

Dear Parents and Carers and Year 5 children,



Here are some new activities for this week. Please complete the core activities, then if you have time, you can try some of the additional activities. We would love to see your work. You can email it to your teacher at 5AK@ojs1.co.uk or 5BE@ojs1.co.uk. You can also use these email addresses to let us know if you can't access any of the learning or have lost your log in details...or just to say hello!

Kind regards, *Miss Knowles and Mrs Evans.*

CORE ACTIVITY: Maths

Column addition with decimals

Please watch the PowerPoint about column addition with decimals then complete the activity sheets. Remember to use place value column headings and check your workings out, especially when exchanging digits (sometimes called carrying or regrouping). There is a column addition activity for whole numbers if you need a little extra practice with last week's learning.

Times tables (15 minutes a day)

To practise your times tables, you could use *TT Rockstars* or *Hit the Button*.

TT Rockstars!

Log into TT Rockstars and practise your times tables. Your log in details are on your yellow cards and in your reading records. Prepare for battle!

For this week's battles, it will be 5AK vs. 4EN and 5BE vs. 4CO. They will both run until Friday 22nd May at 15:15.

Maths Shed

Your maths shed log in details are on your yellow card and in your reading record.

Please practise maths, using one of the games or any other method, for at least 10 minutes per day. An activity has been set for you.

Additional maths activity:

How many different ways can you make £3.20 using the coins below? You can use each coin as many times as you need. Can you use any multiplication facts or number bonds to 100 to help you?



Is it possible to make £3.27 using these coins? How do you know? What about £32.70?

CORE ACTIVITY: Reading

Daily reading! At least 15 minutes a day.

E-reader! <https://orchardleajun-hantssls.wheelers.co/>

Either read or listen to a story on the e-reader. Your log in details are on your yellow card or in your reading record. Make sure that you check when your loan expires.

Take a look at some of the fantastic e-books we've found that are linked to the **Ancient Egyptians!**



Read theory <https://readtheory.org/auth/login>

Try and complete some quizzes on read theory. Make sure you read the text and questions carefully. If you have forgotten your login details, then please ask your parent or guardian to email their teacher using the email addresses above. **We recommend 20 minutes per week.**

<u>Recognising Adverbs</u>		<u>Recognising Adverbs</u>	
<p>5a. Circle all the words/phrases in this word bank that are adverbs/adverbials.</p> <p style="text-align: center;">often beautiful</p> <p style="text-align: center;">projector because</p> <p style="text-align: center;">weekly rarely</p> <p style="text-align: center;">ugly now and then</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>5b. Circle all the words/phrases in this word bank that are adverbs/adverbials.</p> <p style="text-align: center;">hungry behind</p> <p style="text-align: center;">nearby table</p> <p style="text-align: center;">inside over there</p> <p style="text-align: center;">treble smelly</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>6a. Highlight the adverb/adverbial in the following sentence.</p> <p>During the storm, a pair of pirate ships attacked our boat, but the weary crew resisted them.</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>6b. Highlight the adverb/adverbial in the following sentence.</p> <p>The twisted branches of the forest trees snagged our clothes like monsters' claws and poor Martha was scared.</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>
<p>7a. What type of adverbial is underlined in the sentence below?</p> <p>I could have a treat from the fridge or the secret box of chocolates <u>under my bed.</u></p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>7b. What type of adverbial is underlined in the sentence below?</p> <p><u>Every Saturday</u>, my eldest sister and I ride motorbikes but it worries my cautious parents.</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>8a. True or false? An adverb/adverbial is underlined in the sentence below.</p> <p><u>Brimming with joy</u>, Katya told us the whole incredible story, and we all cried with happiness.</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>	<p>8b. True or false? An adverb/adverbial is underlined in the sentence below.</p> <p>Some wild ponies attracted the <u>attention</u> of the photographer, but the herd soon disappeared.</p> <p style="text-align: right;">VF</p> <p style="text-align: center;"> VF</p>

CORE ACTIVITY:
Grammar

This week we would like you to do some grammar work on recognising adverbs/fronted adverbials. Remember: An adverb gives more detail about a verb. A main clause can be expanded (have more detail added) by adding an adverbial phrase. The location of an adverbial phrase can be moved within the sentence. They tell us how, when, why, where or how often. Fronted adverbials are

followed by a comma. Please look at the PowerPoint first and then answer the questions on this page. (Answers at the end of the Homework Grid.) If you are still unsure watch: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

