

**Literacy**

We are going to continue working on our storytelling skills - you've practised writing dramatic legends, funny fairytales and now we're going to practise building suspense with a mysterious adventure story! You can follow this link to print out a booklet to complete your work in [The Game](#)

Activity 1:	Activity 2:	Activity 3:
<p>Check with an adult first, then watch this video, it's the trailer for a film called Jumanji <a href="#">Jumanji Trailer - 1995</a></p> <p><b>Beginning</b>  <b>Opening</b> - setting the scene and introducing the main character  <b>Build up</b> - main character goes somewhere and finds an interesting/strange object!  <b>Middle</b>  <b>Problem</b> - something goes wrong because of the object they find.  <b>Resolution</b> - the character gets rid of the object/replaces it and solves the problem  <b>End</b>  <b>Ending</b> - Setting goes back to normal, the characters have learnt a lesson.</p> <p>Draw a comic strip showing the different events in the story. Can you identify and label the stages?  Listen to the story here: <a href="#">The Game by Maria Richards by Talk for Writing on SoundCloud - Hear the world's sounds</a>  Read along here: <a href="#">The Game</a></p> <p>Now see if you can <b>summarise</b> the whole story in just 5 sentences.</p>	<p>Write down your own sentences using these words:</p> <p>... <b>rain streaked the classroom windowpanes</b>  To streak along – to move rapidly  e.g. John streaked along the pavement towards the crowd.</p> <p>... <b>a resurgence of the game slap</b> A resurgence – something that returns or starts again after disappearing for a while  e.g. The teachers have seen a resurgence of skipping games in the playground.</p> <p>... <b>the ferocity of a wild beast</b>  Ferocity – extremely fierce (fierce = strong, powerful, violent or frightening)  e.g. We were surprised by the ferocity of the storm.</p> <p>What do these words and phrases mean? Find out then write your own sentences using them.</p> <ol style="list-style-type: none"> <li>1. Dismay</li> <li>2. Tatty box</li> <li>3. Intricate</li> <li>4. Vice-like grip</li> <li>5. Vortex</li> <li>6. Screeched</li> <li>7. Rattled</li> <li>8. Vortex</li> <li>9. Almighty boom</li> </ol>	<p>Now take a look at the comprehension questions. Make sure you re-read the story, and give evidence from the text!</p> <ol style="list-style-type: none"> <li>1. Does The Game remind you of any other stories that you know? List them.</li> <li>2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE?</li> <li>3. Find and copy a word that is closest in meaning to disappointment.</li> <li>4. Write down two things that children are doing in the classroom.</li> <li>5. Is Mrs Allbright the teacher in the class? YES or NO? What are the clues to suggest this?</li> <li>6. Why might another lunchtime inside be stressing Mrs Allbright?</li> <li>7. Look at this comment from Danny: "An animal game? Boring!" said Danny, already losing interest. Why might Danny think the game would be boring?</li> <li>8. What were the three signs that something bad was going to happen once the game started?</li> <li>9. List the things the spider did once it was out of the game:</li> <li>10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?</li> <li>11. Why did Susie put the dice and counters into the bin?</li> <li>12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?</li> </ol>

**Spelling**

## Activity 1:

Aim for **5 minutes** every day on your spellings.

This week you have two ways to practise your spellings depending if you want to use a computer or paper.

1. The first choice is visiting **spellingframe.co.uk** enter the secret code **27987** to get in.

1. assistance  
as-sis-tance

2. assistant  
as-sis-tant

3. confidence  
con-fi-dence

4. confident  
con-fi-dent

5. decency  
de-cen-cy

6. decent  
de-cent

7. expectant  
ex-pect-ant

8. frequency  
fre-quen-cy

9. frequent  
fre-quent

10. hesitancy  
hes-i-tan-cy

11. hesitant  
hes-i-tant

12. rhyme  
rhyme

13. rhythm  
rhythm

14. sacrifice  
sac-ri-fice

15. secretary  
sec-re-tar-y

16. shoulder  
shoul-der

17. signature  
sig-na-ture

18. sincerely  
sin-cere-ly

19. soldier  
sol-dier

20. stomach  
stom-ach

21. sufficient  
suf-fi-cient

This list includes some with **unusual pattern**:

sufficient stomach soldier sincerely signature shoulder secretary sacrifice rhythm rhyme

