



Y5 Curriculum Planning Document – W/C 8th June 2020

Mathematics

Please use the following Oak National Academy resources which will focus on content that pupils would have experienced in school during the Summer Term.

Using this link - <https://www.thenational.academy/online-classroom/subjects/#subjects> please access Year 5 – Maths – for this upcoming week. Please scroll down and access the **Converting Units of Measure section.**

Lesson 6 – To convert miles and kilometres.

Lesson 7 - To convert between grams and kilograms.

Lesson 8 - To convert units of mass.

Lesson 9 - To convert between pounds and kilograms.

Lesson 10 - To apply measures and conversions in context.

Each lesson includes an introductory quiz to allow you to review your previous knowledge on the subject. There is then a video for each lesson that children can watch prior to completing the downloadable Independent Task. You can then complete an exit quiz to test your knowledge from the lesson.

Please make sure that your child records their answers in their exercise book provided by school – **there is no need to print any resources!**

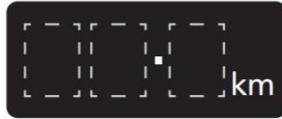
We have also included some challenge activities below for those wanting to stretch themselves with their maths. These are all based around converting between different units of measure. Answers attached at the back of the pack.



- 5 A lorry has this dial showing the distance it has travelled.



It drives to deliver a parcel and the dial shows a 4, a 5 and a 0.
It is not a whole number of kilometres.



How many metres could the lorry have travelled?

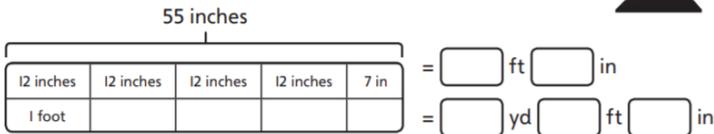
- 6 Ambika has five bags of pebbles. Their masses are 18,000 g, 700 g, 5,500 g, 8,000 g and 230 g.



How many bags weigh a whole number of kilograms?
Explain your answer.

Unit 16: Measure – converting units, Lesson 5

- 6 The width of this television screen is 55 inches.
Complete the bar model and the conversions.



- 7 a) Jamie says that a typical human is about 2 feet tall.
What mistake might she have made?



- b) How tall are you in centimetres? How about in feet and inches?

- 4 A box of strawberries has a mass of 1.6 kg. It is shared equally among 10 people. How many grams of strawberries do they have each?

They have grams each.

- 5 Ebo's mum wants to buy 4 yards of material to make a dress.

Shop A sells material for £1.50 per yard. Shop B sells the same material for £2 per metre.

Which shop is cheaper?

1 yard is approximately 90 cm.

Shop _____ is cheaper.

- 5 Richard makes some orange squash by mixing $\frac{1}{10}$ litre of orange juice with 1 litre of water.



He pours 300 ml of squash into a glass.

- a) How many millilitres of squash does he have left?
Show your working.

This information uses different units!
I think I am going to need to convert.

Richard has ml of squash left.

- b) Richard divides the rest of the squash into 4 glasses equally.
How much squash is in each glass?

Each glass has ml of squash.

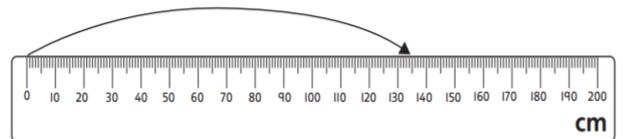
- 1 A bag of coins has a mass of 2.7 kg. How many grams is this?



2.7 kg is grams.

- 2 This ruler shows the distance that a frog has jumped.

How many metres has it jumped?



The frog has jumped metres.

- 3 A teacup holds 150 mL. Zac empties three teacups of water into a measuring jug.

Mark the level of the water that is now in the jug.





English (Reading, Writing and SPaG)

Writing

Talk for Writing Unit of Work (*One Chance*)

This booklet was sent last week so you should have already completed 5 of the activities and have 5 left. This week you need to continue to work through this booklet.

Each booklet contains a story and activities which are linked to it. Activities include spelling, grammar and writing for different purposes. We think your children will really enjoy this as it allows them to be creative!

You **do not need to print** the booklet as the activities can be completed in their exercise books. Please find the booklet uploaded to our school website under our class headings.

Have fun!

Below we have included additional reading and SPAG activities which can be completed daily. It's up to you whether you want to complete these aswell as the Talk for Writing Unit of Work.

