

A decorative border of small yellow stars surrounds the entire page.

Year 5

Summer 1

Home

Learning Pack

18/05/20

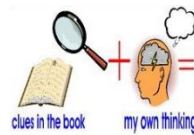
Reading Activities:

The first reading task I'd like you to complete links to our Science topic this term, Animals including humans and is all about the animals you may find on your doorstep! Read the information given carefully and then answer the questions attached.

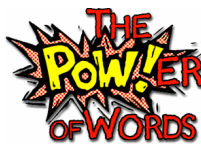
Remember, when answering our reading questions we use our five reading domains...



Retrieval



Inference



Language



Summarise
+predict



Content

Doorstep Wildlife

Even if you live in a busy town or city, wildlife will be all around you as it manages to survive pretty much everywhere; you just have to look to find it! If you search hard enough, you will probably find signs of urban creatures in your street, on your school playing field, through your window, at the park and all around our town and city centres. However, many challenges face birds and animals that live in these places - can you think what they might be? Let's take a closer look at just some of the species that manage to successfully inhabit urban environments...

Pigeons

Pigeons are one of the most common birds within the UK. Their cooing calls are a very familiar sound within most busy built-up areas, where they have adapted to life by scavenging food in city and town centres as well as eating insects, seeds and food from bird feeders in urban gardens. Pigeons are often considered to be vermin with many people believing that they carry disease, damage property and pollute urban areas with their droppings. Some cities have even tried to reduce their pigeon population by reducing nesting sites, removing pigeon eggs from nests and introducing more efficient litter collections to limit their food supplies.



Foxes

They are the most common wild carnivore (an animal that eats other creatures) found in our towns and cities and they have adapted brilliantly to life in busy surroundings. They thrive because of their wide and varied diet: eating scavenged food from dustbins, bird tables and compost heaps whilst also regularly consuming wild mammals, birds, earthworms, beetles and fruit. Foxes are mostly nocturnal animals, which means that they are usually only active at night, but actually they are often seen in urban areas during the day. Unfortunately, many foxes are sadly killed on the busy roads of the UK each year.



Hedgehogs

Hedgehogs can be found in almost all urban areas of the UK, except some areas of Scotland. They prefer moist habitats in farmlands, gardens or even parks. The spiky mammals live in nests under hedges, where ground-dwelling insects and other invertebrates (animals with no backbone) are in large quantity. In contrast to the urban fox and pigeon, the hedgehog has a more-respected reputation with it being considered the 'gardener's friend', as it loves eating so many 'pests'. Some of their favourite foods are small creatures such as caterpillars, slugs and snails, which can often be very damaging to garden plants. Hedgehogs have sharp quills on their back. When they feel threatened, they contract two large muscles in their back. This causes these quills to straighten out. At the same time, the hedgehog also curls up into a ball, tucking its face and legs into its belly. This protects it from potential danger. Despite having their own in-built defence mechanisms, hedgehogs are in serious decline. It is estimated that just one million hedgehogs are left in the UK, which shows a 97% decrease since the 1950s when there was a population of 30 million.



Trying to be helpful, people often leave bread and milk out in their gardens and outdoor spaces for urban hedgehogs to snack on, but actually you should never feed hedgehogs milk as it can cause them terrible stomach problems. Instead, try and provide them with plain, fresh water in a shallow bowl along with tinned dog or cat food.

How Can We Help Urban Wildlife to Survive?

Over the last few decades, many urban animal species have declined, which is due mainly to the reduced numbers of gardens, parks and open green spaces. The loss of connected wild and grassy areas makes it more hazardous for urban animals to find food and move from place to place... but you can help them!

If you live in a built-up neighbourhood, try to turn any outdoor space or garden that you have into a wildlife-friendly area. You can do this by making and hanging a simple bird feeder, making holes in fences to help hedgehogs and other small mammals travel between spaces or planting flowers to encourage insect life.

Questions

1. Which animal is the most common wild carnivore found in the UK? Tick one.

- hedgehog
- pigeon
- fox
- badger

2. Join the boxes to match the urban animal to one statement only.

hedgehogs

pigeons

foxes

are considered to be vermin

are usually only seen at night

have vastly declined in numbers in recent years in the UK

3. Find and copy a word or phrase from the text that tells you that **hedgehogs are valued**.

4. Find and copy a word from the **Foxes** section of the text that means **to do well or succeed**.

5. Fill in the missing words in this sentence.

Due to their _____ and _____ diet, foxes are able to _____ in urban habitats.

6. The author uses the word **vermin** to describe pigeons. What impression does this give us about how many people feel about the birds?

7. **Despite having their own in-built defence mechanisms**
Explain what is meant by this phrase.