Most of them follow spelling rule 39: [Words ending in -ant, -ance/-ancy, -ent](#)

2. Or the second option is to work on paper and follow these steps to learn spellings 1-21

- 1) Find out their meaning, use a dictionary if you can.
- 2) Can you think of three synonyms for that word?
- 3) Use your neatest handwriting to write them in sentences.
- 4) Give yourself a spelling test. Made a mistake? Notice where you went wrong, and re-learn it!



## Reading

Reading is really important. If there is one thing on this list that you should do it's reading!

You can find books online in lots of places:

1. [Readon.myon.co.uk](http://Readon.myon.co.uk) you can choose your Accelerated Reader level.
2. [www.getepic.com/students](http://www.getepic.com/students) Log in with the class code mcs7564 and select your name from the list.
3. [Oxford Owl for School and Home](#) and find the class login on the top bar



Class: CaledonianRd or HollowayRd Password: PoolesPark123

**Reading task - for whatever book you're reading answer these questions about the most recent chapter.**

- Summarise: What has happened in this part of the story? Can you order events?
- Retrieve and infer: What have you learnt about the characters in this section?
- Predict: What do you think will happen next? Why?
- Author's choice: How does the author want you to feel in this section? What words or techniques have they used?
- Infer: What would you want to ask the characters at this point? What might they say?

## Maths

We are using **White Rose Maths** resources. Please start with week 1 and keep moving on (don't skip ahead to week 2 or 3). You can also look at year 4 (or any other year) for revision [Home Learning - Year 5](#) This is **new learning** so watch the videos first. Check the answers when you're done and spend time working out **why you got things right or wrong**, so that you really learn.

If you're finding the White Rose a bit hard on your own you could use the Bitesize lesson as it's AMAZING for revision. **Click here - [Year 5 and P6 lessons](#)** (or google bbc bitesize home learning).

### Timetables:

Use your times tables books to practise - you can use this grid to check your work. Mathletics or visit [Times tables games - Learn them all here!](#).

Remember that you can **reverse the order of times tables**  $7 \times 4 = 4 \times 7$  they both equal 28.

Ask a family member to test you, can you give the answer without hesitating? Find out which ones you have to count up for, then learn those!

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## Science

### Debate: This house would ban plastic!

Materials can be very useful but they can sometimes cause problems too. Just like plastic. Plastic is a really versatile material. Think about how many different plastic objects there are in your home? But what really is plastic and how is it made?

[The Life of a Plastic Bottle](#)

[Plastics 101: What is plastic and how is it made?](#)

