

**Year 5**

**Summer**

**Home**

**Learning Pack**

**15/06/20**

# Reading Activities:

The first reading task I'd like you to complete links to our new text for our English lessons, Toro, Toro, which is set in Spain. These questions are retrieval style questions, meaning you will find the answers in the text!

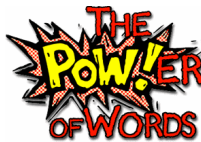
Remember, when answering our other reading questions we use our five reading domains...



Retrieval



Inference



Language



Summarise  
+predict



Content

# Spain

## Quick facts

Capital: Madrid

Population (approx): 46,892,715

Area: 504, 782 sq km

Official language: Castilian Spanish

Religion: Roman Catholic

Ruler: King Juan Carlos I (1975)

Currency: Euro



Valencian Paella

Spain is situated on the Iberian Peninsula in the southwest corner of Europe. France and the Bay of Biscay are to the north of Spain, the Mediterranean Sea is to the east and the Strait of Gibraltar and Africa are to the south. Spain also includes the Canary Islands in the Atlantic Ocean.

The centre of Spain is hot and dry with mountain ranges to the north and south. Most of the country experiences the typical Mediterranean climate, with hot, cloudless summers and rainy cold winters.

Flamenco is a very famous type of music in Spain and is made up of songs, dances and guitar music.

Bullfighting is a popular pastime but certain areas are trying to ban it.

Paella is a very famous dish in Spain and is cooked outside in a large pan. Rice is the main ingredient in a paella and is also the staple diet of Spanish people. Spaniards also like to eat a lot of tapas, particularly at lunchtime. Tapas is a wide variety of snacks which can be served hot or cold. Popular tapas dishes are battered squid rings, Serrano jam, meatballs, mussels and Spanish omelette.

## Spain

Answer the following questions.

1. What is the capital of Spain?

---

2. What is the official language of Spain?

---

3. Which sea lies to the east of Spain?

---

4. What is the climate like in the winter?

---

5. Flamenco consists of songs, dances and which string instrument?

---

6. Which famous Spanish dish is cooked outside in a large pan?

---

7. What is tapas?

---

8. Which currency is used in Spain?

---

## El Flamenco

Spain is known for its flamenco dance. In Andalusia, in many towns and villages people dance the flamenco for special festivities. Some of the best flamenco dancers are said to be the Romani people ('gitanos' in Spanish). The *gitanos* arrived to Spain in the XV century and still conserve their own language and traditions.

Flamenco is a style of entertainment with song, music and dance. It is very popular in Spain and is known worldwide. Its foundation is in Andalusia in Spain. In its evolution Andalusian Gypsies played an important part. The term 'flamenco' was first recorded in the late 18th century but many believe the art form is much older.



Flamenco has acoustic guitar music, singing, hand claps, heel stamps, castanets and ca jón. It is danced by a man and a woman in traditional Spanish costumes. The dance has no set tempo. It may have both fast and slow passages, rising to a climax near the end.

Flamenco performance has evolved during the history of this musical genre. In the beginning (the 18th century at the latest), songs were sung without any guitar accompaniment. During the 19th century, the guitar was used to accompany songs. Since the second half of the 19th century, the solo guitar is played in flamenco concerts.

On November 16, 2010, UNESCO declared Flamenco one of the Masterpieces of the Oral and Intangible Heritage of Humanity.

A Ca jón is a simple box drum which you sit on to play.

There are two distinct sounds. The bass tone which is towards the middle of the playing surface and the snare which is usually achieved by striking the ca jón towards the top.

A ca jón does not replace a full drum kit.

Ca jón drums are also very simple to play. From a simple beat to more complex percussive accompaniment the ca jón is a very flexible drum.



Ca jons have been with us for a long time. Early examples of the ca jon originated in Peru and they are widely used in Flamenco and Latino rhythms. Since then they have become very popular in many styles of music.

Castanets are percussion instruments which come from Spain. Castanets are hollowed-out wooden shells. A hardwood such as ebony or rosewood is used.

Castanets are used in pairs. Traditionally two pairs are played together, one pair held in each hand. There is a string which passes through small holes in the shells. The player winds the string round the thumb and finger so that the two shells can be clicked together. The two pairs of castanets used are slightly different sizes so that they make a slightly different pitch. The higher pair, known as *hembra* (female), is usually held in the right hand, with the larger *macho* (male) pair held in the left.



Castanets are traditionally played by singers and dancers. Spanish folk dancers often use castanets. They are often associated with flamenco dancing.

Carmen, the character in Bizet's opera *Carmen*, sings a song and accompanies herself on the castanets. Normally the opera singer will not have the skill to play them, so the castanets are played by a percussion player in the orchestra while Carmen pretends to be playing them.

### Citanos



The one ethnic minority of long standing in Spain is the Roma (Gypsies), who are known in Spain as Citanos. Their traditional language is Caló. Many of them have assimilated into the mainstream of Spanish society, but others continue to lead their traditional nomadic way of life. The Citanos were at one time most numerous in southern Spain, and, while there continue to be large populations in

Andalusian cities, large communities now exist in Madrid and Barcelona as well. Flamenco, an expressive song-dance form, has long been associated with the Citanos.

The *traje de flamenca* ("flamenco outfit") or *traje de gitana* ("Gitanas outfit") is the dress traditionally worn by women at *Ferias* (festivals) in Andalusia, Spain. There are two forms: one worn by dancers and the other worn as a day dress.