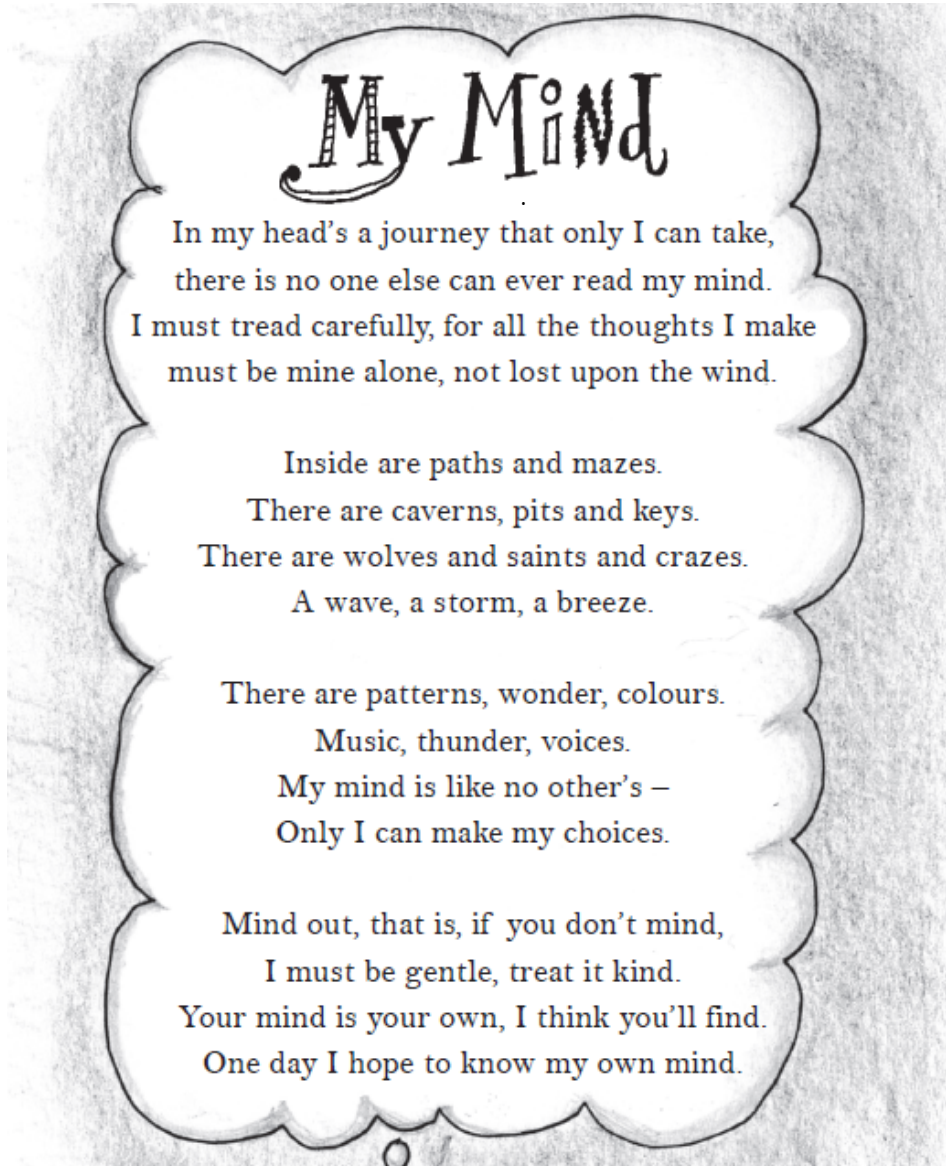
Doorstep Wildlife

8. Why do you think that hedgehogs should only be provided with water in a shallow bowl?

9. What could you do to help urban wildlife?

10. Look at the section entitled **How Can We Help Urban Wildlife to Survive?**. Why has this been included in the text?

Our next reading activity is a poem, there are a number of different style questions for you to try (some retrieval, inference etc). Read the questions carefully and decide which reading domain each question is asking you to look at.