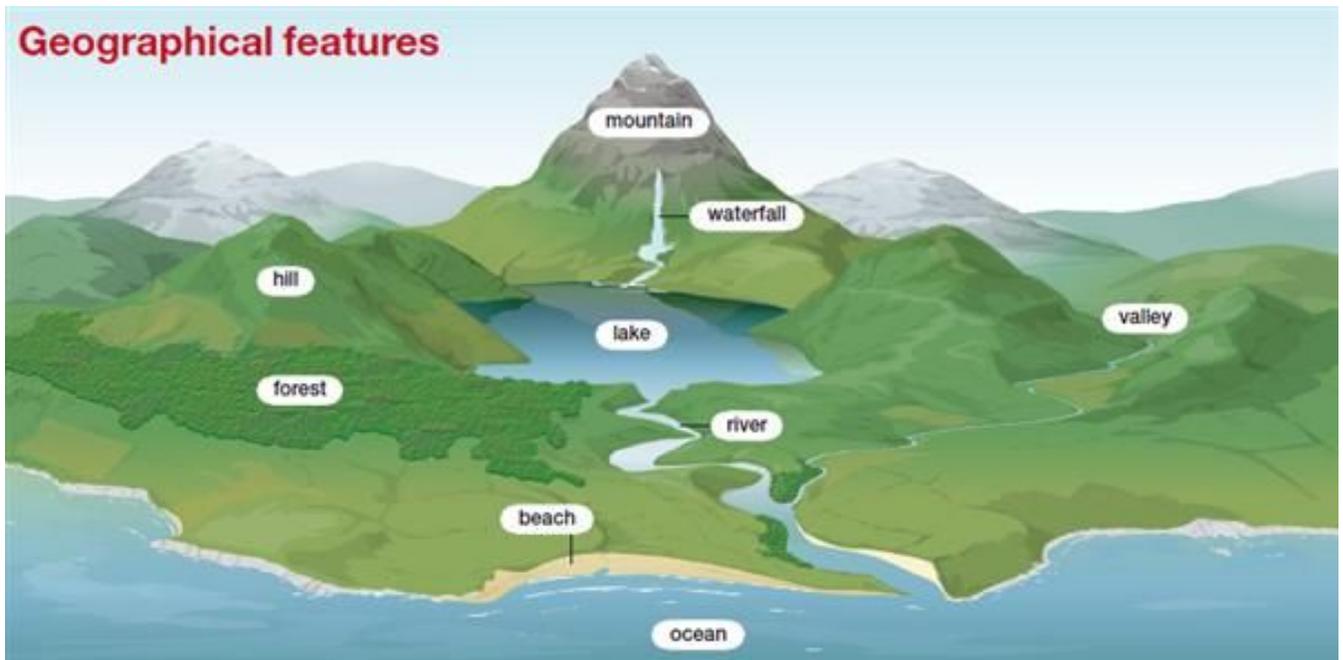
**Draw a comic strip showing a world with plastic, and a world without plastic.**

Challenge a family member to a debate, what's their opinion? Should we ban plastic or not?

## Topic - Geography

Your task is to design a country of your own. It needs to have a **capital city**, several **towns**, **villages** and a few **hamlets**. It should also have a **port**, **market town** and a **holiday resort**.

Draw and label your new country. What is it called? Where are the different **settlements** and why? What **transport** links are there?



### Types of settlement

- A hamlet is a very small settlement with just a group of houses.
- A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.
- A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.
- A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
- ports - by a river or sea for ships to transport goods
- market towns - where local farmers sell goods
- resorts - for people to go on holiday

For support try out [Home Learning with BBC Bitesize - KS2 Primary Geography for Year 5](#)

### Art

The **illustrator Quentin Blake** has been using water colours to create lots of Rainbows and then using pen and ink to add characters using the rainbows in creative ways!

Using whatever materials you have at home draw yourself some rainbows, and see how you can add characters to them!

*Why do you think people have been chosen the symbol of a rainbow to show support?*



## Cooking

Want to get creative in the kitchen? Ask an adult if you can create this recipe together! If you don't have all the ingredients can you think of a creative substitute? For example, a salad onion instead of a red one.

# Greek Salad



 **Prep: 15 minutes**

 **Cook: 0 minutes**

 **Serves: 4**

### Recipe info

#### Ingredients

4 medium tomatoes

1 cucumber

1 red onion

50g black olives

50g feta cheese

#### For the dressing

1 clove garlic

150ml olive oil

2 tbsp red wine vinegar

1 tbsp lemon juice

2 tsp dried oregano

Pepper

#### Equipment

Chopping board

Sharp knife

Weighing scales

Large salad bowl

Garlic crusher

Measuring spoons

Measuring jug

Fork

### Description

Enjoy a taste of the Mediterranean with this colourful healthy salad.

### Method / What to do

1. Wash and then cut the tomatoes and cucumber into chunks.
2. Peel and finely chop the red onion.
3. Put the tomatoes, cucumber and onion in a large bowl.
4. Scatter the olives and crumble the feta on top.

#### Dressing

5. Crush the garlic.
6. Whisk the garlic and other ingredients together with a fork and pour over the salad.

#### Variation

- 🕒 To add something a little extra, mix some cooked couscous through before serving.