



# Hagley Primary School

'Believe, Achieve, Together We Succeed.'

Home learning

Year 5

Wb. 06.07.20

## Hi year 5!

It has been lovely to speak to some of you and/or your families over the last few days. We are all really missing you but hope you have been enjoying the virtual assemblies and the videos that have been placed on the home learning section of the school website. We have already held a few meetings through Microsoft Teams and anticipate completing more over the next two weeks. This has been a lovely opportunity for you to check in with us as teachers and see your friends. Please ensure you have read and continue to read the acceptable use agreement.

## Maths

	Your Maths teacher will have set you some work on MyMaths. <b><i>If you have any outstanding work from previous weeks, make sure that these are complete first.</i></b> Don't forget, there's also the Maths challenges to complete on the Maths section of the website
	Access the White Rose daily maths via our website. There are five 40-minute sessions for you to complete: one for each day of the week! You could print off the daily worksheet or alternatively, you could use paper once you have seen the questions.
	Logon to TTRS and complete times tables practice.

## This week's task

Over the past few weeks, you have been learning about life cycles within our Science topic *Living things*.

This week we are moving on with our exploration topic and focusing on developing our geographical skills and also taking a look at the classic novel Robinson Crusoe by Daniel Defoe (published in 1719) which is claimed to be second only to the Bible in its number of translations. This is a complex text, but we know you will be able to rise to the challenge.

### Task 1: Inspire

Have you ever ignored your parents' advice? You may have been told off, but Robinson Crusoe got shipwrecked!

Take a look at the Robinson Crusoe powerpoint on the home learning page. Read through or listen to Mrs Hyland reading an excerpt from the novel. Make a note of any interesting vocabulary that you hear or words where you are unsure of the meaning.

Print off the text and identify all the figurative language. You have used a colour key previously in English lessons and we would like you to spot particular elements of the imagery being:

Similes  
Metaphors  
Onomatopoeia  
Alliteration  
Personification

### **Task 2: Compose noun phrases and plan**

Complete the noun phrase activity from the powerpoint.

As an extra challenge start noting your own noun phrases for the descriptive write and listen (2minutes only) to the sound of a night storm at sea

<https://www.youtube.com/watch?v=xytAfoU1d78>

Plan your description

- Use your new and ambitious vocabulary from the modelled text
- Generate your own ideas using the image from the first slide of the powerpoint and after listening to the sound clip
- Focus on the escalation of the crisis by jotting down ideas on the planning sheet about the sky, moon and clouds. Move onto the inclusion of figurative language to describe the rising intensity of the sea and the dangers inherent therein for Robinson. Finally focus on the shipwreck.

### **Task 3: Write**

Write your description by considering the following:

- Structural features: Think about how you are going to structure your description so it is enticing for the reader. You can see that the planning sheet will enable you to box up your ideas into 3 sections.
- Look carefully at the steps to learning on the powerpoint
- Language features: Have you included figurative language to develop the images you want to convey to the reader?

### **Task 4: Publish**

We would love to see your description on seesaw. You can word process by using a computer or hand write your final version.

## Spelling

1. Go onto spelling frame <https://spellingframe.co.uk>
2. Choose Year 5 and 6
3. Click play for spelling rule 49 homophones 2
4. Play some of the spelling tile games
5. On Friday, complete the test

## Grammar

Answers from last week:

Underline the parenthesis in each sentence:

1. My brother, who's called Jason, never brushes his hair!
2. I watched a horror film (The Haunted House) and it really scared me.
3. Neil Armstrong (an American astronaut) was the first to walk on the moon.
4. The waves- rough and grey- crashed against the rocks.
5. He finally answered the question (after taking a few minutes to think).

Edit punctuation into each sentence. Choose brackets, dashes or commas carefully.

1. The cycle track, which was 5 miles long, went right through the woods.
2. There aren't many apples left -there were lots earlier- because we used them to make a pie.
3. A sea turtle lays many eggs (approximately 110 eggs) in a nest in a sand burrow.
4. My dog, who is called Sasha, is a very curly labradoodle.

## Recap your knowledge of homophones

Watch this video before completing the tasks below.

<https://www.youtube.com/watch?v=5tK6bu37N5Q>

Write there, their or they're in each of the gaps.

1. I would like to go ----- today.
2. -----waiting for the bus.
3. I like the colour of -----school uniform.
4. The children were told to put ----- books inside ----- bags.
5. They put -----coats over -----.