Retrieving Information

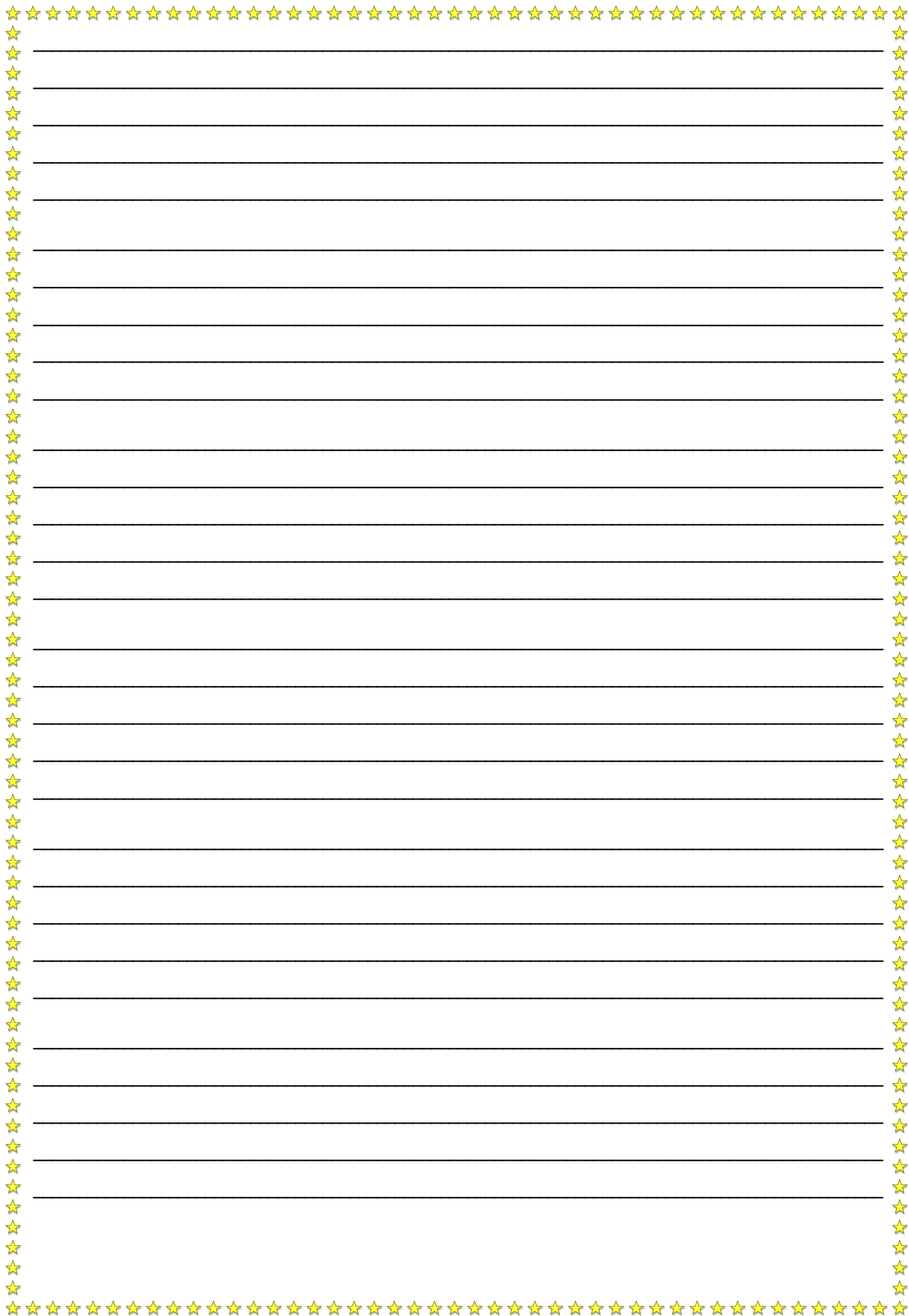
- 1) What word does the poet use as a synonym for 'hole'?
- 2) How does the poet say she must behave towards her mind?
- 3) The poet uses the word 'mind' in different ways so that it has different meanings. Give two examples from the poem.

Making Inferences

- 4) Do you think the poet is a young person or an older person? Explain why using evidence from the text.
- 5) Why do you think the poet wants their thoughts to "be mine alone"?

Writer's choices

- 6) Why do you think the writer compares her mind to "paths and mazes"?
- 7) Why has the poet chosen to talk about "wolves" in her mind?



Spellings:

On the following pages are your spellings for the next two weeks, test yourself on the first set after a week, and then the second set, have an at home spelling test on a Friday like we do in class.

Word	Monday	Tuesday	Wednesday	Thursday	Friday
muscle					
immediately					
individual					
interfere					
interrupt					
language					
leisure					
lightning					
lightning					
marvellous					

Now choose four of your spellings from this week. Can you use them in a sentence below?

1. _____

2. _____

3. _____

4. _____

Word	Monday	Tuesday	Wednesday	Thursday	Friday
familiar					
foreign					
forty					
frequently					
government					
guarantee					
harass					
hindrance					
identity					
immediate					

Now choose four of your spellings from this week. Can you use them in a sentence below?

1. _____

2. _____

3. _____

4. _____

English Activities:

Writing a diary entry

For our first English Activity I'd like you to access the Stories 2 Tell activity on Purple Mash. It should look like this...



Select The Emperor & his Advisor story.

Complete the activities surrounding this story! Complete the listen and create activities, making illustrations and pictures for each scene in the story, add text if you can!

Listen and create
Listen to each part of the story. Make a picture to illustrate each bit.

Read and create
Read each part of the story. Make a picture to illustrate what you read.

Write and create
Make pictures, add speech bubbles and text boxes to make your own story.

Now think about the scenes and settings you have just created.
Now have a go at turning these pictures into a setting description!