SPaG

We have included 5 SPaG questions enough for one a day. Answers attached at the back of the work pack.

1. Which sentence uses a **possessive apostrophe** accurately? Tick one.

Taylor's dog's are very noisy.

Taylor's dogs are very noisy.



2. **Underline the fronted adverbial** in the sentence below.

Cautiously, she slowly pushed open the door.

3. **Underline all the direct speech** in the sentence below.

"Shhh," whispered Dad. "We are trying to listen."

4. Read this sentence. Which pair of **possessive pronouns** would fill the spaces? **Tick one.**

Roger took the map from pocket. was crumpled and wet.

her / It

their / They

his / It



7. Circle the determiners in the sentence below.

The Christmas tree in the marketplace gets bigger every year.

Reading

Read the following comprehension and then answer the retrieval questions. **Answers attached at the back of the work pack.**

How the Leaves Came Down

I'll tell you how the leaves came down.
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Come, children all, to bed," he cried;
And ere the leaves could urge their prayer
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

"Ah!" begged each silly, pouting leaf,
"Let us a little longer May;
Dear Father Tree, behold our grief,
'Tis such a very pleasant day
We do not want to go away."

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed-clothes heaped upon her arm,
Should come to wrap them safe and warm.
The great bare Tree looked down and smiled.
"Good-night, dear little leaves" he said;
And from below each sleepy child
Replied "Good-night," and murmured,
"It is so nice to go to bed."

So, just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering all their sports among,

By Susan Coolidge

"Perhaps the great Tree will forget
And let us stay until the spring
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

1. What season is the poem about? (1 mark)
2. The poet uses the words 'frolicked' and 'danced' to describe the leaves. What do these words tell you about the way the leaves moved? (2 marks)
3. Find and copy two sentences from the poem that show the relationship of the tree to the leaves to be similar to a parent and child relationship. (2 marks)
4. The poet uses personification to make the leaves seem alive. Find and copy two sentences from the poem that show this. (2 marks)
5. 'It is so nice to go to bed.' How does this compare to the way the leaves felt at the beginning of the poem? Explain your answer in full using evidence from the poem. (2 marks)



Weekly Spelling List

Green Group:

Can you use apostrophes correctly?



Whose socks?

'Whose socks are these?' said Mum, picking a stripey pair out of the drawer.
'Erm, those are Tom's,' said Dad.
'And these?'
'Those are Patrick's.'
'Are you wearing the twins' socks now?' asked Mum.
'I am,' said Dad. 'I think the children's socks are much smarter than mine.'
'The boys' socks are a bit bright for you,' said Mum. 'I thought you preferred dark colours.'
'I've turned over a new leaf,' said Dad. 'Old men's clothes are too dull. From now on I'm going to wear young men's clothes.'
Mum looked doubtful.
'I'm not sure you have the shape for it,' she said, to Dad's obvious disappointment.



Apostrophes

- Mum spent ages picking up the _____ toys (the toys belonging to the baby).
- Julie was looking forward to taking her daughter Sophie along to the parent and _____ club (the club for babies).
- As a modern parent, Yusef didn't believe in _____ toys (toys for girls) and _____ toys (toys for boys). He thought there should just be _____ toys (toys for children).
- 'Why should _____ football (football for men) get all the TV coverage?' asked Ivetta angrily. 'I think there should be more live _____ football (football for women) on TV.'
- 'I want to buy a _____ toy (a toy for a child),' said the woman to the shop assistant. 'Can you tell me where the _____ department is (the department for children)?'

Blue Group: 'qu'

Conquer

Enquire

Equal

Liquid

Sequel

Sequence

Sequin

Squeak

Squirt

Tranquil

You can use any words containing 'qu' to fill in the blanks below.

A quest for antiques

I walked into the _____ shop because I had spotted the painting in the window. A window so dirty that it was almost _____. 'Could I look at the picture?' I asked, pointing to it. The shopkeeper leaned over the _____ ornaments and dusty _____ and picked up the painting.

'_____ place, isn't it?' he said, nodding at the work of art. I smiled. To me it was a _____ place.

'I'll take it', I said, pulling my _____ book out of my bag.



Red Group: 'ing' Stealing

Blowing Buzzing Growling

Hunting Meeting Lighting

Sinking Splashing Tweeting

Can you create your own poem using the word lists at the bottom of this activity?

