



Class: Dolphin Class

Group: Year 5

Week beginning: 1/6/2020





# Dolphin Class

## Top Daily Learning Tips!

**Read your book every day.**

**Learn 3 spellings a day.**

**Run through ALL your times tables that you SHOULD know.**

**Play board games or games with dice.**

**Watch CBBC News round.**

**Remember to keep practicing telling the time throughout the day.**

to answer from the reading card when you have read your reading book.



## Story Structure Questions

### Setting

- Where and when does the story take place?
- What clues in the story helped you know this?

### Genre

- Is this book fiction or non-fiction?
- How do you know?

### Plot-Beginning

What happens in the beginning of the story?

### Plot-Middle

What are the important events in this story?

### Genre

- What is the genre of this story?
- What clues in the story helped you know this?

### Characters

- Who are the main characters in the story?
- Why are they important to the story?

### Plot-Conflict

What is the problem in this story?

### Plot-End

- How does the problem get resolved?
- How does the story end?

### Characters

- Could the characters in this story exist in real life?
- What makes you think that?

### Voice

- Who is telling the story?
- What clues in the story helped you know this?





Daily choose 3 words off the following spelling list for your class. **Record these in your book.** Put them in sentences or challenge yourself to write them in a paragraph.

Dolphin class were very **thorough** when working at home, it was **necessary** to **communicate** with Mrs Soby by dojo.

(I have used 3 spellings in red from the year 5/6 spellings)

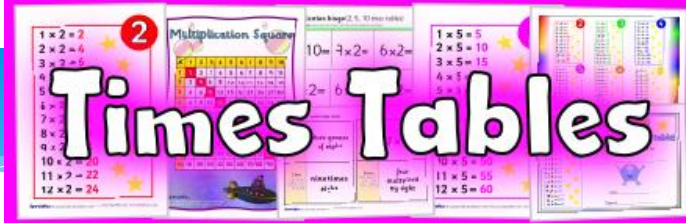
# Year 3 and 4 spelling words

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

# Year 5 and 6 spelling words

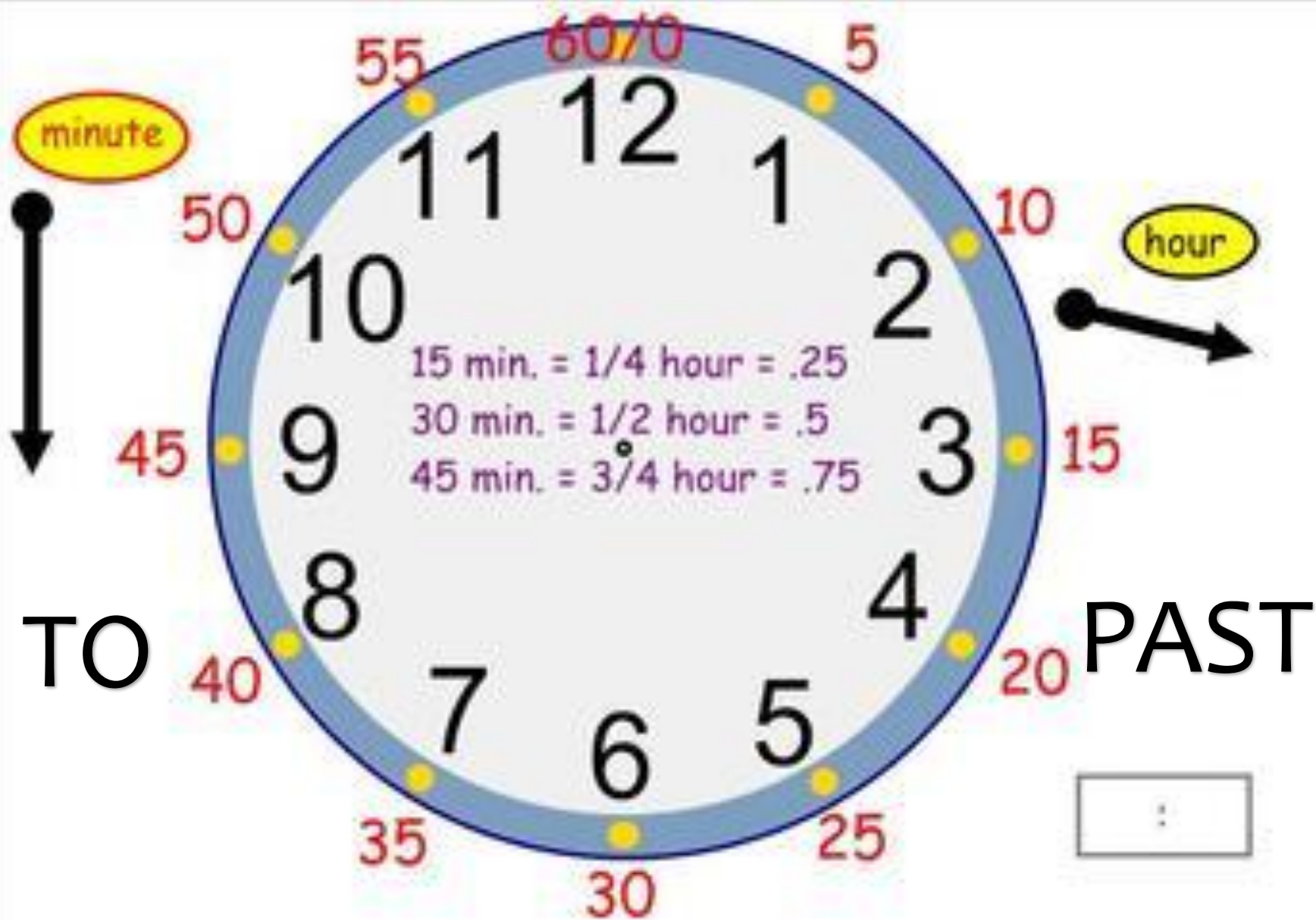
Year 5 and 6 Word List (New Curriculum)