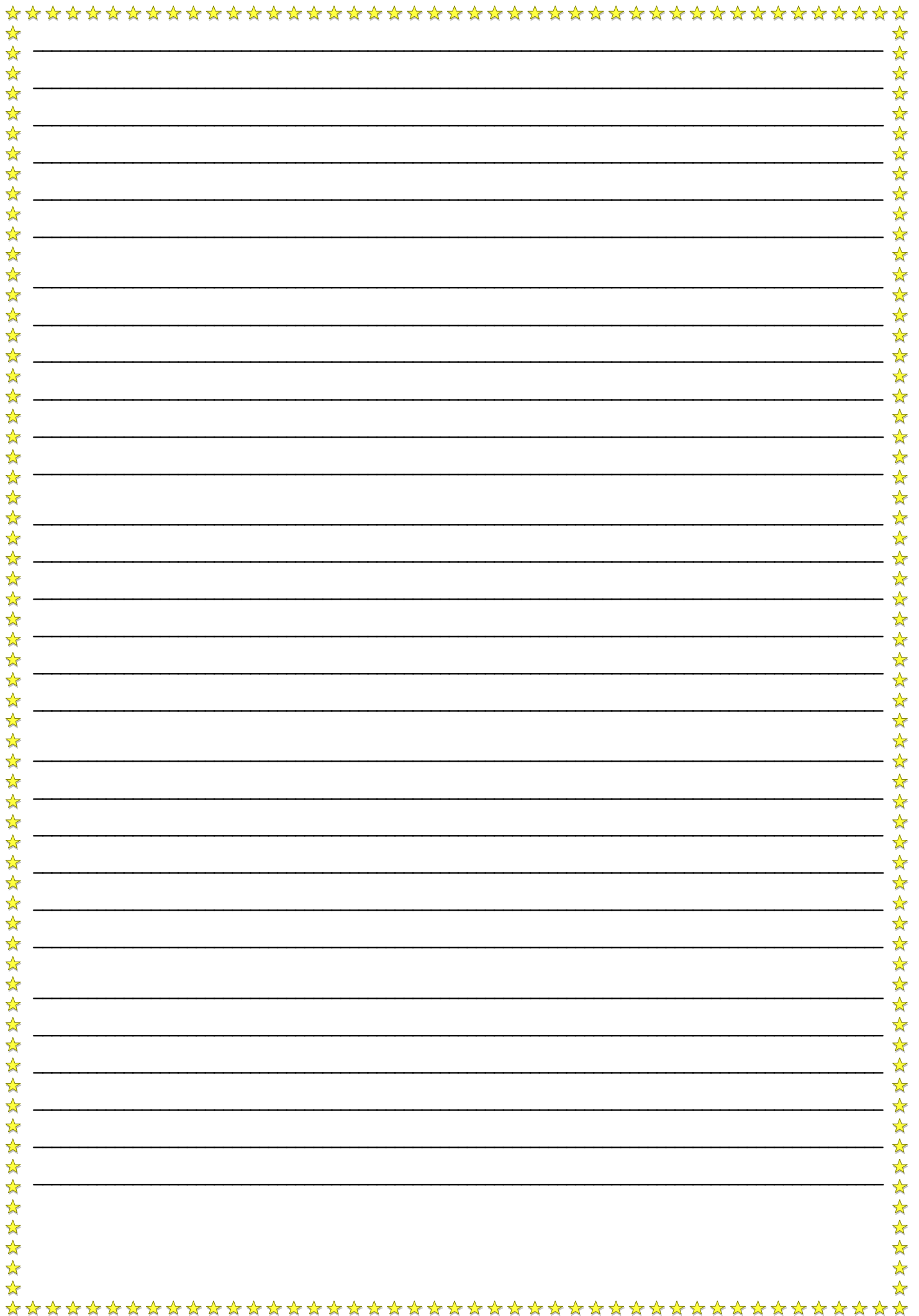
Use the checklist below to help you out.

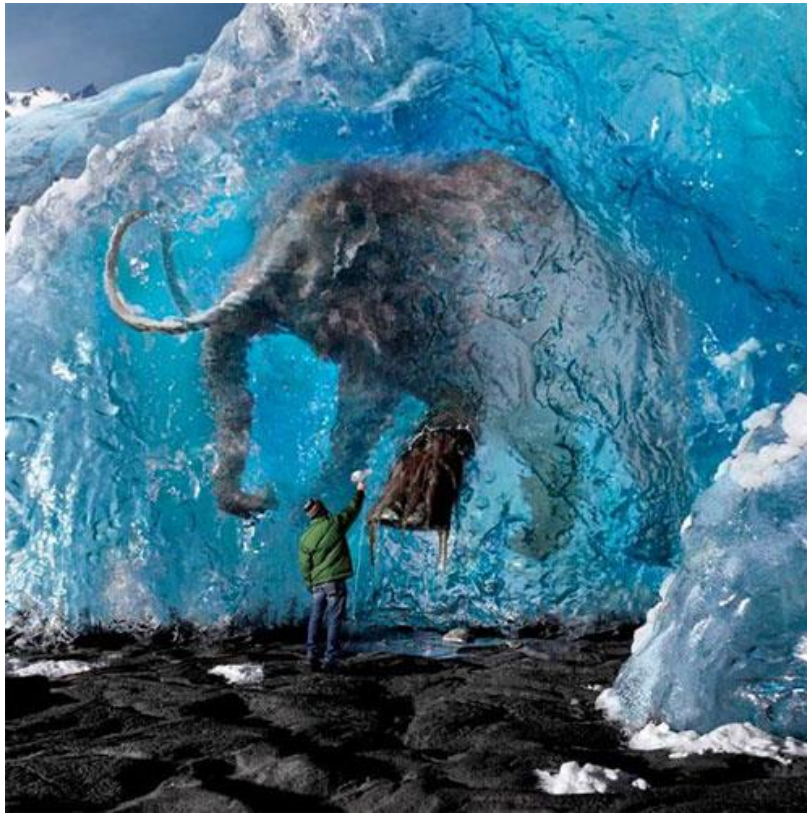
Story Checklist

Does my story...

include an introduction?	<input type="checkbox"/>
describe what can be seen?	<input type="checkbox"/>
describe what can be heard?	<input type="checkbox"/>
describe what can be smelt?	<input type="checkbox"/>
describe what can be felt?	<input type="checkbox"/>
describe the atmosphere and mood?	<input type="checkbox"/>
use figurative language to create effect?	<input type="checkbox"/>