Create my poem

_____ snake
 _____ elephant
 Crying _____
 Catching _____
 _____ mouse
 _____ cat
 Crashing _____
 Tearing _____
 _____ crow
 _____ owl

Word list

flying	stealing	crawling	honking	crying
waiting	hunting	growling	roaring	eating
playing	trumpeting	sinking	waiting	thinking
lion	cheetah	buffalo	crocodile	hyena
wasp	squirrel	deer	dog	hamster

Search for -ing

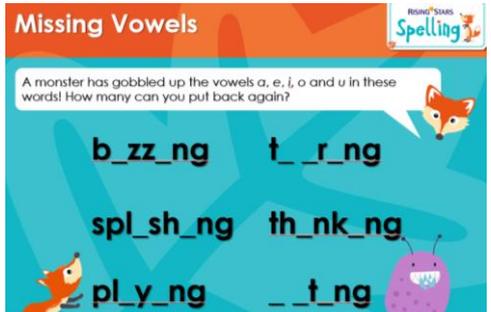
g n i z z u b g g h
 n n u n j y n n g u
 i k i y o i i i n n
 w f j t l t h p i t
 o c a a e t w m l i
 l m e e b e k u w n
 b t m t o s w j o g
 s i n k i n g t r b
 l i g h t i n g g f
 g n i h s a l p s c

- blowing jumping splashing
 buzzing lighting stealing
 growling meeting tweeting
 hunting sinking

Missing Vowels

A monster has gobbled up the vowels a, e, i, o and u in these words! How many can you put back again?

b_zz_ng t_r_ng
 spl_sh_ng th_nk_ng
 pl_y_ng _t_ng





Other Curriculum Areas

Scream Machine! – Our new cross-curricular topic for Summer Term 2.



We have recommended 6 different activities that you could have ago at doing.

These activities are optional but are based around what we would have been doing in topic at school.

Art/D.T – Investigate rollercoaster carriage designs thinking about their structure and material used in construction. Sketch an idea of your own carriage design and label it to show details and safety features. You could make your carriage 3D using a range of construction materials.

Art/ D.T – Imagine you are riding a rollercoaster. Work in pairs to take a series of portraits to take a series of portrait images that capture moments of pleasure, fear and surprise. Then transfer the images t a computer and add effects. (Note* children may want to experiment by taking photos upside down or using a fan to make it seem like they are moving at a fast speed).

Computing/ Reading – Look at a range of warning/ prohibition signs online. What keywords do they use? Why do you think they use these words? Consider whether alternative words could be used on the signs and if not, why not? Give reasons for your views.

PE - <https://www.youtube.com/channel/UCaxW1XT0iEJo0TYIRfn6rYQ> - Joe Wicks provides a 30 minute workout every morning from 9:00am. This is a great way to start your morning, I have done these myself and they are challenging! The stream goes live from 9:00am, so don't miss it! Or you may prefer to have ago at cosmic yoga - <https://www.youtube.com/user/CosmicKidsYoga>

Spanish- Visit **lightbulb languages website** (<https://www.lightbulblanguages.co.uk/home-spanish.htm>)

Scroll down to find video clips

Watch Spanish 17 clip: saying 6 classroom objects. Practise saying the 6 classroom objects.

Challenge 1: Draw a picture of the 6 classroom objects and label the names of the objects in Spanish.

Watch Spanish 18 clip: saying your age. Practise saying your age.

Challenge 2: Tell a member of your family what your name and age is in Spanish.

Watch Spanish 20 clip: saying 6 members of your family. Practise saying the 6 members of your family.



Challenge 3: Write or say a sentence about the name of someone in your family.

Challenge 4: learn and sing the song to the side of the clip.

Art from Miss Hunt – Miss Hunt has put together a weekly art activity to get on with. This week your activity is on drawing birds.

 **Barrier Game** 

Instructions:
Create a barrier between you and your partner (in the style of 'Battleships').

Partner A: Describe a bird from the photographs (but don't say the name of the bird!)

Partner B: Draw the bird that is being described.

When you have finished:
Look at the drawing together and see how well it matches the photograph.



 **Comparing Two Birds**



Puffin Goldfinch

What are the differences between the two?
How would you describe their shapes?
Look at the patterns and lines.

 **Aim** 

- I can draw details carefully.

Success Criteria

- I can draw details showing that I have looked many times at the picture.
- I can press hard and lightly to create different marks with the white pencil.

Now have ago at sketching a bird:



Science Ideas from Mr Silverton – Mr Silverton has put together a collection of science activities you might like to have ago at doing at home.