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	



# Times Tables

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





## Further Home learning Resources

<https://whiterosemaths.com/homelearning/year-5/>

<https://nrich.maths.org/10438>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Fun English <http://www.funenglishgames.com/>

BBC KS2 English <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

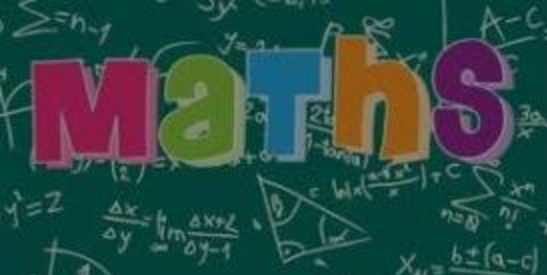
Literacy Shed <https://www.literacyshed.com/the-fairy-tale-shed.html> (videos to inspire story writing)

Primary Homework Help <http://www.primaryhomeworkhelp.co.uk/literacy/>

British Council <https://learnenglishkids.britishcouncil.org/grammar-practice>

hello  
monday

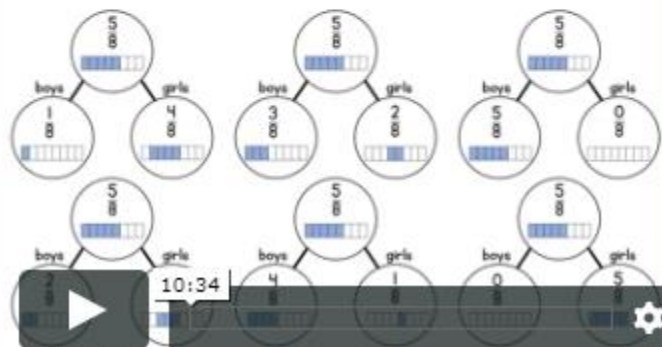




## Lesson 1 - Add and subtract fractions

$\frac{5}{8}$  of the people in the crowd at a concert are children.  
☐ are boys. What fraction are girls?

Have a go



Don't forget to put the power point in slide show to open the link. Double click the link and you will be taken to the White Rose site that shows you the lesson that will help you complete your worksheet!

<https://whiterosemaths.com/homelearning/year-5/>

# Add and subtract fractions



1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{6}{5} + \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{8}{5} - \frac{6}{5} = \boxed{\phantom{00}}$$



$$\frac{9}{5} - \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2 Complete the calculations.

a)  $\frac{4}{7} + \frac{2}{7} = \boxed{\phantom{00}}$

f)  $\frac{17}{9} - \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

b)  $\frac{4}{7} + \frac{3}{7} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

g)  $\frac{16}{9} - \frac{8}{9} = \boxed{\phantom{00}}$

c)  $\frac{4}{7} + \frac{4}{7} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

h)  $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d)  $\frac{8}{7} - \frac{3}{7} = \boxed{\phantom{00}}$

i)  $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e)  $\frac{7}{9} + \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

j)  $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \boxed{\phantom{00}}$

3

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

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$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$



- 4 Dora has  $2\frac{3}{8}$  litres of juice.

She pours out  $\frac{9}{8}$  litres of juice.

How many litres of juice does she have left?

Dora has  litres left.

- 5 Fill in the missing numerators.

a)  $\frac{3}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$

b)  $\frac{13}{8} - \frac{\boxed{\phantom{00}}}{8} = \frac{7}{8}$

c)  $\frac{13}{8} - \frac{\boxed{\phantom{00}}}{8} = 1$

d)  $\frac{11}{9} + \frac{\boxed{\phantom{00}}}{9} = \frac{22}{9} = 2\frac{\boxed{\phantom{00}}}{9}$

e)  $\frac{11}{9} + \frac{\boxed{\phantom{00}}}{9} = \frac{\boxed{\phantom{00}}}{9} = 2\frac{2}{9}$

f)  $\frac{22}{9} - \frac{\boxed{\phantom{00}}}{9} = \frac{\boxed{\phantom{00}}}{9} = 2\frac{2}{9}$

g)  $\frac{4}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{4}{7} = 2$

h)  $\frac{5}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{5}{7} = 2$

i)  $\frac{6}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{6}{7} = 2$

j)  $\frac{14}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{4}{7} = 3$

k)  $\frac{15}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{5}{7} = 3$

l)  $\frac{16}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+  = 2

+  = 2

+  = 2

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is  $\frac{3}{4}$  m shorter than Dexter's rope.

The ropes are  $\frac{13}{4}$  m altogether.

How long is each skipping rope?

Annie's rope is  m long.

Dexter's rope is  m long.



# The Man Who Moved a Mountain:

## A True Story of One Man's Endeavour

Dashrath Manjhi was a poor man who worked as a labourer in a remote mountain village near Bihar in eastern India. After a tragic event, he dedicated his life to a project which led to him becoming known as 'Mountain Man' or 'The Man Who Moved the Mountain'.