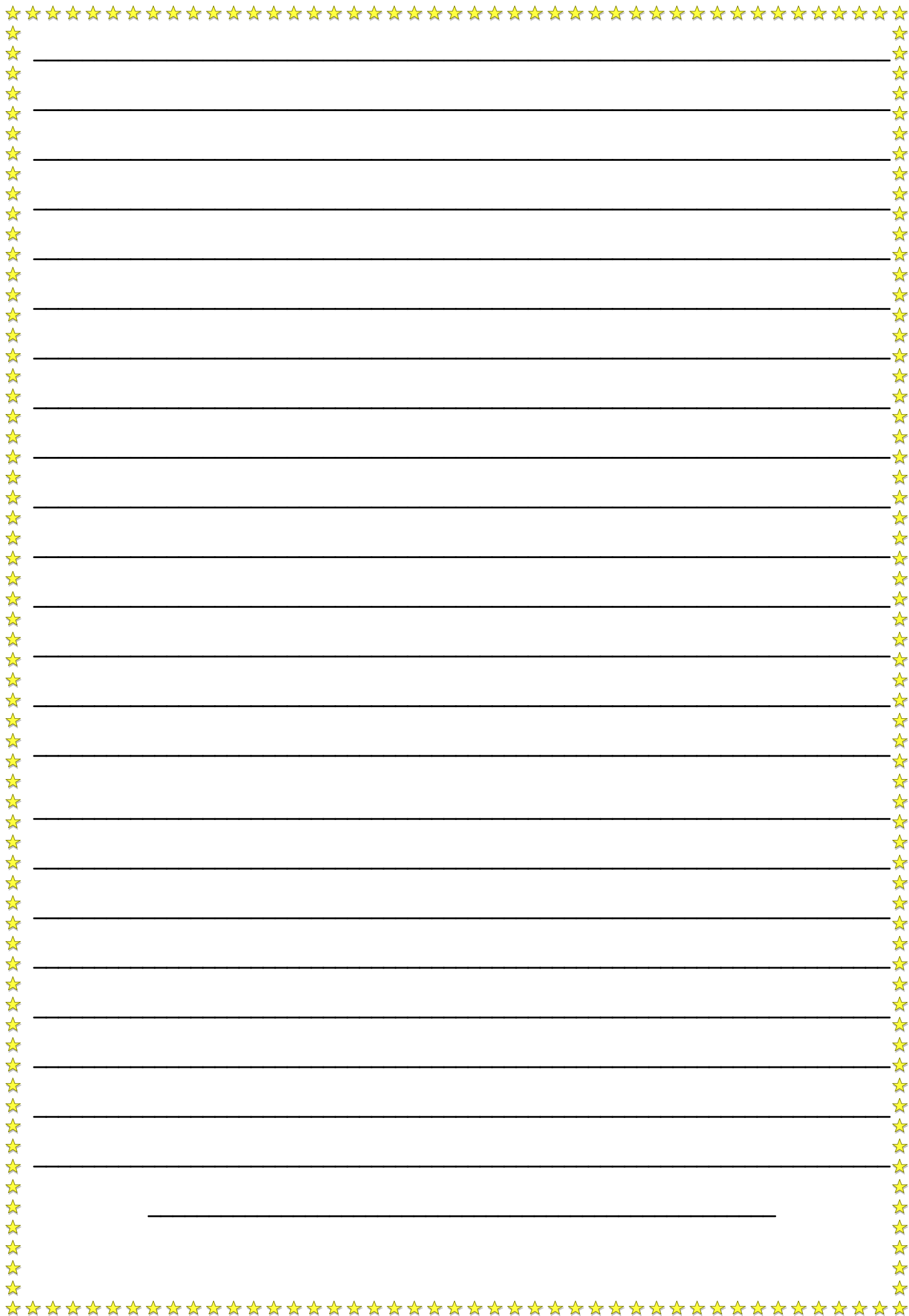
Remember: Figurative language includes metaphors, similes, personification, onomatopoeia etc.





Look at the picture above, can you use all the writing features we have used in Year 5 and write me a short story of what might have happened after this picture was taken. I've given you the first line below...

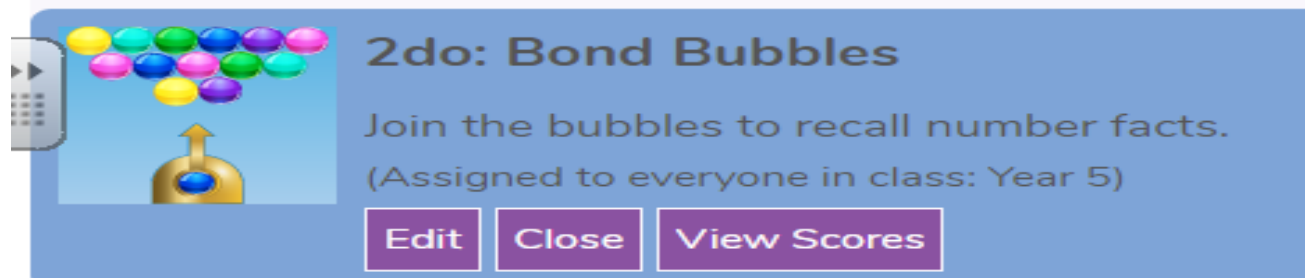
Slowly, a foot moved, then the trunk, then a loud growl shook the cavern...