Write down the words that are NOT homophones.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-homophone-sentence-show/zfwygywx>

diner	dinner	vain	vein	vane	bath
bathe	cite	site	sight	sit	through
threw	thorough	rain	reign	rein	passed
past	pasted	grisly	grizzly	lung	lunge
missed	mist				

## Reading

Answers from last week:

### Task a:

Find definitions for the following words:

- Thrash – to beat something hard
- Wound - an injury to living tissue
- Gnarl - a rough knotty protuberance
- Retreat – to withdraw
- Mesmerise – capture the complete attention of someone

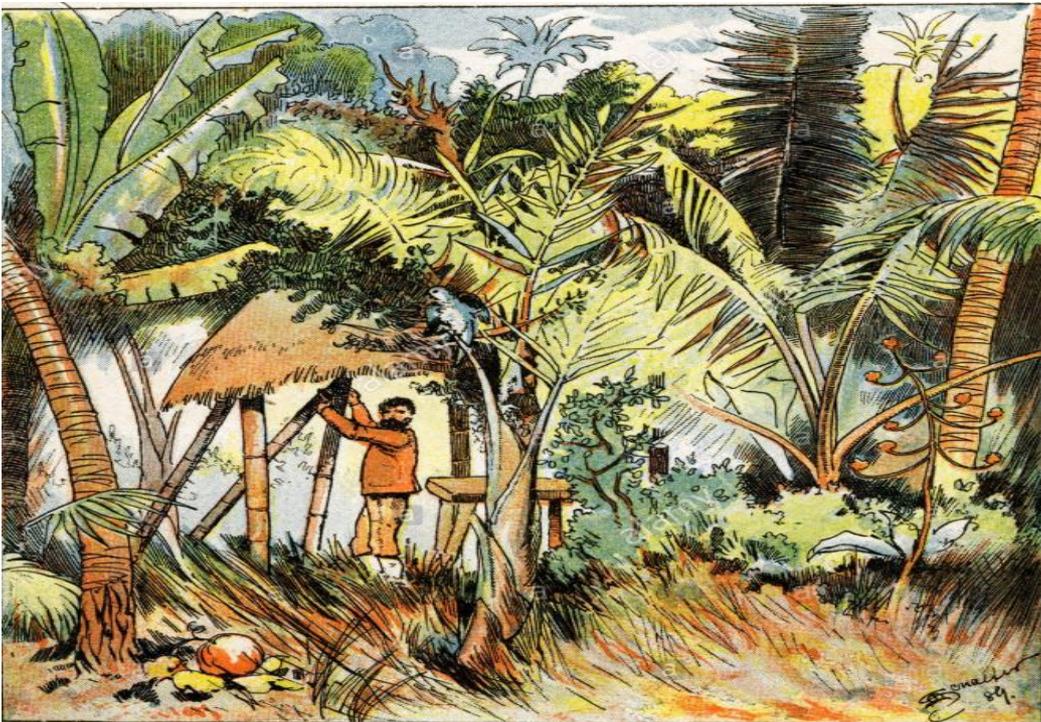
### Task b:

Answer the following questions:

1. Trees, shed, soil
2. The monster is smiling yet hungry. This infers that he thinks he has won. It is going to consume Conor.
3. Mesmerises
4. Fire explodes in the monster's heart as Conor has now confronted his fears and is no longer scared.

It is important that you are still reading at home and should aim for 30 minutes during the day.

## Robinson Crusoe by Daniel Defoe (1719)



I dared not stir out of my castle for days, lest some savage should capture me. However, I gained a little courage and went with much dread to make sure that the footprint was my own. I measured my foot against it. Mine was not nearly so large. A stranger, maybe a savage, must have been on shore, and fear again filled my heart.

I determined now to make my house more secure than ever. I built another wall around it, in which I fixed six guns, so that, if need be I could fire off six in two minutes. Then I planted young trees around. I feared my goats might be hurt or stolen from me, so I fenced round several plots of ground, as much out of sight as possible, and put some goats in each plot. All this while I lived with a terrible fear in my mind that I might one day meet an enemy. I had lived on this lonely island for eighteen years.

Once, when on the opposite side of the island, I was filled with horror; for on the ground I saw the remains of a fire, and also a number of human bones. This told me plainly that cannibals had been there.

### **Questions**

1. How did Robinson Crusoe know the footprint was not his?
2. How quickly could he fire his six guns?
3. How long had Robinson Crusoe been on the island?
4. Write the meaning of the words 'lest' and 'plainly' as they are used in the passage
5. How did Robinson Crusoe feel when he discovered cannibals were living on the island? Explain how you know this.
6. Challenge - Describe Robinson Crusoe's character in your own words. Include lines or phrases from the text to support your answer.

## Topic – We would love to see your topic work. You could take a photo and share it with your teacher via seesaw.

This week we are going to build on the learning we did around time zones a few weeks ago. Time zones were **vertical** lines down the globe which helped us to identify the time in different places across the world.

We are now going to focus on another two sets of invisible lines: longitude and latitude. These are used to help us locate places around the world and also find out a little bit about what they could be like.