When Manjhi's wife fell one day, she was injured and in need of medical help. The journey to the nearest hospital was 55 kilometres. Sadly, Manjhi's wife died because she could not reach a hospital in time.

The labourer said that he never wanted anyone else to suffer the same fate as his wife. He spent the next 22 years creating a road through the mountain with only a hammer and chisel. Manjhi had to sell the family's three goats to buy the hammer and chisel that he used. When news spread about what the man was doing, many people thought that he had gone mad. People thought that he would die before he had time to finish his mission.

However, in honour of his wife, he continued for more than twenty years, working day and night. By the time he had finished, he had carved a road through the side of the mountain. His village now has access to schools, hospitals and jobs for the first time. Thanks to the efforts of this 'Mountain Man', the distance from the village to hospital changed from 55km to 15km.

The road that he created is 9 metres wide and 110 metres long.

In 2011, a documentary film was made about Dashrath Manjhi, called 'The Man Who Moved the Mountain'. Another film was made in 2015 called 'Manjhi - The Mountain Man'.

**Location Fact File:** Bihar is a state in eastern India. To the north, it borders Nepal. The famous River Ganges flows right through Bihar from west to east. The Himalayan mountains begin a short distance over the border into Nepal.

# Questions

1. How long did Dashrath Manjhi spend carving out the passageway through the mountain? Tick **one**.

- ☐ Five months  
☐ Fifty-five weeks  
☐ Two years  
☐ Twenty-two years

2. **Circle** the correct answer.

When Manjhi first started the mission, people thought that he was:

clever

mad

happy

strong

3. Draw lines to match the measurements of the new road that the Mountain Man created.

Journey from the village  
to the hospital

110 metres

Width of the road

15 kilometres

Length of the road

9 metres

4. What was Dashrath Manjhi's job? Circle **one**.

doctor

farmer

labourer

film maker

5. Why do you think Manjhi's mission was a difficult one? Give two different reasons to support your answer.

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6. Write down one thing that the village had new access to after the project was complete.

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7. What was the name of the documentary film that was made about Dashrath Manjhi in 2015?



# Les passe-temps

Relie les mots avec les images correspondantes.

1. danser
2. chanter
3. faire du shopping sur l'internet
4. écouter de la musique
5. aller à la piscine
6. faire les magasins
7. jouer aux jeux vidéo
8. lire des livres/des revues/des magazines
9. faire du vélo
10. surfer sur l'internet
11. sortir avec mes amis
12. aller sur les réseaux sociaux
13. regarder la télévision
14. regarder des films
15. voyager

a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)



m)



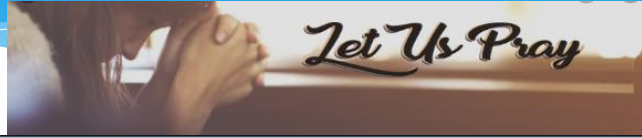
n)



o)







## Bedtime Prayer

Now I lay me down to sleep  
I pray the Lord my soul to keep  
Forgive me the wrong things I do  
Help me now to look to you  
I pray for friends and family  
Please Lord, keep them close to thee  
In Jesus' name, Amen

[www.amainourfathersworld.com](http://www.amainourfathersworld.com)



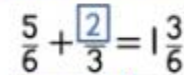
TUESDAY

Nobody's  
**PERFECT**,  
that's why  
**PENCILS**  
have  
**ERASERS!**

[www.wishesguide.com](http://www.wishesguide.com)



Have a go



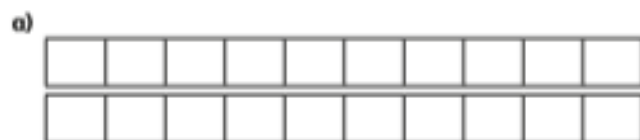
19

# Add fractions

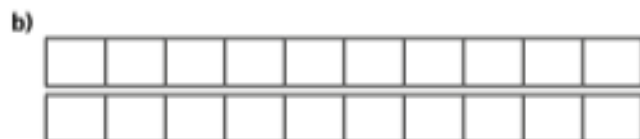


1 Complete the calculations.

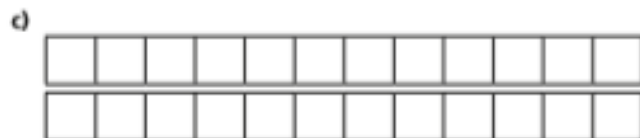
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2 Complete the additions.

a)  $\frac{4}{5} + \frac{7}{20} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d)  $\frac{4}{3} + \frac{5}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

b)  $\frac{5}{4} + \frac{7}{20} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e)  $\frac{3}{5} + \frac{11}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

c)  $\frac{3}{4} + \frac{5}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

f)  $\frac{5}{3} + \frac{11}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

$$\frac{14}{20} + \frac{9}{20}$$

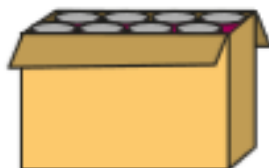
$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$



- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh  $\frac{2}{3}$  kg.
- The tins of sweetcorn weigh  $\frac{5}{12}$  kg.
- The tins of soup weigh  $\frac{1}{4}$  kg.



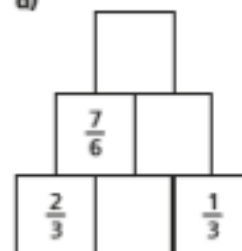
- a) Work out the total weight of the tins of beans, sweetcorn and soup.