Purple Mash Maths 2do Activities:

I have set you these maths based activities to do on Purple Mash 2do:

This will help you to practice recalling number facts.



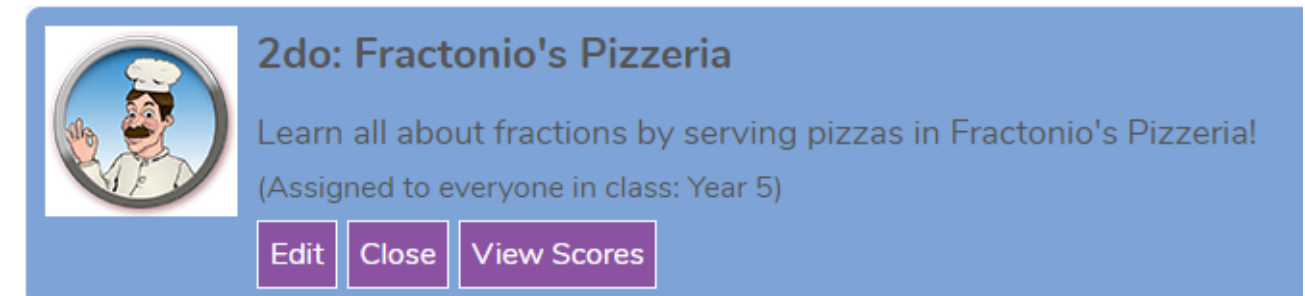
2do: Bond Bubbles

Join the bubbles to recall number facts.
(Assigned to everyone in class: Year 5)

[Edit](#) [Close](#) [View Scores](#)

The image shows a blue card for the '2do: Bond Bubbles' activity. On the left, there is a small illustration of a gold machine with a blue bubble being emitted, and several colorful bubbles (yellow, green, blue, purple, pink) floating above it. The text on the card describes the activity as joining bubbles to recall number facts, and notes it is assigned to everyone in class for Year 5. At the bottom, there are three purple buttons: 'Edit', 'Close', and 'View Scores'.

This will help you to improve your knowledge of fractions:



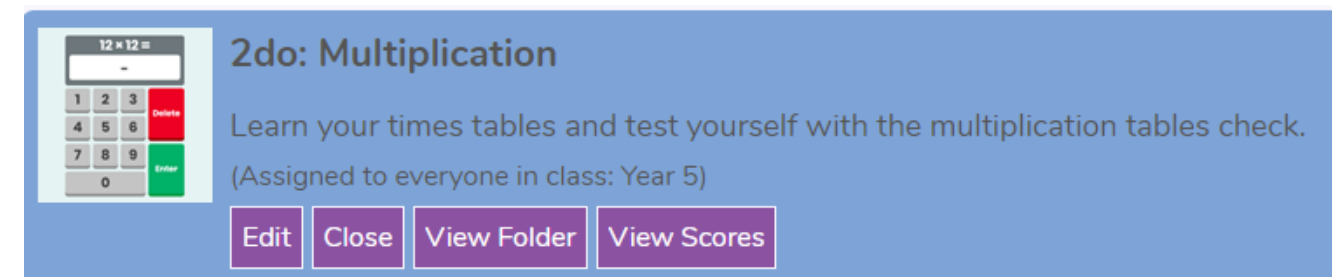
2do: Fractonio's Pizzeria

Learn all about fractions by serving pizzas in Fractonio's Pizzeria!
(Assigned to everyone in class: Year 5)

[Edit](#) [Close](#) [View Scores](#)

The image shows a blue card for the '2do: Fractonio's Pizzeria' activity. On the left, there is a circular illustration of a chef with a mustache and a white hat, waving. The text on the card describes the activity as learning about fractions by serving pizzas, and notes it is assigned to everyone in class for Year 5. At the bottom, there are three purple buttons: 'Edit', 'Close', and 'View Scores'.

This will increase your speed when answering multiplication questions:



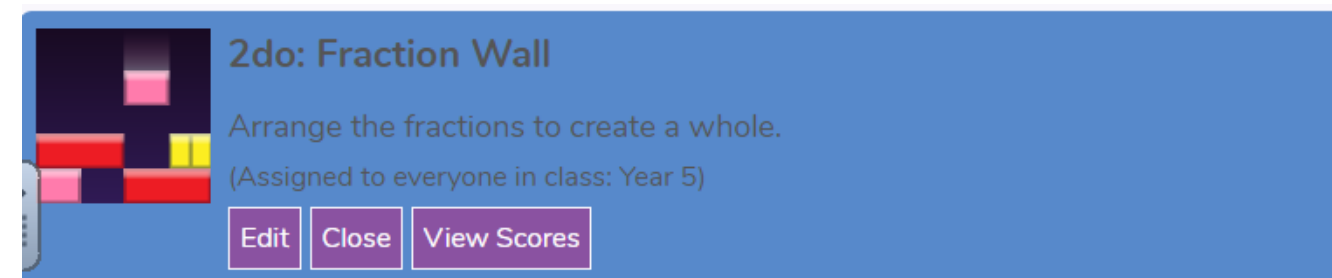
2do: Multiplication

Learn your times tables and test yourself with the multiplication tables check.
(Assigned to everyone in class: Year 5)