Starters for STEM



Starters for STEM are 10 activities that parents can use at home to help children develop their science, technology, engineering and maths skills. These activities are easy to resource and provide children with the stimulus to talk about the world around them. If you see a link you can explore how to extend these activities, you will need to sign up, for free, to access these materials. Don't forget to share your work on social media

#ScienceFromHome

Make some butter

You will need some full fat milk and a clean jar with a lid. Shake the milk in the jar. You'll need to do this for quite a long time.

After a while you should feel there is a solid forming. This is butter. What does it taste like?

Mission X – Astro agility course

Complete an agility course to improve movement skills, co-ordination, and speed. Record your speed and see if you can get faster with practise.

<https://bit.ly/2z4AQLZ>

Rose Mitchtom and Margarete Steife

Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

I'm Alive!

You're alive! How do you know? What are the features of being alive? Are these the same in other living things, such as a plant? Look around your home. What things can you find that are alive, were once alive and were never alive?

<https://www.stem.org.uk/rx33qh>

Silly shapes

Find or make some playdough. How many different shapes can you make by squashing, bending, twisting and stretching your dough?

What the Ladybird Heard

In the storybook 'What the Ladybird Heard', the Ladybird helped the farm animals by carefully listening to the sounds she heard in the farmyard. In the story the two thieves have a map of the farm with all the animals on it and they work out where they are by listening to the sounds the animals make.

Can you make a map of your house or garden and add all the sounds you hear? If you had to direct someone round your map what sounds would you tell them to listen out for?

The world's largest steel structure

The Bird's Nest is the world's largest steel structure and was built in China for the 2008 Olympic Games. It is made out of 26 miles of steel.

Use strips of paper, card or wool to create your own birds nest style building. You might like to search for photos of the 'Birds nest' to help you with your design.

Snail inheritance

After it has been raining have a look in the garden or out on the local paths. Can you see any snails? Have a look at the patterns on their shells? What do you notice? Are there any with similar patterns? Snail shell patterns are inherited from their parents. Can you find a potential family of snails? How many different shell patterns can you spot?

<https://www.stem.org.uk/rx33o6>

Design a sports kit

Design a sports kit suitable for a sport you choose. Think about the type of material you will use and why you have used it.

<https://explorify.wellcome.ac.uk/en/activities/problem-solvers/design-a-sports-kit>

Mirror writing

Put a piece of paper in front of a mirror. Without looking at the paper, look into the mirror and try to write your name on the paper. Is it difficult? Why do you think this is?

For more details please follow the following link: https://www.stem.org.uk/system/files/elibrary-resources/2020/05/10_Starters%20for%20STEM_25%20May.pdf?utm_source=Adestra&utm_medium=email&utm_term=&utm_content=Image%3A%20Starters%20for%20STEM%2010&utm_campaign=Remote%20CPD%20-%202027.05

New initiative

"Sheffield's sweet enough - Healthy eating recipes and activities

This is a city wide initiative launched by Sheffield City Council with the aim to help reduce tooth decay and obesity in Sheffield over the next five years. The initiative provides information on the effects of too much sugar and the tools families need to make informed choices to support their health. The dedicated website (<https://www.sheffieldissweetenough.org/>) has lots of interesting facts about sugar, guideline daily limits and top tips for healthy sugar swaps. Attached to the Pupil learning packs is a 'Feed your family for less' document, which contains tips and recipes on how to eat healthier, and activity worksheets that can be completed to help provide knowledge on 'sugar heroes' and 'sugar culprits'."

Feel free to send pictures of this week's home learning that your child has completed.

Mr Silverton– class11teacher@charnockhallacademy.co.uk

Miss Monger- class12teacher@charnockhallacademy.co.uk

We look forward to seeing your home learning!



Maths Answers:

5. Possible distances: 04.5 km, 05.4 km, 40.5 km or 50.4 km
Answers in metres: 4,500 m, 5,400 m, 40,500 m, 50,400 m
6. 2 bags: 18,000 g = 18 kg and 8,000 g = 8 kg
Explanations will vary; for example:
Masses that are multiples of 1,000 g are a whole number of kilograms.

5. a) 1.1 litres = 1,100 ml
1,100 ml – 300 ml = 800 ml
Richard has 800 ml of squash left.
b) Each glass has 200 ml of squash.