- b) How much do the tins of tomatoes weigh?

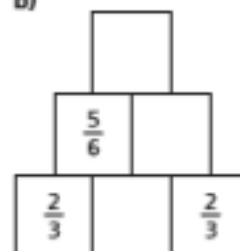


- 5 Complete the addition pyramids.

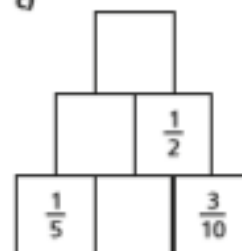
a)



b)



c)



- 6 What could the three missing numerators be?

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

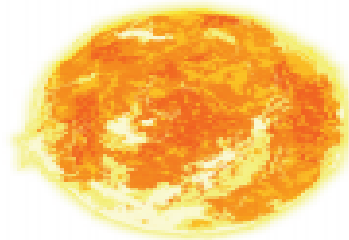


# The Sun

The Sun is a star just like our other stars but much, much closer. It is right at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all travelling round it in oval or circle-shaped orbits

## **Making Energy:**

- The Sun gives us almost all the energy, light and heat needed for us to live on Earth.
- It uses two gases for this: hydrogen and helium.
- Energy is released at its core right in the middle of the Sun.
- The next layer is the radiative zone which takes energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone!
- The photosphere is at the Sun's surface and the energy gets to there from the convection zone in big bubbles. From here, the energy escapes from the sun through the outer layers and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



## **Did you know?**

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

## **Lifespan:**

The Sun is actually a yellow dwarf star and started about 4.6 billion years ago. It shall eventually run out of energy, but don't worry...not for over 4.5 billion years yet! Before the Sun dies, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth really hot and damp. 3.5 billion years from now, it will be even brighter than that: 40% brighter than it is today. This will be so hot that the oceans will boil and the ice will melt. There will be no life on Earth by then, but with astronauts and scientists already making new discoveries and exploring other planets, where do you think humans will be by then?

# Questions

1. What gases is the Sun mainly made from?

2. How long does it take energy to reach Earth from the Sun?

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

5. List the 4 layers of the Sun from the centre to the outside.

6. What keeps our solar system of planets orbiting the Sun?

7. Solar means 'relating to the Sun'. Think of another example where we use the word 'solar'.

# Questions

8. Will the Sun last forever? If not, why not?

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9. Why has the author used an exclamation mark in this sentence to show surprise?  
'It takes about 170,000 years for the energy to move from the core to the convection zone!'

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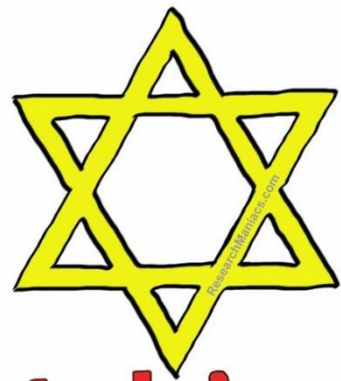
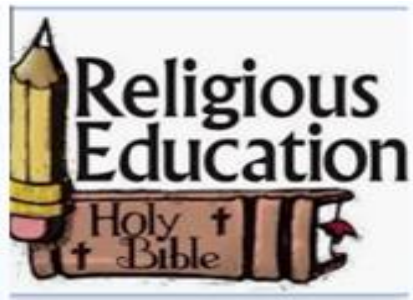
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10. Look at the final line - where do you think humans will be by then?

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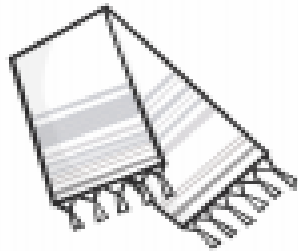
**Judaism**

Today I would like you to try to remember what you have already learnt about Judaism. One of our British values is Tolerance of Faiths, by learning about different religions we have a better understanding.

Watch the clip below and then answer the questions.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-judaism/zfbhf4j>

Write down the names and why each of these things are important to Jews:



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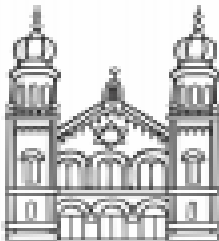
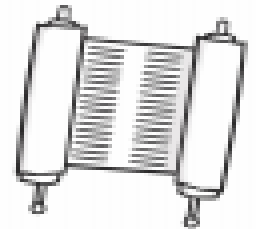
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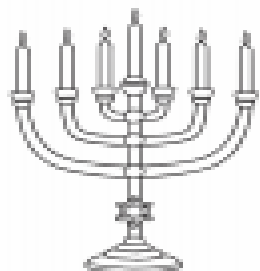
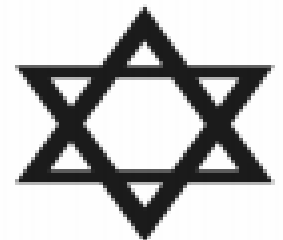
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*Let Us Pray*

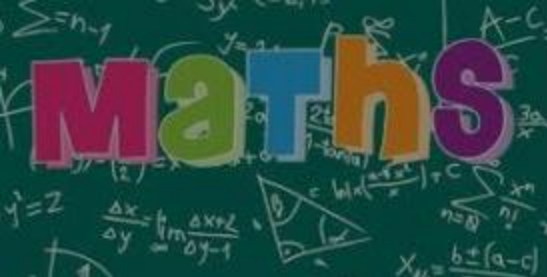
“ God made you and God made me, He made the world for us to see. God loves you and long ago, He sent his Son to tell us so. Jesus showed us many things, To love and share and dance and sing. To learn and pray, to help and care, He promised he'd always be there. He died but then came back to life, Let's celebrate for he's alive! Amen.”