<u>Recognising Adverbs</u>	<u>Recognising Adverbs</u>
<p>9a. Circle all the words/phrases in this word bank that are adverbs/adverbials.</p> <p>computer unexpectedly</p> <p>under the ground requiring</p> <p>before long amazing</p> <p>starving in the distance</p> <p> VF</p> <p>10a. Highlight the adverbs/adverbials in the following sentence.</p> <p>Dev invited me to his house, and I walked there wearing my thickest coat, but the heavy rain soaked me in the blink of an eye.</p> <p> VF</p>	<p>9b. Circle all the words/phrases in this word bank that are adverbs/adverbials.</p> <p>without warning infrequently</p> <p>keyboard exhausted</p> <p>devouring all of a sudden</p> <p>never in my life villainy</p> <p> VF</p> <p>10b. Highlight the adverbs/adverbials in the following sentence.</p> <p>Next year, my family and I are going on holiday, and if I want to buy souvenirs, I must steadily save all of my pocket money.</p> <p> VF</p>
<p>11a. What types of adverbial are underlined in the sentence below?</p> <p><u>At the end of the day</u>, the children filed <u>warily</u> off the bus and, dragging their bags <u>behind them</u>, headed into the school hall to be collected by their parents.</p> <p> VF</p>	<p>11b. What types of adverb/adverbial are underlined in the sentence below?</p> <p><u>Several times a year</u>, my family makes the long drive up to visit my Nana and Grandad, who still <u>successfully</u> run a small farm in the far north of Scotland, despite both being older than seventy.</p> <p> VF</p>
<p>12a. True or false? An adverb/adverbial is underlined in the sentence below.</p> <p>Fatima jumped <u>excitedly</u> on the trampoline, which belonged to her best friend, and clapped her hands <u>as loud as she could</u> because she was looking forward to the party.</p> <p> VF</p>	<p>12b. True or false? An adverb/adverbial is underlined in the sentence below.</p> <p>The goalkeeper hovered <u>expectantly</u> on the goal line, then sprang to life immediately when the ball whizzed in his direction and <u>saved the shot</u> with ease.</p> <p> VF</p>

Answer these questions if you would like to do an extra challenge. (Answers at the end of the Homework Grid.)

CORE ACTIVITY: Writing - over two weeks!

<https://www.literacyshed.com/pigeon-impossible.html>

MISSION: Complete a full and detailed Spy Profile, including name, age and description.

Name:

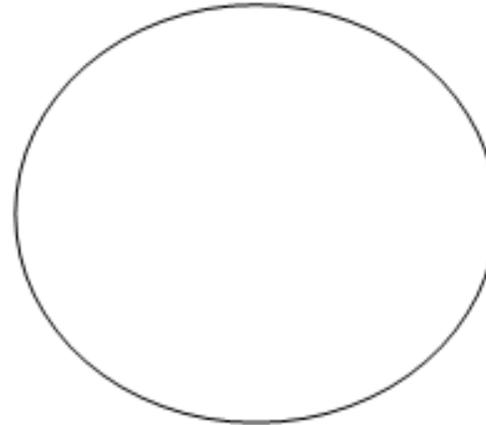
Age:

Appearance:

Description of their life as a spy so far: (What missions have they completed? Did they succeed? What characteristics do they have that make them a good spy?)

Most memorable quote:

Spy profile picture:



Gadgets the spy uses:

How the spy travels to other countries:



This week we have added grammar to the core activities, so the writing task will be over two weeks. This is week 2 of 2. We would like the final piece to be a 'Spy Profile' based on the character in the video. Some of the information such as 'Most Memorable Quote' will need to come from your imagination. Think carefully about the characteristics of the spy in the video. Link your ideas together. You may benefit from doing a mind map first on the character of the spy. Don't limit yourself to the writing space on this sheet. Could you create a little book about your spy? Could you add a section on the disguises he might wear and on what missions these were successful? How about the moment he told his family he was a spy - or did he?

Don't forget (successful spies never do) - you have two weeks for this mission should you choose to accept it!

CORE ACTIVITY: Spellings

Spelling shed!