The dancers' version flares out from higher on the hip to allow freedom of movement.

The dress is typically brightly colored, usually in black, red or and may be either plain or patterned, with the most famous being the polka dotted *traje de lunares*.

Traditionally, the outfit is completed with a shawl (*mantón de Manila*) worn over the shoulders. The traditional dancer will also wear her hair in a bun adorned with flowers, and perhaps a decorative hair comb.

The outfit is attributed to the Gitanos (Roma people of Spain), but is now generally thought of as typically Andalusian.

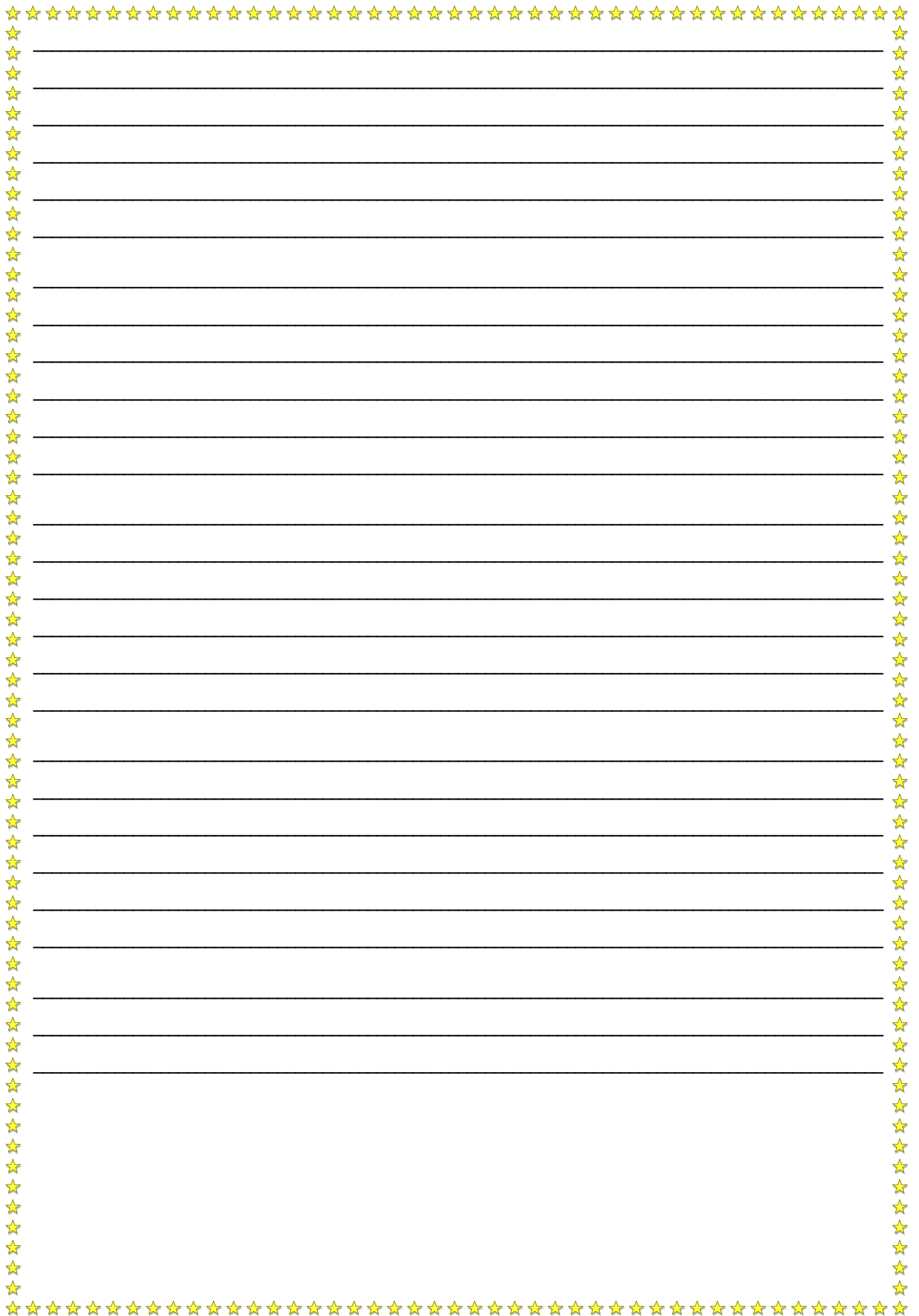
## Questions

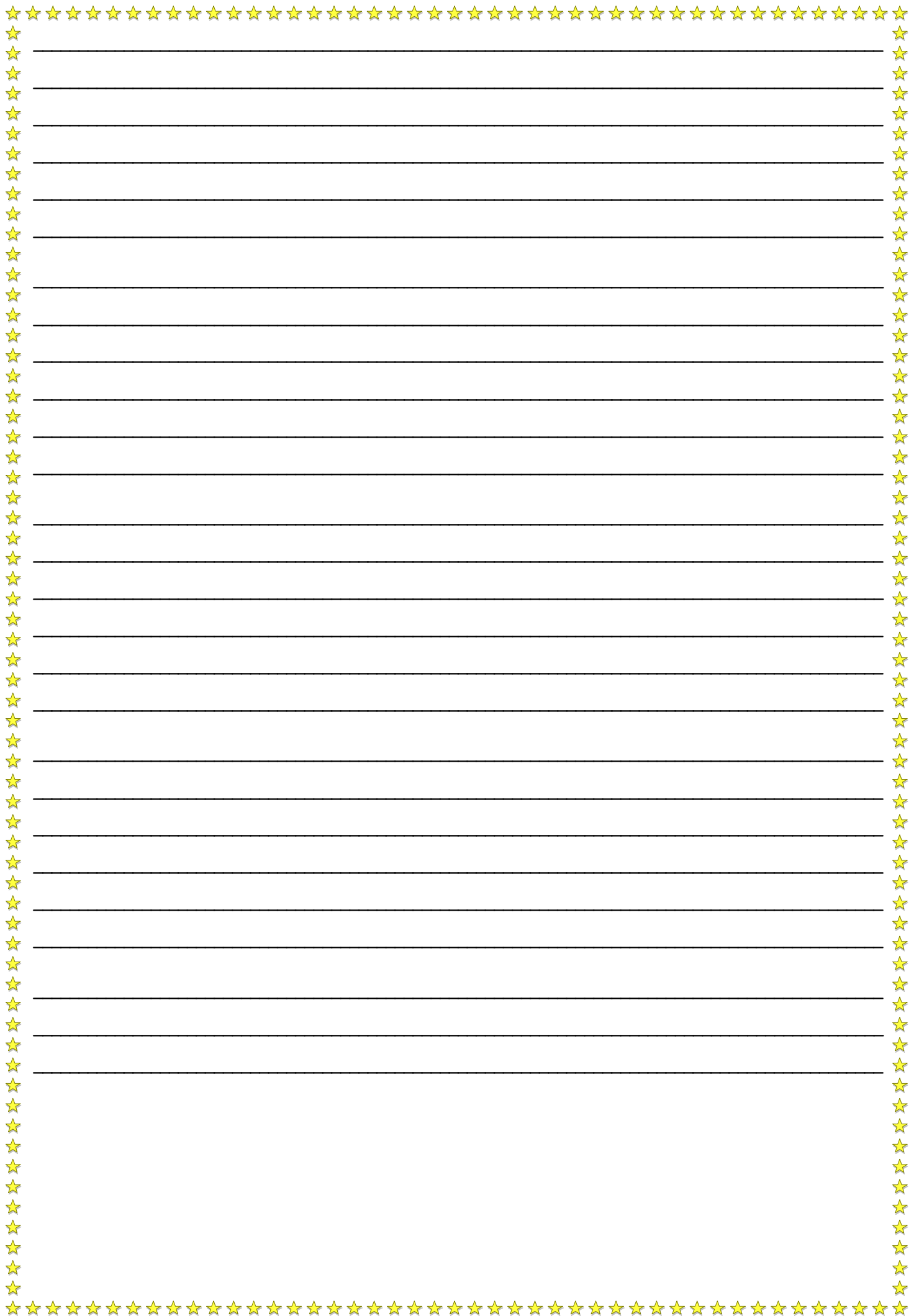
1. When did Flamenco arrive to Spain ? :
2. What are the three components of Flamenco ?
3. What instruments are played in Flamenco ? :
4. Is the tempo regular in Flamenco ? :
5. When did UNESCO (an association that protects world heritage) declared Flamenco "one of the Masterpieces of the Oral and Intangible Heritage of Humanity" ? :
6. What is a cajon ? :
7. Draw a cajon :
8. What are castanets ? :
9. Who traditionally plays the castanets ? :