UNKNOWN

Woman's Day




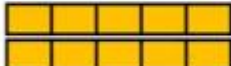
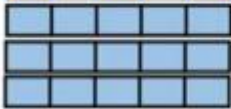





## Lesson 3 - Add mixed numbers

$2\frac{2}{5} + 3\frac{4}{5} = 6\frac{1}{5}$

 I'm going to add my whole numbers and fractions separately.


  

  
 $2 + 3 = 5$


  
 $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$

08:30 | Why do you prefer this time?  
Has it changed?

Don't forget to put the power point in slide show to open the link. Double click the link and you will be taken to the White Rose site that shows you the lesson that will help you complete your worksheet!

<https://whiterosemaths.com/homelearning/year-5/>

## Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? \_\_\_\_\_

Talk about it with a partner.



- 2 Complete the calculations.

a)  $1\frac{2}{5} + 2\frac{3}{10} = \square$

b)  $2\frac{2}{5} + 2\frac{3}{10} = \square$

c)  $1\frac{3}{4} + 3\frac{3}{20} = \square$

e)  $4\frac{1}{4} + 2\frac{11}{16} = \square$

d)  $1\frac{3}{16} + 4\frac{3}{4} = \square$

f)  $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

---

---

4

Complete the additions.

a)  $2\frac{3}{4} + 3\frac{5}{12} = \square$

b)  $3\frac{2}{3} + 2\frac{7}{12} = \square$

c)  $5\frac{1}{6} + 3\frac{11}{12} = \boxed{\phantom{00}}$

d)  $6\frac{7}{15} + 3\frac{3}{5} = \boxed{\phantom{00}}$

- 5 A blue ribbon is  $2\frac{4}{9}$  metres long.

A yellow ribbon is  $3\frac{2}{3}$  metres long.



- a) What is the total length of the blue and yellow ribbon?

m

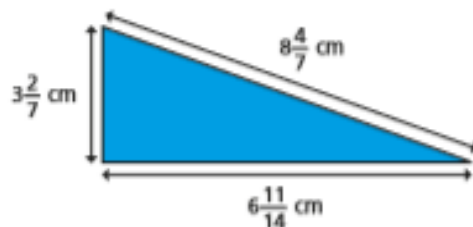
- b) A red ribbon is  $1\frac{5}{18}$  metres longer than the yellow ribbon.

How long is the red ribbon?



m

- 6 Calculate the perimeter of the triangle.



cm

- 7 Complete the calculation in three different ways.

$$\boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{5} + \boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{15} = 6 + \frac{11}{15} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{5} + \boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{15} = 6 + \frac{11}{15} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{5} + \boxed{\phantom{00}} \frac{\boxed{\phantom{00}}}{15} = 6 + \frac{11}{15} = \boxed{\phantom{00}}$$

Compare answers with a partner.

- 8 Here are some number cards.



- a) What is the greatest total you can make with two cards?

- b) What is the smallest total you can make with two cards?



## My Mind

In my head's a journey that only I can take,  
there is no one else can ever read my mind.  
I must tread carefully, for all the thoughts I make  
must be mine alone, not lost upon the wind.

Inside are paths and mazes.  
There are caverns, pits and keys.  
There are wolves and saints and crazes.  
A wave, a storm, a breeze.

There are patterns, wonder, colours.  
Music, thunder, voices.  
My mind is like no other's –  
Only I can make my choices.

Mind out, that is, if you don't mind,  
I must be gentle, treat it kind.  
Your mind is your own, I think you'll find.  
One day I hope to know my own mind.

### 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?

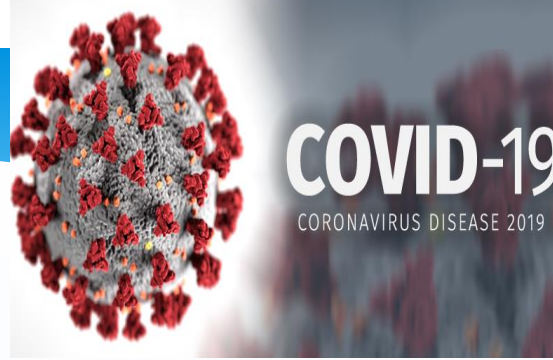
### Challenge question (optional)

- 8) Do you think the poet's mind is a happy, sad or angry place? Support your answer with examples from the text.





**PSHE**



**Today I would like you to think about what you have missed during lock down.**

**Make a list of 10 things you have missed the most that you will look forward to doing again in the future when we get back to normal.**

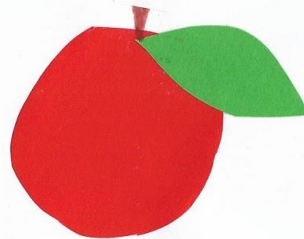
**Who have you missed the most?**

**How have you felt during lock down.**

**Have you learnt any new skills or done anything different?**



## Thank you God



For food...



For drinks...



For people...



For loving us...