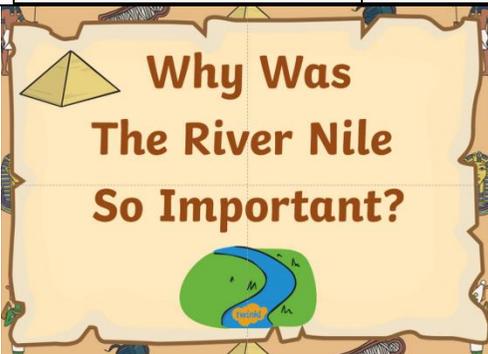
Your spelling shed log in details are on your yellow card and in your reading record. **Please practise spellings, using one of the games or any other method, for at least 10 minutes per day. An activity has been set for you.**

Spelling activities!

1) This week, you have been set one of the two spelling lists below to practise on Spelling Shed. Please practise writing your spellings down, as well as using the online games.

catch	official
kitchen	special
hutch	artificial
ditch	crucial
match	judicial
fetch	beneficial
notch	facial
witch	glacial
watch	especially
patch	multiracial

2) Continue to practise last week's spellings to make sure you don't forget them! Perhaps you could make some flashcards for someone to test you with, or you could create a word search using those spellings. Be creative!

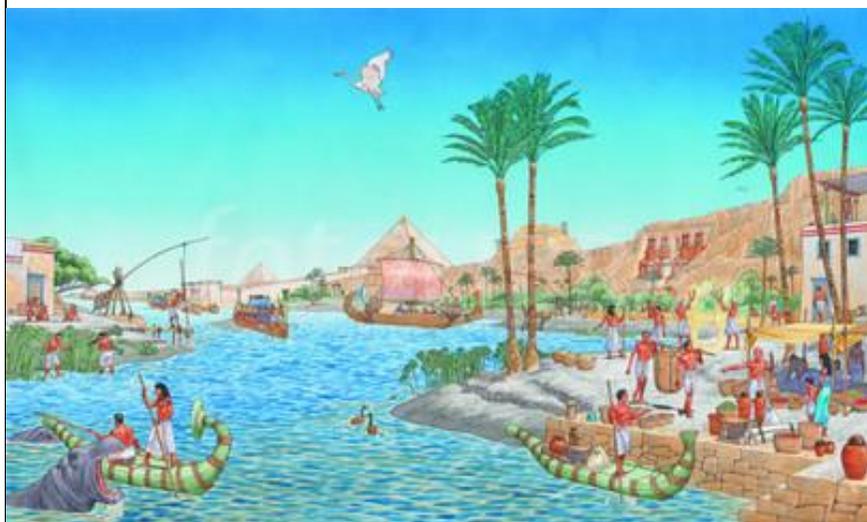


Additional Activity: History Topic

Watch the PowerPoint to find out about why the River Nile was so important in ancient Egypt. There is an activity toward the end of the slideshow and a DT challenge you could try!



Additional Activity: Art



Look carefully at this painting. What clues are there that this an image of the River Nile in Ancient Egypt?

Create your own artwork showing how the River Nile was used in Ancient Egypt. You will need to sketch this carefully before you add any colour. Think about how you will make the sea and sky look different to one another by varying your techniques.

Can you see how the artist has used short, horizontal lines in different shades of blue and green to create the illusion of gentle waves in the water? What happens to the size of those lines (and everything else in the painting) as you look further in the distance?

Additional Activity: P.E.

Cosmic Kids Yoga!

Below is the link to Cosmic Kids Yoga. Choose a story of your choice and see if you can copy the same moves as Jamie.

<https://www.youtube.com/user/CosmicKidsYoga>

Joe Wicks Workout!

https://www.youtube.com/results?search_query=joe+wicks+classroom+workout

See if you can complete some of Joe Wicks' classroom sessions at home, or can you make your own workout!



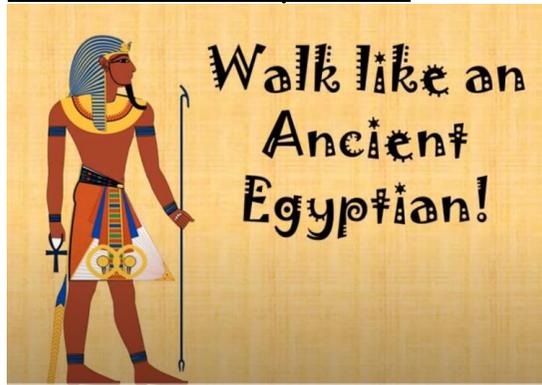
Just dance!