[Edit](#) [Close](#) [View Folder](#) [View Scores](#)

The image shows a blue card for the '2do: Multiplication' activity. On the left, there is a small illustration of a calculator showing the equation $12 \times 12 =$ and a keypad with numbers 1-9, 0, a red 'Delete' button, and a green 'Enter' button. The text on the card describes the activity as learning times tables and testing oneself with a multiplication tables check, and notes it is assigned to everyone in class for Year 5. At the bottom, there are four purple buttons: 'Edit', 'Close', 'View Folder', and 'View Scores'.

This activity will help you with your fractions:



2do: Fraction Wall

Arrange the fractions to create a whole.
(Assigned to everyone in class: Year 5)

[Edit](#) [Close](#) [View Scores](#)

The image shows a blue card for the '2do: Fraction Wall' activity. On the left, there is a small illustration of a fraction wall with several colored blocks (red, yellow, black) arranged to form a whole. The text on the card describes the activity as arranging fractions to create a whole, and notes it is assigned to everyone in class for Year 5. At the bottom, there are three purple buttons: 'Edit', 'Close', and 'View Scores'.

Maths at Home Activities

Multiplication Bingo-

Bingo is a fun game that can be enjoyed by people of all ages, and this version puts a mathematical twist on this classic game, as a way to boost multiplication skills.

What you need to play:

- Paper to write numbers down on

How to play:

Step 1: In this mathematical version of the game, all players write down 5 numbers, which are multiples of a given times table. For example: if they were doing the 5 times table, they might write 10, 35, 45, 50 and 60.

Step 2: A third person can lead the game and call out multiplication questions from the chosen times table, or they can be written on cards, jumbled up in a pile for players to take turns picking and reading out.

Step 3: If the player has an answer to the question on their bingo board, they can cross it out. First person to cross out all their numbers is the winner.

Planning a holiday

Planning a holiday or day trip provides a whole raft of ways for your child to practise using everyday maths. There are so many opportunities, from working out how long a journey will take and what time you'll have to leave, to following maps, to reading timetables. Even packing a suitcase is helpful in developing children's spatial awareness, which is also a maths skill.

Use the internet to plan your ideal holiday. Travel abroad for a week, plan in one activity for each day, make sure you figure out a total cost for your holiday and figure out how much time you will spend travelling.



Tips & ideas

- **Talk about time.** For example, get them to work out what time you need to leave the house to get to school on time.
- **Cooking.** Measure ingredients and set the timer together. Get them to work out how much more food will you need if extra people are coming for dinner.
- **Talk about the shape and size of objects.** Look online for interesting facts, like tallest and shortest people, or biggest and smallest buildings etc.
- **When you are sharing food** like pizza or cake, ask your child to help you share it equally between the number of people eating.
- **Solve maths problems at home.** For example, ask them how many apples to buy at the shop and why, or how long will it take you to get to Gran's house if you go to the library on the way.
- **Collect information** and create a tally chart, for example to find out the family's favourite animal or fruit etc.
- **Make patterns** with objects, colouring pencils, paint or Play-Doh, and build structures with Lego or boxes.

Maths Activities

Can you answer the following questions...

8 8^2

1 mark

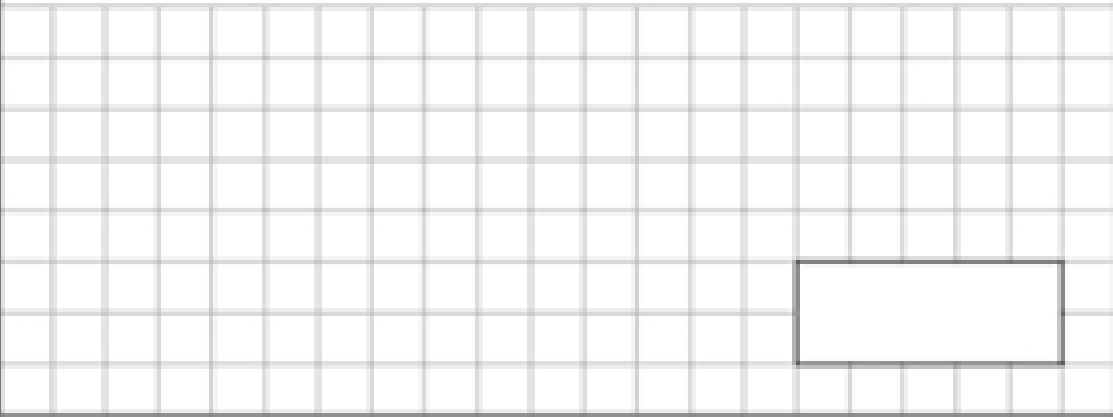
9 $5.14 + 2.85 =$

1 mark

10 + 102 = 315

1 mark

11

$$120 \div 2 =$$


1 mark

12

$$1,600 \div 4 =$$


1 mark

13

$$150 \div 5 =$$


1 mark

14

$= 2,541 + 1,520$



1 mark

15

$502,010 = 500,000 +$

$+ 10$



1 mark

Foundation Subjects Activities:

Science...