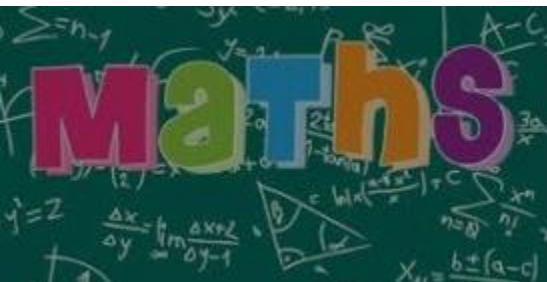


For the world...


Choose something  
or someone to say  
thank you to  
God for.







## Lesson 4 - Subtract mixed numbers


Have a go 

$$3\frac{1}{2} - 1\frac{1}{8} = 3\frac{4}{8} - 1\frac{1}{8} = 2\frac{3}{8}$$

$$\begin{array}{r} 3\frac{4}{8} - 1\frac{1}{8} \\ \underline{-1\frac{1}{8}} \\ 3\frac{3}{8} - 1 \end{array} = 2\frac{3}{8}$$

1)  $5\frac{1}{10} - 2\frac{4}{5} = 5\frac{1}{10} - 2\frac{8}{10} = 5 - 2\frac{7}{10} = 2\frac{3}{10}$

2)  $3\frac{1}{2} - 2\frac{7}{8} = 3\frac{4}{8} - 2\frac{7}{8} = 3 - 2\frac{3}{8} = 1\frac{5}{8}$



Don't forget to put the power point in slide show to open the link. Double click the link and you will be taken to the White Rose site that shows you the lesson that will help you complete your worksheet!

<https://whiterosemaths.com/homelearning/year-5/>



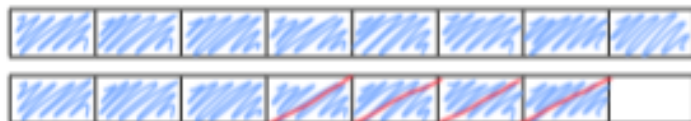
# Subtract mixed numbers



1 Complete the subtractions.

Use the bar models to help you.

a)



$$\frac{15}{8} - \frac{1}{2} = \boxed{1\frac{3}{8}}$$

b)



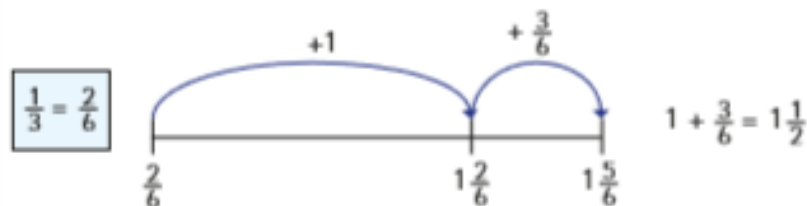
$$1\frac{7}{8} - \frac{3}{4} = \boxed{1\frac{1}{8}}$$

c)

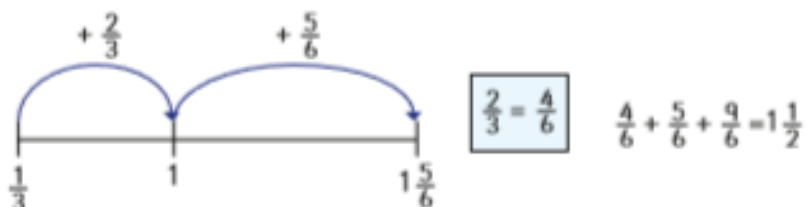


$$1\frac{1}{2} - \frac{3}{8} = \boxed{1\frac{1}{8}}$$

2 Dexter and Whitney are using number lines to work out  $1\frac{5}{6} - \frac{1}{3}$   
Dexter's method

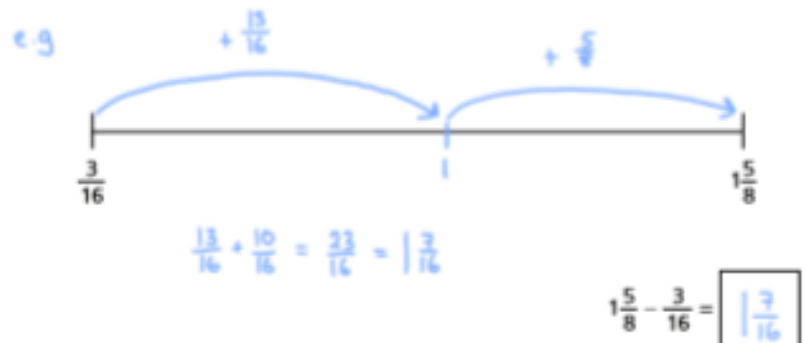


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out  $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a)  $3\frac{1}{4} - \frac{5}{24} = 3\frac{1}{24}$

d)  $7\frac{5}{6} - \frac{13}{24} = 7\frac{7}{24}$

b)  $3\frac{3}{16} - \frac{1}{8} = 3\frac{1}{16}$

e)  $4\frac{4}{9} - \frac{4}{27} = 4\frac{8}{27}$

c)  $2\frac{5}{6} - \frac{2}{3} = 2\frac{1}{6}$

f)  $6\frac{11}{12} - \frac{3}{4} = 6\frac{1}{2}$

4 A jug contains  $1\frac{3}{5}$  litres of orange juice.

Eva pours  $\frac{4}{15}$  litres into a glass.

How much orange juice is left in the jug?



There are  $1\frac{1}{3}$  litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

e.g.