10. Draw castanets :
11. What is the original language of the Gitanos ? ;
12. In which region Flamenco and Gitanos are originated from ? :
13. What does "Traje de Flamenca" mean ? :
14. Describe a traditional Flamenco dress :
15. Draw a traditional *Traje de Flamenca* :



16. Label the pictures:







## 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
Explanation					
Existence					
Excellent					
Exaggerate					
Especially					
Equipment					
Equipped					
Equip					
Environment					
Embarrass					

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
Disastrous					
Dictionary					
Develop					
Determined					
Desperate					
Definite					
Curiosity					
Criticise					
Correspond					
Convenience					

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

1. \_\_\_\_\_

2. \_\_\_\_\_

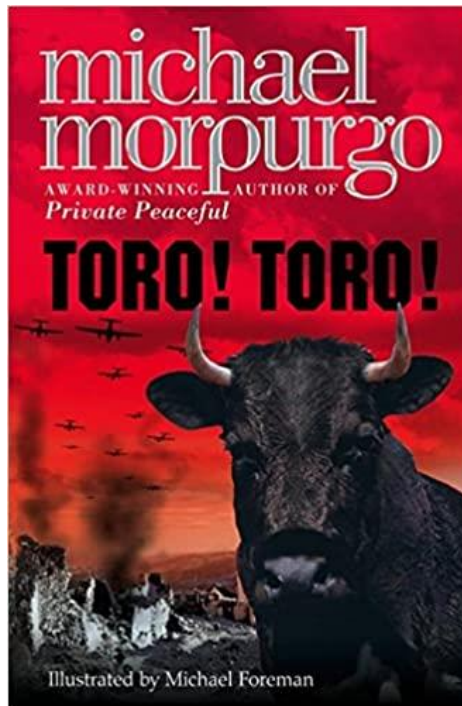
3. \_\_\_\_\_

4. \_\_\_\_\_

# English Activities:

## Toro, Toro By Michael Morpurgo

In English this term we should be looking at a new book called Toro! Toro! By Michael Morpurgo. Below is a picture of the front cover! I'd like you to make some predictions about this book!