Our science topic this term is all about animals including humans. In particular, looking at the way we grow over time as humans! A good way to start this topic is by looking at the way we have grown personally!

Start with this activity below...

Print off and add pictures of yourself as a baby and one of you now. List the similarities and differences below in the table.

Picture of me as a baby	Picture of me now

Similarities	Differences

Now have a think about how you might change in the future. Below draw and label a picture of what you might look like as a teenager. Have a think about what might change between now and the.

Me as a Teenager



Art- Local landmarks

Following last week's look at the local landmark of St Peters Church this week I'd like you to look at the canals of Wolverhampton.

What is a canal?

A man made waterway constructed to allow the passage of boats or ships inland.

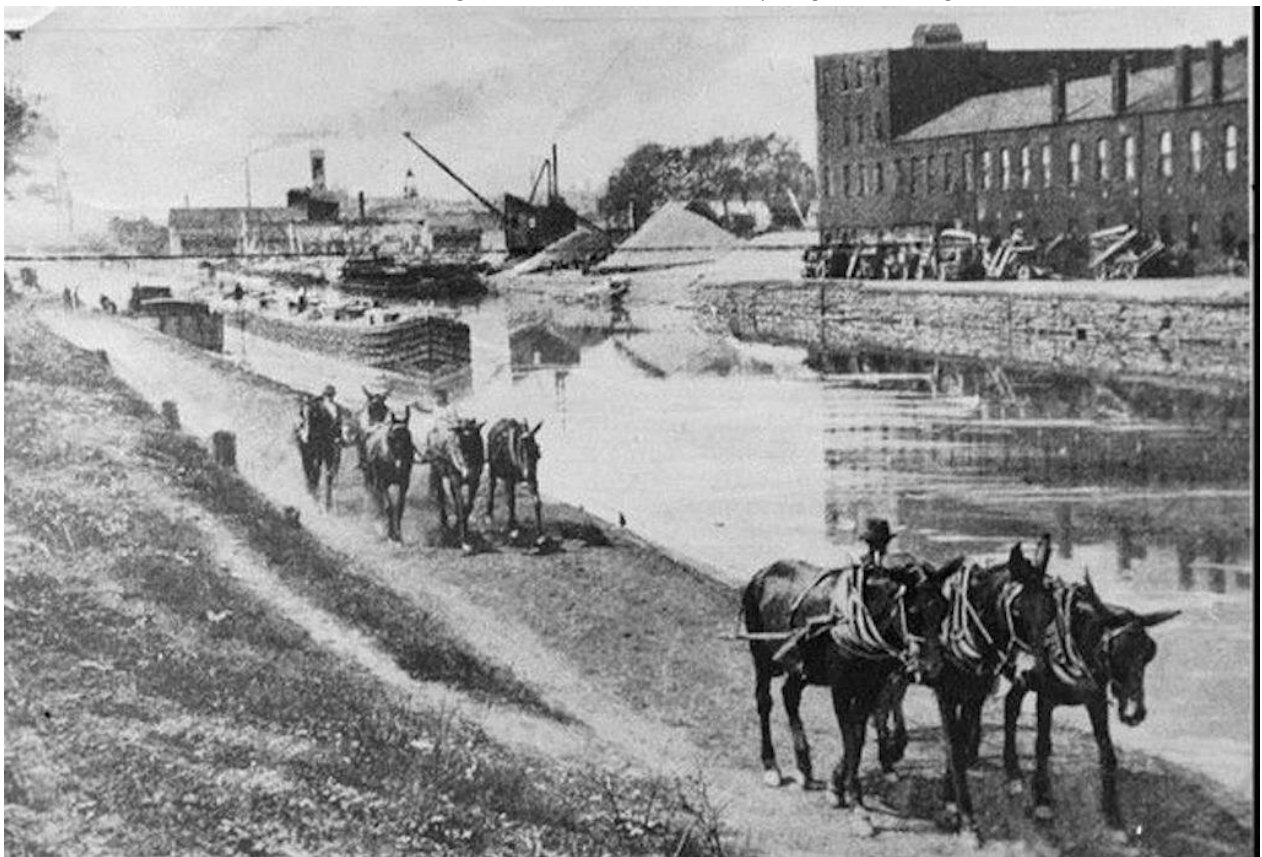


Canal Bridge
Wednesfield (by the cinema).



Canal Bridge
Wolverhampton City Centre

Traditionally – horses used to pull canal boats carrying coal. Coal was the main fuel for running factories and keeping heating homes.



Today – canal boats are used for leisure. For holidays and parties.

Some people choose to live on them instead of a house.

They are now powered by petrol, not coal.



Your task:

To sketch and paint a canal landscape in the Art style of Realism or Impressionism, using water colours (If you don't have them, use whatever resources you have at home). You must sketch (very lightly) the basic shapes first.

Identify and what art techniques you have used and explain why.

Sketch

Light

Dark

Tone

Repeat layers

Use the videos below to help with the different art strategies we have learned!

Shading tutorial for kids-

<https://www.youtube.com/watch?v=PQlOem2JKLI>