$3\frac{1}{5} - \frac{3}{20} = 3\frac{1}{20}$

$3\frac{3}{5} - \frac{11}{20} = 3\frac{1}{20}$

$3\frac{2}{5} - \frac{7}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	$12\frac{3}{8}$ m
Amir	$13\frac{3}{8}$ m	$8\frac{1}{4}$ m	$12\frac{7}{8}$ m
Annie	$14\frac{1}{3}$ m	9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is  $\frac{11}{12}$  m less than Dexter's.
- Amir's shot put throw is  $\frac{3}{4}$  m less than Annie's.
- Dexter's discus throw is  $\frac{1}{2}$  m less than Amir's.



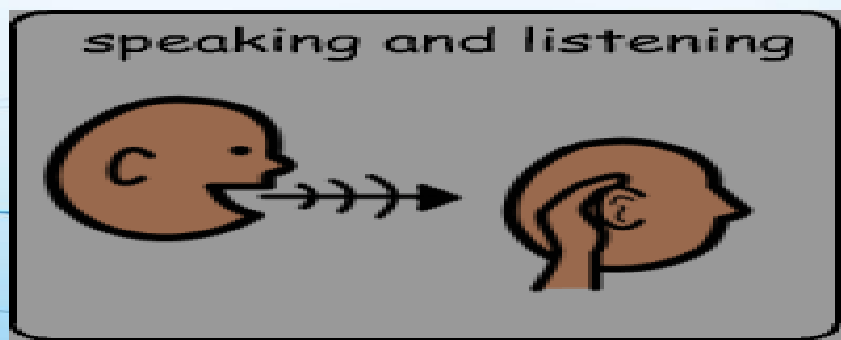
# The Big Write

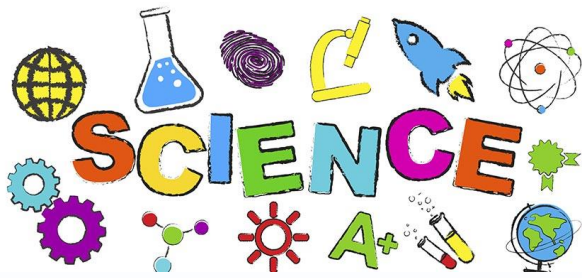


**V** - vocabulary  
**C** - connectives  
**O** - openers  
**P** - punctuation

Today I would like you to choose a film to watch, then work on your spoken language by telling a family member what the film was about. Make sure you think of the objectives below:

- Give well structured descriptions of what happened in your choice of film.
- Express verbally an opinion on the film.
- Speak fluently, with good expression and volume.
- Gain, maintain and monitor the interest of the listener.

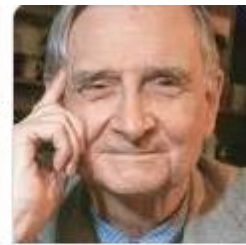




Terri Irwin



Bob Irwin



E. O. Wilson



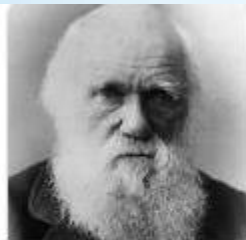
Diane  
Ackerman



David  
Attenborough

I would like you to explore the work of 1 well known naturalist like David Attenborough.  
Please design an interesting poster that tells me about your choice.

Make sure you know what a naturalist is.



Charles  
Darwin  
1809–1882



John James  
Audubon  
1785–1851



Georges  
Cuvier  
1769–1832



Steve Irwin  
1962–2006



Alexander  
von Humboldt  
1769–1859



Joy Adamson  
1910–1980

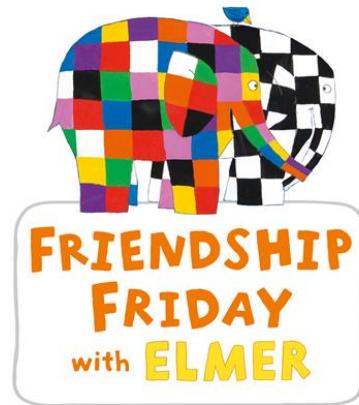




Thank you, God  
**FOR THIS FOOD**  
For rest & home  
And all things good  
For wind & rain  
**AND SUN ABOVE**  
But most of all  
For those we love







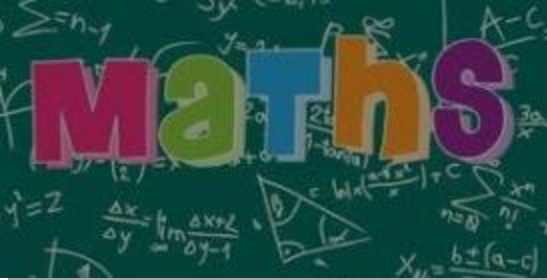
*Reading gives us  
somewhere to go  
When we have to stay  
where we are*



Today is a Times Table focus. Spend a minimum of 20 minutes on TT Rockstars or Hit the Button

<https://www.topmarks.co.uk/maths-games/hit-the-button>

X	5	4	12	1	11	3	6	10	2	9	7	8
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												



1  $212 + 100 =$

4  $482 \cdot 50 =$

7  $\frac{4}{15} + \frac{7}{15} =$

10  $3889 \cdot 1000 =$

5  $88 \times 6 =$

8  $\frac{3}{4} - \frac{1}{4} =$

11  $4501 + 3529 =$

2  $639 - 100 =$

6  $76 \div 4 =$

9  $4767 + 1000 =$

12  $6728 - 734 =$

3  $372 + 600 =$



# The Big Write

**V** - vocabulary  
**C** - connectives  
**O** - openers  
**P** - punctuation

Today I would like you to write a detailed recount of the film you chose to watch yesterday.