What do I know for sure	What can I see	What do I think will happen
Use the front cover to make your first predictions		

Now read the blurb below. Does this change your predictions for the book?

*I didn't tell Paco what I'd seen that day –  
I didn't ever want him to know.  
"I'll take you away so you can live wild  
up in the hills, where you'll be safe for ever and ever.  
I'll work something out, I promise you."*

Antonito lives an idyllic life on his parents' bull farm in Spain. But the idyll is shattered when he realises that his calf, Paco, is destined for the bullring. What can he do? He has a daring plan, but it will take enormous courage to see it through – because it is 1936, and the drums of war are echoing across the Spanish plains....


*"Once again, Morpurgo demonstrates his talent for stories of absolute clarity about big events."  
Sunday Times*

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Your choice makes a difference

Cover photographs © David Wall/Alamy (calf), Glow Images/Getty Images (ruins), Hulton Archive/Getty Images (plains).

What do I know for sure	What can I see	What do I think will happen
Have your ideas changed now you have read the blurb?		

I was born in a small farmhouse just outside the village of Saucedo on the first of May, 1930. There was my older sister, Maria – ten years older than me to the day – and Mother and Father. Just the four of us. We had uncles and aunts and cousins all around, of course. The whole village was like one big family. But we can skip all that. It was another birth about five years after my own that really began it all.

The farm didn't belong to Father. Hardly anyone owned the land they worked in those days – we just farmed it. It was a hard life, but I knew little of that. For me it was a magical place to grow up. There were cork forests all around – we'd harvest the cork and cut it off the trees every nine years, to make corks for wine bottles. We had our little black pigs wandering everywhere, and dozens of goats for our milk and cheese, and chickens too. Never short of eggs for an omelette. We had mules too, for bringing the cork down from the hillsides, and horses. Everyone had horses or mules in those days. I could ride almost as soon as I could walk.

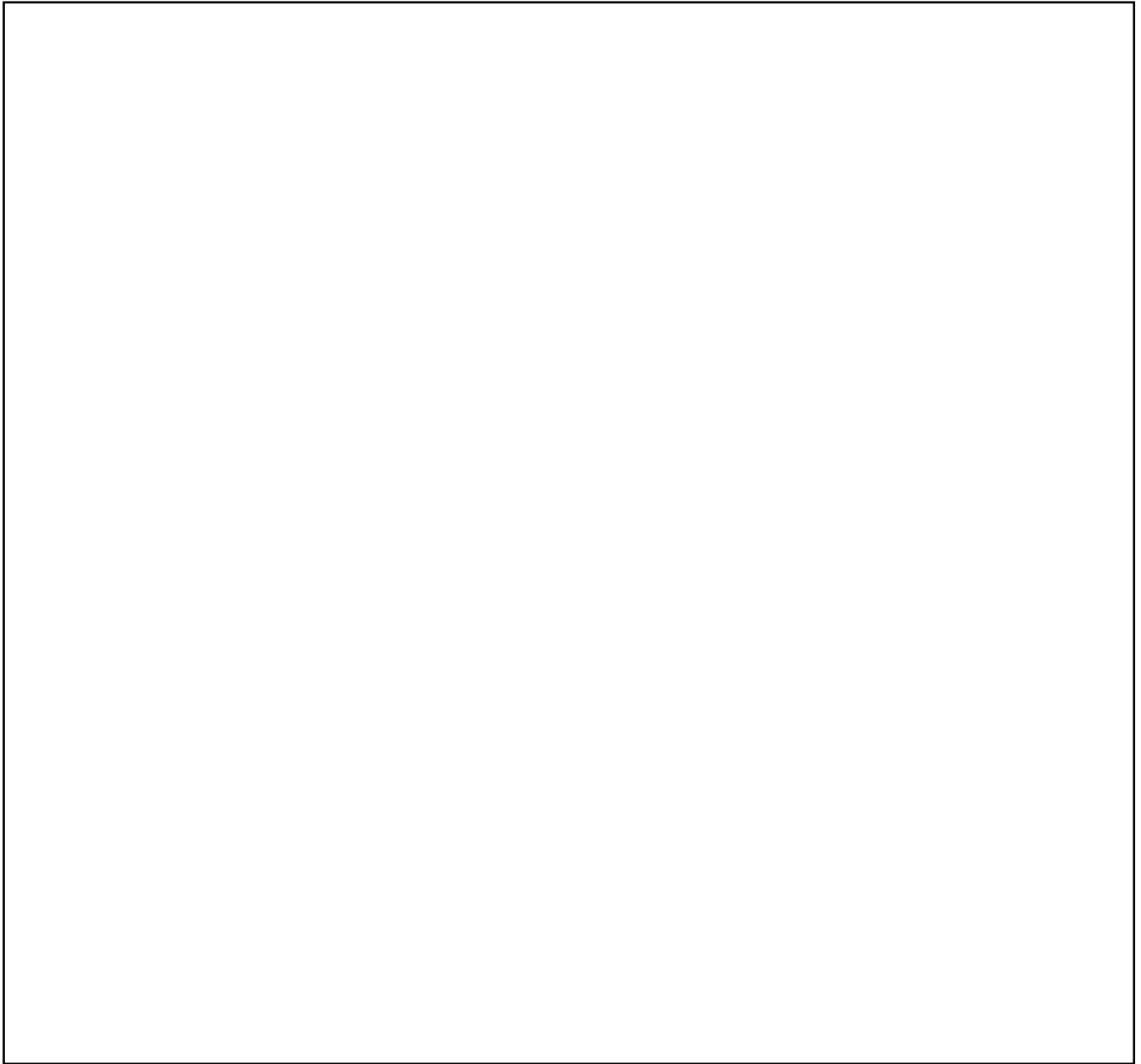
But mostly it was cows we kept. Not those lovely red-brown Rositos you often see out in the countryside. Ours were

