

Spellings:

Nearby

Outside

Please write in to sentences, practising your handwriting.

Everywhere

Upstairs

Nowhere

Underneath

Inside

Behind

Downstairs

Somewhere

Place Adverbials

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

nearby
everywhere
nowhere
inside
downstairs

outside
upstairs
underneath
behind
somewhere

Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
22	20	4	26	14	12	13	18	21	17	6	15	11

n	o	p	q	r	s	t	u	v	w	x	y	z
5	24	19	7	2	3	16	23	8	1	10	25	9

24 23 16 3 21 26 14

14 8 14 2 25 1 18 14 2 14

5 24 1 18 14 2 14

21 5 3 21 26 14

3 24 11 14 1 18 14 2 14

20 14 18 21 5 26

23 19 3 16 22 21 2 3

23	5	26	14	2	5	14	22	16	18
26	24	1	5	3	16	22	21	2	3

Challenge Task

Which of your spelling words is missing? Use the missing word as a fronted adverbial in a sentence.

Word of the Week (WOW): Your WOW for this week is 'effervescent'. As usual, write it in a sentence, note which word class it is and use it in a sentence. As a challenge, your French WOW is 'une hirondelle' – find out what it means and practice the pronunciation. Rather than using it in a sentence, draw what it is when you have found out.

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

Come Dine with Me - Your child is responsible for creating a three-course meal for four family members. They need to create the recipes for a starter, main meal and dessert. Ask them to think about what ingredients they will need to make your recipe and write a shopping list of items. They will then research how much the ingredients will cost using a supermarket website of their choice. Where is the most cost effective place to buy the ingredients? They could then test out a recipe by making it for dinner that evening. Family members may even wish to score each course!

Practise measuring quantities correctly and checking you will have enough food for the correct amount of people using the recipe (you might need to increase or decrease some quantities). Based on your scores, you can evaluate your meal and plan improvements for next time. Have fun! We can't wait to see your finished meals.

Week 2 – Balloon Rockets/ Paper Planes		
Resources	<p>Balloon Rockets:</p> <ul style="list-style-type: none"> → Selection of different sizes/ shaped balloons → String → Straws → Masking tape 	<p>Paper planes:</p> <ul style="list-style-type: none"> → Selection of different sizes/ types of paper → Origami plane templates (optional) → Paperclips (optional)
Hook	<p>How does a space rocket fly? Discuss as a group.</p> <p>Predict which type of balloon will go the farthest. Why do you think this? Discuss fair testing – same length string, same starting point etc.</p>	<p>Show a simple paper plane and throw it. How could we improve how far this plane flies? Discuss as a group.</p> <p>Predict which type of paper will make the best plane. Why do you think this?</p>
Investigate	<p>Instructions for the investigation here: https://sciencebob.com/make-a-balloon-rocket/</p> <p>Have groups compete against each other to see whose balloon rocket goes the farthest.</p> <p>EXTENSION: Does the size/ shape of the balloon affect how fast the rocket goes? Does the angle of the string affect how far the rocket travels?</p>	<ol style="list-style-type: none"> 1. Teach children to make a simple paper plane. 2. Each child chooses the paper which they think will make a paper plane which will travel the farthest. Make and decorate planes. 3. Go outside/ to the hall and have a competition to see which plane flies the farthest. <p>EXTENSION: Which type of plane goes the farthest? (Make origami planes out of the same type of paper to ensure a fair test.) Does adding paperclips improve the flight of the plane?</p>
Teach	<p>When you let go, the air rushes out of the balloon creating the forward motion of thrust. Different sizes and shapes of balloons will create different amounts of thrust. In a real rocket, the thrust from the engines pushes down, forcing the rocket to fly up.</p>	<p>Explanation about the forces related to this investigation here: https://www.scientificamerican.com/article/bring-science-home-paper-planes-drag/</p>
Review	<p>Which size/ shape balloon worked best? Did changing the angle affect how far/ fast the balloon went?</p>	<p>Discuss results of your investigation. Which material made the best plane? Which type of plane was the best at flying? How did using paperclips affect the flight of the plane?</p>

Music:

Year 5

Click on the hyperlink below to listen to the music.

<https://www.youtube.com/watch?v=nN-542IYoE0>

<https://www.youtube.com/watch?v=yG9ZX1FS20A&list=RDnN-542IYoE0&index=4&safe=active>

This is very different to all of the music you have studied so far, but it is still traditional music. It is Aboriginal – does anyone know what country that that is from? Can you research music from this country?