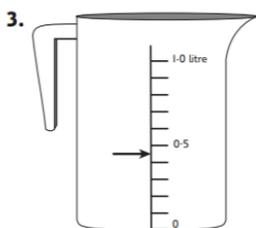
6.

55 inches				
12 inches	12 inches	12 inches	12 inches	7 in
1 foot	1 foot	1 foot	1 foot	7 in

= 4 ft 7 in
= 1 yd 1 ft 7 in

7. a) Jamie is confusing yards and feet; she means 2 yards which is 6 feet.
b) Answers will vary. Check that children have correctly converted between centimetres and feet and inches.

1. 2.7 kg is 2,700 grams.
2. The frog has jumped 1.35 metres.



4. They have 160 grams each.
5. £1.50 = 90 cm
10 cm costs £0.16
100 cm = 1 m = £1.67
Shop A is cheaper
6. 2.8 kg = 2,800
2,800 g – 800 g = 2,000 g
2,000 g ÷ 5 = 400 g
One football has a mass of 400 g.

Spelling Answers:



Apostrophes (answers)

- a) Mum spent ages picking up the **baby's** toys (the toys belonging to the baby).
- b) Julie was looking forward to taking her daughter Sophie along to the parent and **babies'** club (the club for babies).
- c) As a modern parent, Yusef didn't believe in **girls'** toys (toys for girls) and **boys'** toys (toys for boys). He thought there should just be **children's** toys (toys for children).
- d) 'Why should **men's** football (football for men) get all the TV coverage?' asked Ivetta angrily. 'I think there should be more live **women's** football (football for women) on TV.'
- e) 'I want to buy a **child's** toy (a toy for a child),' said the woman to the shop assistant. 'Can you tell me where the **children's** department is (the department for children)?'

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A quest for antiques (answers)

I walked into the **antique** shop because I had spotted the painting in the window. A window so dirty that it was almost **opaque**. 'Could I look at the picture?' I asked, pointing to it. The shopkeeper leaned over the **grotesque** ornaments and dusty **plaques** and picked up the painting.

'**Picturesque** place, isn't it?' he said, nodding at the work of art. I smiled. To me it was a **unique** place.

'I'll take it', I said, pulling my **cheque** book out of my bag.



SPAG Answers:

1 Taylors dog's are very noisy.

Taylor's dogs are very noisy.

2 Cautiously, she slowly pushed open the door.

3 "Shhh," whispered Dad. "We are trying to listen."

4 her / It

their / They

his / It



7 The Christmas tree in the marketplace gets bigger every year.

Reading Answers:

1. What season is the poem about?

Autumn

2. The poet uses the words 'frolicked' and 'danced' to describe the leaves. What do these words tell you about the way the leaves moved?

Content domain: 2a - give/explain the meaning of words in context. Award 2 marks for responses that interpret both frolicked and danced. Acceptable points for frolicked: • joy/happiness • scampered, romped, tripped, pranced, leaped, sprung, hopped, jumped, bounced Acceptable points for danced: • skipped, pranced, romped, jigged, whirled, twirled, swayed Do not award marks for references to the leaves blowing in the wind.

3. Find and copy two sentences from the poem that show the relationship of the tree to the leaves to be similar to a parent and child relationship.
 - 'The great Tree to his children said'
 - 'It is quite time you went to bed'
 - 'Dear Father Tree, behold our grief'
 - 'Come, children all, to bed," he cried'
 - 'Good-night, dear little leaves" he said'
4. The poet uses personification to make the leaves seem alive. Find and copy two sentences from the poem that show this.

Award 1 mark for each sentence up to a maximum of two marks.

- 'Ah!" begged each silly, pouting leaf,'
- 'To the great Tree the leaflets clung,'
- 'Frolicked and danced and had their way,'
- 'Whispering all their sports among, Perhaps the great Tree will forget And let us stay until the spring If we all beg and coax and fret.'
- 'And from below each sleepy child Replied "Good-night," and murmured, "It is so nice to go to bed."'

5. 'It is so nice to go to bed.'

How does this compare to the way the leaves felt at the beginning of the poem? Explain your answer in full using evidence from the poem.

Award 1 mark for a comparison: • Answers that give detail about the leaves being reluctant to go to sleep at the start and wanting to stay up compared to feeling ready and happy to go to bed at the end.



Answers that refer to the leaves not being tired at the beginning and tired at the end. Award 1 mark for a relevant quote:

“Ah!” begged each silly, pouting leaf, “Let us a little longer May;

‘Tis such a very pleasant day We do not want to go away.”