black, black and beautiful and brave. My father bred only black bulls, bulls for the *corrida*, for the bullring. We must have had fifty or sixty of them, I suppose, counting all the calves. Magnificent they were, the best in all Andalusia, my father always said. As a small boy I'd spend hours and hours standing on the fence, just watching them, marvelling at their wild eyes, their wicked-looking horns, their shining coats. I loved it when they lifted their heads and snorted at me, when they pawed the ground, kicking up great clouds of dust and dirt. To me they were simply the noblest, the most exciting creatures on God's earth.

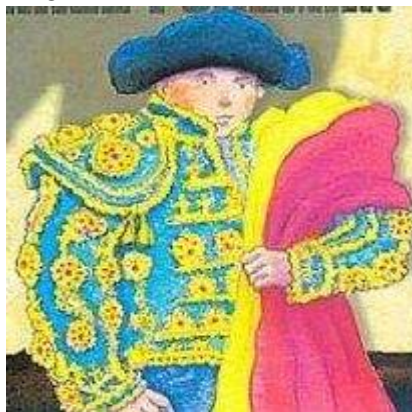
Now read this extract from Toro! Toro!

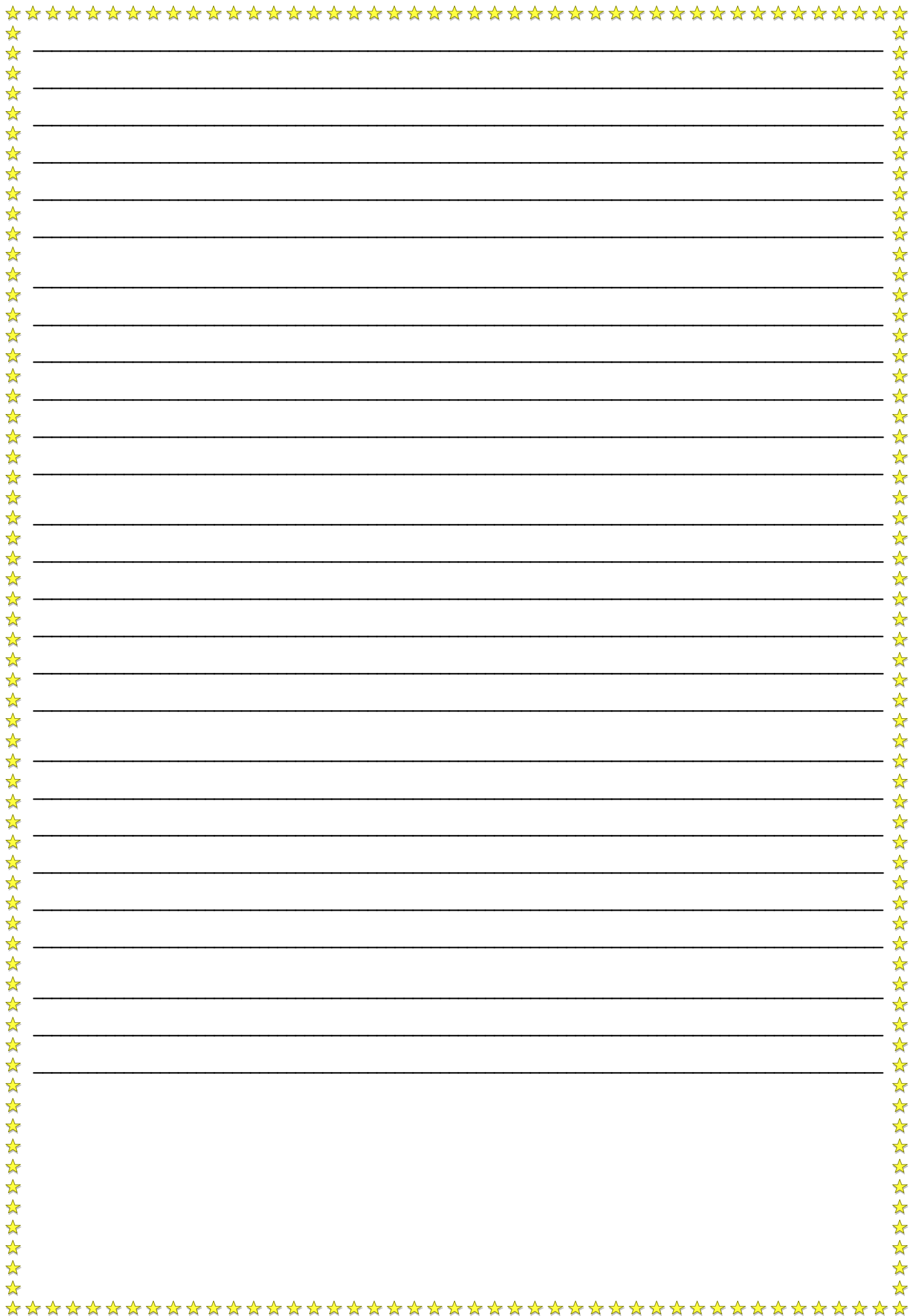


In this piece of text, Antonito (the main character), begins to describe the farm he lived on when he was a young boy. Use this description to draw the farm below.



