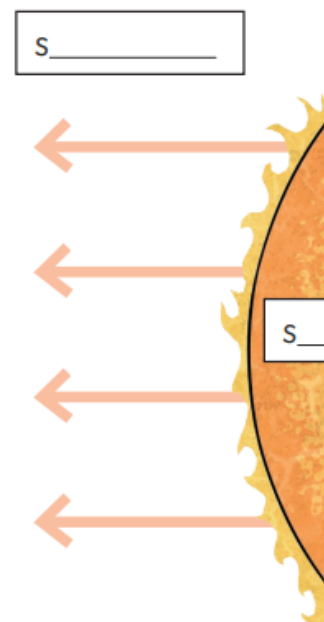
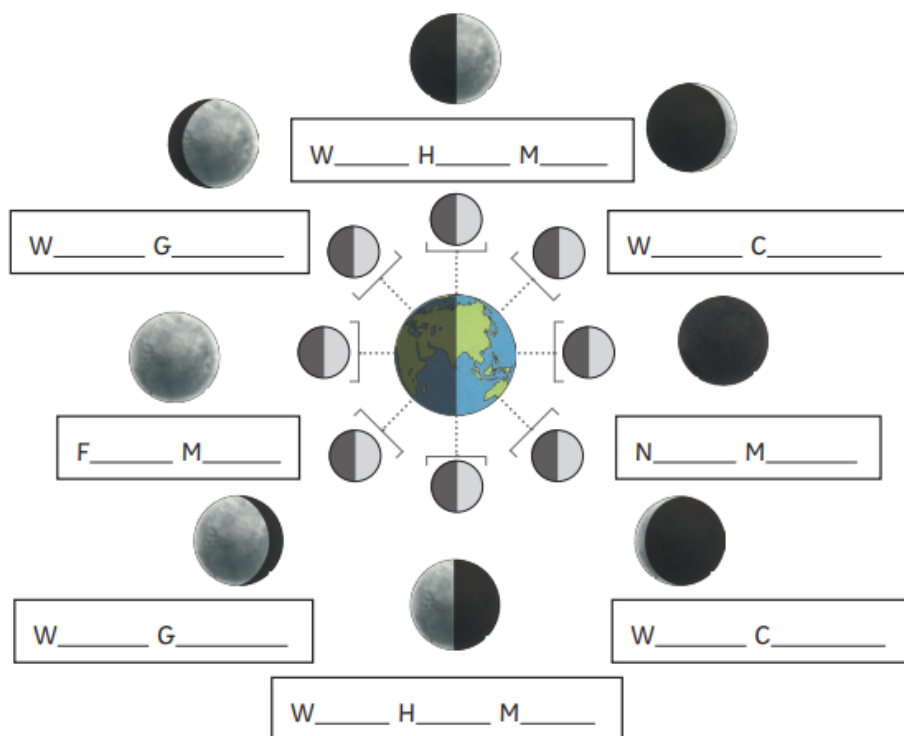
Reflection



THE BIG QUESTION


Big question: What if there was no moon?

Phases of the Moon



Sun	Waxing Gibbous	Sunlight	Full Moon
New Moon	Waning Gibbous	Waning Half Moon	
Waning Crescent	Waxing Crescent	Waxing Half Moon	

PSHE

LI: To <u>explain</u> how sleep and being outdoors contributes to a healthy lifestyle.	
STS: <ul style="list-style-type: none"> • <u>Develop</u> sleep strategies and how to maintain them. • <u>Identify</u> the benefits of being outdoors. • To <u>know</u> how to manage risk in relation to sun exposure. 	
Reflection: How does staying indoors have a negative impact on your sleep? Can you over rest?	



When we have not had enough sleep, we start feeling tired, grumpy and find it difficult to concentrate. You may have experienced this if you don't go to bed early enough.

Seven-year-olds need ten and a half hours' sleep each night, eight-year-olds need ten and a quarter hours' sleep each night, nine-year-olds need approximately ten hours' sleep each night.



How much sleep do you get each night?

What activities help you to prepare you for sleep? Does having a bath or a story help you go to sleep? What stops you from going to sleep?

Should you play computer games just before you go to sleep?

How do you feel after spending some time outdoors? How does this compare to when you have to stay indoors all day?

When are the best times of the day to avoid sun damage outdoors? What precautions can you take to protect yourself on a hot summers' day?

Create a leaflet to promote a healthy lifestyle, after all the areas you have covered so far.

Global Curriculum

1. Ll: To develop a line of historical enquiry.

History



CS – Wonder (researching, asking questions)

What do you know about life of black people before 1948 in Britain? Look at who the Windrush Generation are and why they came. Then choose one of the historical enquiries:

- Over 10,000 people left the Caribbean to fight with Britain against the Nazis. What were the main reasons for this?
- Why did so many people migrate to the UK from the Caribbean in 1948?

Using secondary resources, you are to research an answer to their question, using research to support your response.

Here are some useful websites for you to research.

<https://www.youtube.com/watch?v=6LBuMKx5s0o>

<https://www.youtube.com/watch?v=Si3IRAPJkkU> (BBC – What is the Windrush Generation?)

<https://www.jcwi.org.uk/windrush-scandal-explained>

Vocabulary: migration, push and pull factors, migrants, immigration, economy

Can you make connections between time periods within British history and the wider world? Can you put significant dates on a detailed timeline, using mathematical skills to work out time scales?

2. History - To present an opinion.

The 2 photos on this page are both showing moments of the arrival of the Empire Windrush in June 1948. In both images we see men, women and children with bags and boxes however the pictures they paint of the atmosphere of the event are quite different. In what way are the photos different? What kind of message is each picture sending about the arrival of the Windrush? Who would have taken each photo and with what objective in mind?



Read recounts of stories from Windrush veterans about life in Britain during and after settlement. Explore the key vocabulary; discrimination, racism, prejudice, stereotyping and use resources to identify some of the challenges settlers faced. They will use this knowledge to discuss the big question *'What was life like for Caribbean's living in Britain?'* Task - to prepare for a discussion.

Possible links for research

<https://www.youtube.com/watch?v=e9fnFii5JEs>

<https://www.youtube.com/watch?v=UwLep9KEFk>

<https://www.bbc.co.uk/newsround/43793769>

ART

LI: To plan a composition.

Activity:

Can you decide on your chosen building from the London Skyline?

Can you sketch out your building, focussing on the shape and features which stand out?

Can you plan how you are going to construct the building in relief?

Consider the techniques previously learnt (foreshortening/ composition/scale).

Key Vocabulary: Sculpture, Sculptor, Free standing, Relief, Foreshortening, Composition, 3 dimensional.