### **Task 1**

- Watch the following video <https://www.youtube.com/watch?v=MjDqhLUzCpE> (and yes sing along at home!)
- Watch the second video <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>
- Complete the 5 question quiz at the end

Once you have watched these, see if you can complete the missing word paragraph below.

Lines of latitude and longitude are \_\_\_\_\_ lines that you see on maps. They divide the world up so you can give an \_\_\_\_\_ location. Latitude lines run \_\_\_\_\_ the Earth (like the \_\_\_\_\_), and tell you how far North and South you are whilst longitude lines go \_\_\_\_\_ (like the \_\_\_\_\_) and tell you how far East or West you are. They measure the angular position in \_\_\_\_\_.

Here are your options for the paragraph above:

**Equator**  
**Greenwich Meridian**  
**over the top**  
**degrees**  
**across**  
**imaginary**  
**exact**

### **Task 2:**

Watch Mr Bate's guide to longitude and latitude and then complete the task 2. He will tell you to pause the video and complete this. Afterwards, the answers will be given for you to self-mark.

WHAT IS LATITUDE AND LONGITUDE?

**LATITUDE** - LINES THAT GO AROUND THE GLOBE (THEY GO BY THE DIRECTIONS NORTH AND SOUTH)

**LONGITUDE** - LINES THAT PIERCE FROM TOP TO BOTTOM OF THE GLOBE (THEY GO BY THE DIRECTIONS EAST AND WEST)



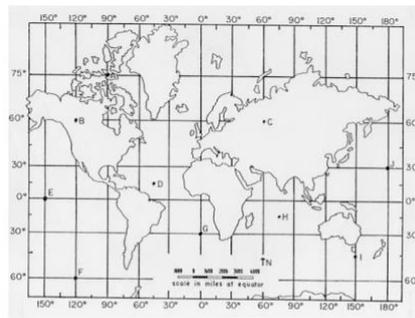
**EXAMPLE: WHAT CONTINENT IS AT 20° SOUTH AND 90° WEST? SOUTH AMERICA**

1. What continent is found at 40° north and 20° east?
2. What ocean is found at 20° south and 100° east?
3. What continent is at 20° south and 140° east?
4. What ocean is at 40° south and 160° west?
5. What continent is at 40° north and 100° east?



### Task 3:

Watch the second half (after pausing) of Mr Bate's guide to longitude and latitude and then complete the task 3. He will tell you to pause the video and complete this. Afterwards, the answers will be given for you to self-mark.



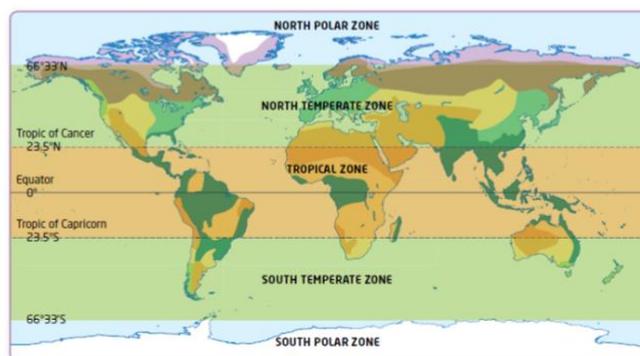
	latitude and longitude	Location
Example	75°N, 90°W	A
Example	49°S, 150°E	J
	82°S, 120°W	
	60°N, 120°W	
	0°, 150°W	
	80°N, 80°E	
	15°S, 45°W	

### Task 4:

Watch the Mr Bate's climate zones video. When he asks you to pause, complete the table by putting the climate zones and locations into the correct place on the table. Afterwards, the answers will be given for you to self-mark.

South Polar Zone	Tropical Zone	Hagley, United Kingdom	North Temperate Zone	South Temperate Zone	Madagascar	Svalbard, Norway	Brazil	New Zealand	North Polar Zone
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Description	Climate zone	Location
<i>Cold temperatures, covered in ice for most or all of the year</i>		
<i>Warm temperature which does not vary much throughout the year</i>		
<i>Temperatures vary greatly throughout the year, many regions have warm and cold seasons</i>		



### Task 5:

Answer Mr Bate's challenge questions → perhaps you could share your answers on seesaw.

1. Name the two lines of latitude that make up the tropics.
2. If I lived at a high latitude, like 70° North, what would the temperature be like?
3. What is the special name for the line of longitude which runs through the UK?

Keep checking the home learning section of our website for exciting competitions and resources. We are updating this regularly to help support you, and your family, at home.

Finally, please share your topic work with us on seesaw!

## Mindfulness:

Consider your biggest wish for this year. Write it down and decorate the star. Share it with your family. Perhaps they can help you accomplish your biggest wish now:

My biggest wish for 2020