Now imagine you are comparing this farm to where you live and writing about it for Antonito to read. Use all of the descriptive writing features we have used in Year 5 to describe where you live and the school you go to for Antonito.






# 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](#)

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](#)

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](#)

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](#)

# 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

Carrying on from our last maths activity we will continue to look at decimals! This week we will be comparing and ordering these decimals!

.      tenths                  hundredths                  thousandths

L.O. To compare decimal numbers.

## Challenge 1

Place  $<$  (smaller than) or  $>$  (greater than) in between each of these numbers:

$$3.5 \quad < \quad 3.7$$

$$4.26 \quad 4.6$$

$$6.6 \quad 6.11$$

$$9.88 \quad 8.99$$

$$3.45 \quad 4.53$$

$$7.8 \quad 7.18$$

$$9.42 \quad 9.24$$

$$1.13 \quad 1.3$$

$$5.66 \quad 6.05$$

$$2.75 \quad 2.8$$

## Challenge 2

Write  $<$  or  $>$  in between each number:

$$0.144 \quad 0.411$$

$$0.5 \quad 0.49$$

$$0.993 \quad 0.939$$

$$0.417 \quad 0.47$$

2.55 0.258

0.061 0.16

0.734 0.674

0.376 1.38

0.88 0.808

0.626 0.662

Write these numbers in order, smallest first:

0.636, 0.366, 0.633, 0.363

0.404, 0.004, 0.444, 0.044

1.89, 1.99, 1.88, 1.98

0.275, 0.277, 0.257, 0.255

Challenge 3

What number lies halfway between:

1.394 and 1.4

5.46 and 5.51

1.678 and 1.69

0.132 and 0.552

2.8 and 2.83

3 and 3.25

1.72 and 1.73

Arrange these numbers in ascending order:

0.01    0.03    0.05    0.07    0.09

0.16    0.15    0.14    0.13    0.12

0.9    0.92    0.94    0.96    0.98

1.2    1.18    1.16    1.14    1.12

0.005    0.01    0.015    0.02    0.025

1.75    1.65    1.55    1.45    1.35

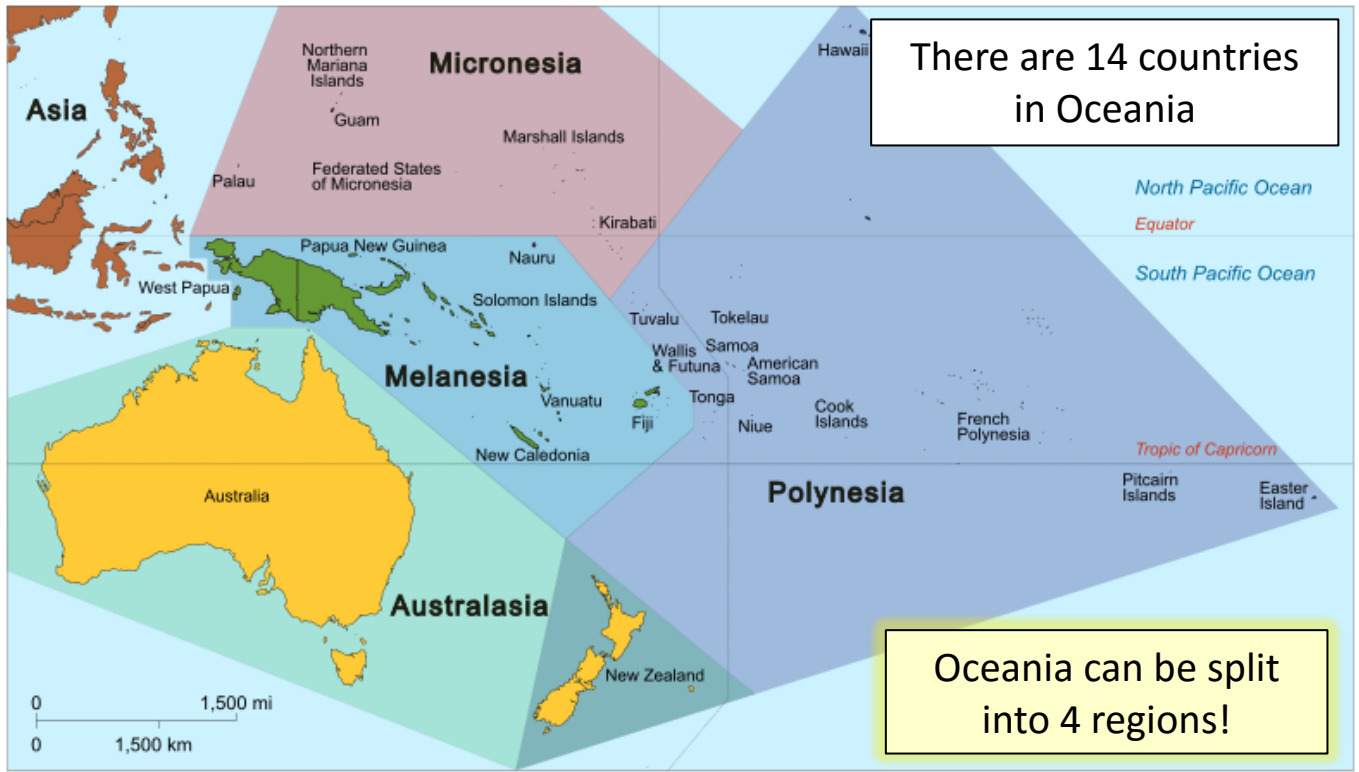


Foundation Subjects Activities:

This week we are going to continue our work on Oceania.