To be successful you will need to ensure:

- It makes sense.
- Well punctuated.
- Check your spellings - have you included some of your year group spellings.
- What high order language have you included.
- Adverbials - could you use them as sentence starters.
- Expand those nouns, you need detail to make it more interesting for the reader.





**This week we are going to have a go at using Angie Lewin style as inspiration for creating a print. You can use almost anything in the home to help achieve your print: chalk, paint, pastels, crayons as a base and then toilet rolls, potatoes, kitchen sponges, blu tak, cotton buds, ends of glue sticks etc.**

**Remember how she uses simple shapes and lines to represent seeds.**

**Have fun but remember to check with an adult what you can use and keep safe when cutting.**







**Blu tak or  
Similar  
use a  
ruler edge  
to press  
in lines.**



**Using a potato head to print  
the flower head shape.**





**Cut a triangle from potato!**

**Add detail using a black felt!**



**Using the same potato carve out small holes**

Use the black felt tip to add fine detail.



Look closely at her work and have fun recreating her style, remember to add detail.

I would love to see and share the end results!







DEAR GOD,  
THANK YOU FOR TODAY,  
YESTERDAY AND TOMORROW;  
MY FAMILY, MY JOYS, MY SORROWS;  
FOR ALL THAT MADE ME STRONGER.  
AMEN.







Keep safe and stay alert!

I miss you and I'm looking forward to having you  
back in school as soon as possible.

Keep smiling!

God bless you.

Love from  
Mrs Soby

!



# Les passe-temps Les réponses

1	312
2	539
3	972
4	432
5	528
6	19
7	$\frac{11}{16}$
8	$\frac{3}{4}$ or $\frac{1}{2}$
9	5767
10	2889
11	8030
12	5994

Question	Answer
1	i
2	e
3	o
4	a
5	b
6	f
7	d
8	c
9	n
10	j
11	l
12	k
13	h
14	g
15	m

# Answers

1. How long did Dashrath Manjhi spend carving out the passageway through the mountain? Tick **one**.

- ☐ Five months  
☐ Fifty-five weeks  
☐ Two years  
☒ **Twenty-two years**

2. Circle the correct answer.

When Manjhi first started the mission, people thought that he was:

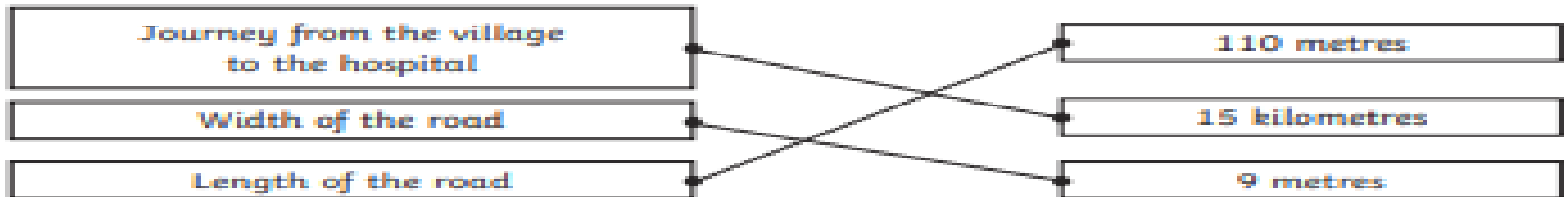
clever

**mad**

happy

strong

3. Draw lines to match the measurements of the new road that the Mountain Man created.



4. What was Dashrath Manjhi's job? Circle **one**.

doctor

farmer

**labourer**

film maker

Why do you think Manjhi's mission was a difficult one? Give two different reasons to support your answer.

Accept any two of the following:

- he worked alone/he had no help;
- he used only a hammer and chisel/he didn't have the best tools/he didn't have any specialist equipment;
- it took an incredibly long time/a lot of time and effort was needed;
- the rock would have been very difficult to break and carve;
- there was a lot of rock or mountain to break through/the distance was very long.

5. Write down one thing that the village had new access to after the project was complete.

Accept any of the following: schools; jobs; hospitals.

6. What was the name of the documentary film that was made about Dashrath Manjhi

# Answers

1. What gases is the Sun mainly made from?

**Hydrogen and helium**

2. How long does it take energy to reach Earth from the Sun?

**8 minutes**

3. How far away is the Sun from Earth?

**149.6 million km**

4. What type of star is the Sun now?

**A yellow dwarf**

5. List the 4 layers of the Sun from the centre to the outside.

**Core, radiative zone, convection zone, the photosphere.**

6. What keeps our solar system of planets orbiting the Sun?

**The Sun's gravity**

7. Solar means 'relating to the Sun'. Think of another example where we use the word 'solar'.

**Any including: solar panels, solar energy, solar power, solar eclipse, solarium, solar cell, solar year**

8. Will the Sun last forever? If not, why not?

**No. It will use all its energy eventually.**

9. Why has the author used an exclamation mark in this sentence to show surprise?

**'It takes about 170,000 years for the energy to move from the core to the convection zone!'**

**Discuss around: 170,000 years is probably much longer than you would guess it would take for energy to move from the core to the next layer.**

10. Look at the final line - where do you think humans will be by then?

**Open ended for discussion.**

**There's every possibility we may be in other solar systems or galaxies by then.**