There are loads of just dance videos on YouTube, which you could dance along to.

https://www.youtube.com/results?search_query=just+dance



Additional Activity: Music

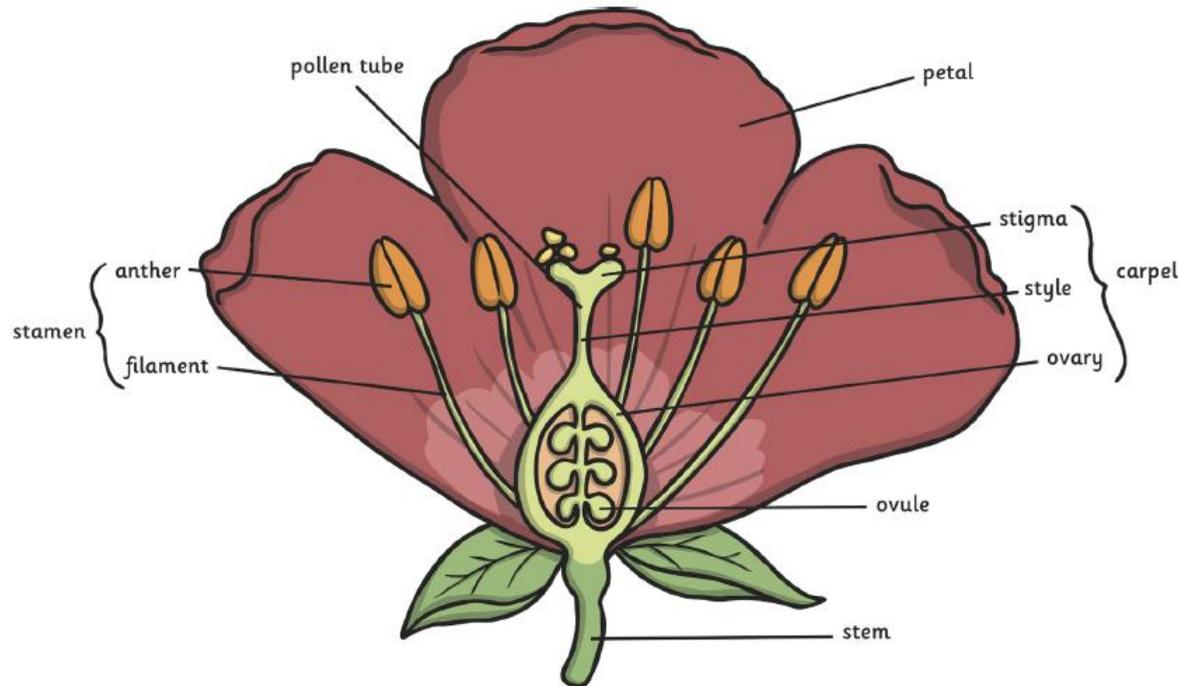


Listen to *Walk Like an Ancient Egyptian*. What did you find out from it?

Can you invent your own verse based on what you learnt about the Egyptians through your history activity this week?

<https://www.youtube.com/watch?v=PUyk4VNzUMc&t=33s>

Additional Activity: Science



This week we would like you to learn about the parts of a flower. First, watch the videos about the parts of a flower using the links:

<https://www.bbc.co.uk/bitesize/clips/zfx76sg>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8>

Using the information from the clips, can you draw, and annotate (label), a diagram of the parts of a flower - e.g. stamen, stigma, style, petal, stem, filament, ovary, anther, ovule, and explain the function of each. Use the image to help you.

Then see if you can complete the quiz - What is a plant? <https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/zcjmp39>

CORE ACTIVITY: Grammar - Answers

Expected

5a. often, weekly, rarely, now and then

6a. During the storm

7a. Place

8a. True

Greater Depth

9a. unexpectedly, under the ground, before long, in the distance

10a. to his house, there, wearing my thickest coat, in the blink of an eye

11a. Time, place

12a. True

Expected

5b. behind, nearby, inside, over there

6b. like monster's claws

7b. Frequency

8b. False

Greater Depth

9b. without warning, infrequently, all of a sudden, never in my life

10b. Next year, on holiday, steadily

11b. Frequency, manner

12b. False