Where is Oceania?





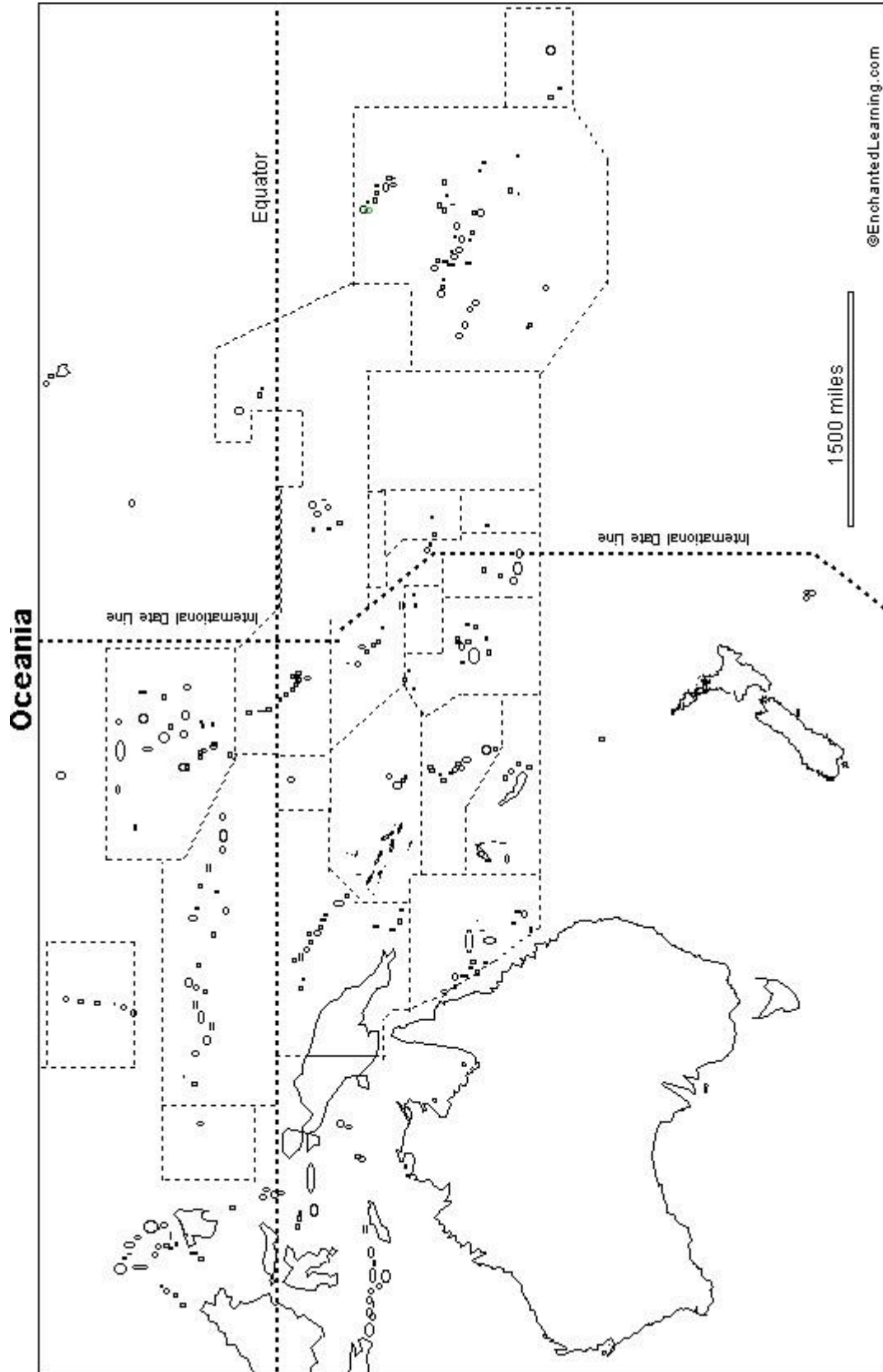
There are 14 countries in Oceania

Oceania can be split into 4 regions!

Using the map above, can you name the four regions of Oceania?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now create your own map of Oceania using the map above to help you!



## Oceania top trumps

If you can, print out the Oceania top trumps and play a game with somebody in your family!

(You can find these in the home learning section of the school website)

Using the Oceania Top Trumps game will help you familiarise yourself with the 14 countries of Oceania!



Below are some Word searches which will also help you remember the names of the places we will be learning about in this topic!

# Places of Oceania

C B O U M N W M E B S X B Z A A A T O M X A M Y P J U M Y O  
S O M U F A L B H Y V O F I D H U X I Q S I M B X C A Y E U  
N D O R A E R J J A U K N M G J V C H V G S U Z O B U Z P T  
E F N K K R A Q O K C O I V B Z R K X Y D E X A Z E N G L Q  
W U S A I N H M U N D R V N M O O V H Z X N N A P C I A N O  
G M E P L S A T O E A E E Z N K F Q P A L A U I S L A N D S  
U Y W F W S L B L L S H Q E M O Z I N J W L X I O Q W S V Z  
I U G J B U I A T B Z A S G B P K I E U U E M V M R B T D Y  
N E B M U L C Y N Y I I S A E W K N T E Q M K L I V E I J W  
E Y M J O W I D T D A U S T R A L I A M B S Z Y T P U R L F  
A B S E E S N Y Z E S T C H R P X J S P W K F B V V F L P Y  
W Y Z N L L S M M S I Q W Z J L J C D O N G F F Z X O P U W  
R E J A M B R I L X K C O T K X A I N A E C O I Z C Q Z V M  
E P N N X M B C S P F K O S G O R D A X V I D I J L Z Q N G  
Y D P G E A B Y M J O D R S O A A S L S W P T M C P A H D H  
S I W C B V H Y J O M J K W T M P X S R P A T D L F I L P V  
M B I U N X K Z J F J Y I G R Q H E I S I L M E I Z Y X E N  
S K Y A B L J O R J M U P B A O N Z R S T J M Z Z X J B I E  
H X R B W N Y T H P G X V P W S U K E E Q R F V R X U P F W  
W I S D N A L S I L L A H S R A M N T D N A L A E Z W E N H  
V B S S D A H S P W M V C I Q Z Y X S F T X H Z Z G T L G E  
F V H H N N Z B N L N S C K U L J R A D I R J J A R J Z V B  
F I J I Y P A E R K Q B D V O E J Q E J S M O E O A R O N R  
F T Z S M P P L T U I M S P E R I X S F U Q M B I G A C F I  
T I B B A F B S E R W W H D Z H H Y T W X B R Q S B R R A D  
I X G V G I Q B N R G B G V V Z Y U F Q Y I I K T O R X V E  
Z Q J O N R F W Q A I O A W I A V G A P A G Q C R K N W R S  
W V U K O I N U L H U W T P B Z Z X V N N B Y C Z D P T H V  
A J F C T I J J J R M X E N M S J Q D S N W P Q M Z S F M F  
O H I N R I K K Z F V W K N U Q R O V F C C A T I D B H B Z

ADMIRALTYISLANDS  
AUSTRALIA  
COOKISLANDS  
EASTERISLANDS  
FIJI  
HAWAII  
MARQUESAS  
MARSHALLISLANDS  
MELANESIA  
MICRONESIA  
NEWCALEDONIA

NEWGUINEA  
NEWHEBRIDES  
NEWIRELAND  
NEWZEALAND  
OCEANIA  
PALAUISLANDS  
POLYNESIA  
SAMOA  
SOCIETYISLANDS  
TONGA

# Places of Oceania

C B O U M N W M E B S X B Z A A A T O M X A M Y P J U M Y O  
S O M U F A L B H Y V O F I D H U X I Q S I M B X C A Y E U  
N D O R A E R J J A U K N M G J V C H V G S U Z O B U Z P T  
E F N K K R A Q O K C O I V B Z R K X Y D E X A Z E N G L Q  
W U S A I N H M U N D R V N M O O V H Z X N N A P C I A N O  
G M E P L S A T O E A E E Z N K F Q P A L A U I S L A N D S  
U Y W F W S L B L L S H Q E M O Z I N J W L X I O Q W S V Z  
I U G J B U I A T B Z A S G B P K I E U U E M V M R B T D Y  
N E B M U L C Y N Y I I S A E W K N T E Q M K L I V E I J W  
E Y M J O W I D T D A U S T R A L I A M B S Z Y T P U R L F  
A B S E E S N Y Z E S T C H R P X J S P W K F B V V F L P Y  
W Y Z N L L S M M S I Q W Z J L J C D O N G F F Z X O P U W  
R E J A M B R I L X K C O T K X A I N A E C O I Z C Q Z V M  
E P N N X M B C S P F K O S G O R D A X V I D I J L Z Q N G  
Y D P G E A B Y M J O D R S O A A S L S W P T M C P A H D H  
S I W C B V H Y J O M J K W T M P X S R P A T D L F I L P V  
M B I U N X K Z J F J Y I G R Q H E I S I L M E I Z Y X E N  
S K Y A B L J O R J M U P B A O N Z R S T J M Z Z X J B I E  
H X R B W N Y T H P G X V P W S U K E E Q R F V R X U P F W  
W I S D N A L S I L L A H S R A M N T D N A L A E Z W E N H  
V B S S D A H S P W M V C I Q Z Y X S F T X H Z Z G T L G E  
F V H H N N Z B N L N S C K U L J R A D I R J J A R J Z V B  
F I J I Y P A E R K Q B D V O E J Q E J S M O E O A R O N R  
F T Z S M P P L T U I M S P E R I X S F U Q M B I G A C F I  
T I B B A F B S E R W W H D Z H H Y T W X B R Q S B R R A D  
I X G V G I Q B N R G B G V V Z Y U F Q Y I I K T O R X V E  
Z Q J O N R F W Q A I O A W I A V G A P A G Q C R K N W R S  
W V U K O I N U L H U W T P B Z Z X V N N B Y C Z D P T H V  
A J F C T I J J J R M X E N M S J Q D S N W P Q M Z S F M F  
O H I N R I K K Z F V W K N U Q R O V F C C A T I D B H B Z

ADMIRALTYISLANDS  
AUSTRALIA  
COOKISLANDS  
EASTERISLANDS  
FIJI  
HAWAII  
MARQUESAS  
MARSHALLISLANDS  
MELANESIA  
MICRONESIA  
NEWCALEDONIA

NEWGUINEA  
NEWHEBRIDES  
NEWIRELAND  
NEWZEALAND  
OCEANIA  
PALAUISLANDS  
POLYNESIA  
SAMOA  
SOCIETYISLANDS  
TONGA