What are your initial thoughts about this music? Do you like it? Does it sound like music to you as you understand the word?

Draw a picture of what this music makes you think of!

Year 5 MUSIC QUIZ

1. Here are some clues. What instrument could it be?
 - a. This instrument is in the string family. It is high pitched and you play it by putting it under your chin.
 - b. This instrument is in the wind family and is made of metal. It does not have a reed.
 - c. This instrument is in the brass family- it is huge and played by holding it and using the valves.
 - d. This instrument is in the percussion family – it is small and contains a skin and bells around the edge.

2. Who wrote these pieces of music? – google to find out!!

- a. Pastoral symphony
- b. Sleeping Beauty
- c. The four seasons
- d. Eine Kleine Nachtmusik
- e. Fur Elise
- f. Dance of the knights
- g. Carmen
- h. The Blue Danube

COMPOSITION

Find a film clip that you like the look of (suitable for your age!!!)

Listen to the music that is accompanying the film clip- then turn off the music and think what music you could put to it. Although you won't have the percussion instruments at home you could write down a score (using pictures or words) of what you would use to accompany this clip.

COMPOSER QUIZ

Which composers (classical or modern) begin with: -

A

L

B

M

C

O

D

P

E

R

F

S

G

T

H

V

I

W

J

Y

K

Think about your favourite song- why is it your favourite? What sort of song is it?

.....
.....
.....

Can you write another verse?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Which notes are which?!!!!

Treble Clef, Notes G-A-B-C

Write the letter name below each note.



Get Plotting!



Now let's take a look at a story that follows the same plot idea as *Jumanji*. *The Game* is a finding tale and has this simple underlying plot pattern:

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

You can listen to a recording of *The Game* story below here:
<https://soundcloud.com/talkforwriting/game>

The Game

Danny and Susie were bored. It was wet play again and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends

Stimulus – *The World of Jumanji*



The Game

Year 5 Workbook
By Maria Richards



Jumanji in 1995
the game!

ernet, type this

hat turns fiction
the game, brings
, the challenge

Welcome to *The Game* workbook.

Inside, you will find lots of things to work through that will help you with your reading and writing skills and build on the work you do at school.

squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

"An animal game? Boring!" said Danny, already losing interest.

"Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box.

They sat down in a quiet corner, lifted the lid and took out the board.



What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.

I predict...



Now let's find out how close your predictions were. Read on!

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprang into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

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What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?



... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly
e.g. John **streaked** along the pavement towards the crowd.

Now write your new sentences:



... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

Now write your new sentences:





... the ferocity of a wild beast

Ferocity – extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the **ferocity** of the storm.

Now write your new sentences:



Likes, Dislikes, Puzzles & Surprises!



Now you have read the whole story,
what did you like & dislike? What puzzled you (what questions do you have – why,
what, how ...) and what surprised you?

I liked ...



I disliked ...

I would like to know ...



I was surprised ...



Let's Think About the Text a Little More



We're going to reread the text carefully and answer
some comprehension questions about *The Game*.

1. Does *The Game* remind you of any other stories that you know? List them below.



2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer

3. Find and copy a word that is closest in meaning to disappointment.



4. Write down two things that children are doing in the classroom.

5. Is Mrs Allbright the teacher in the class?
YES or NO? (Circle one)

What are the clues to suggest this?

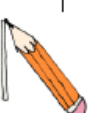


6. Why might another lunchtime inside be stressing Mrs Allbright?

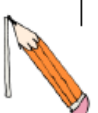


7. Look at this comment from Danny:

“An animal game? Boring!” said Danny, already losing interest. Why might Danny think the game would be boring?



8. What were the three signs that something bad was going to happen once the game started?



9. List the things the spider did once it was out of the game:



10. The text says: “Her eyes widened in horror as she realised what was coming next.” What might Mrs Allbright be thinking at this point?

11. Why did Susie put the dice and counters into the bin?



12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?



Something to complete throughout the week:

Which Foods Contain the Most Sugar? Your child must choose a selection of food items from the food cupboard, fridge and freezer. They will then identify the nutritional label and record the amount of sugar that each food contains. Once they have gathered the information, ask them to record the sugar contents on a pie chart and evaluate the data. How will their findings change what they eat?

Plough to Plate- Ask your child to choose a food from any of the 6 main food groups. They will then locate the country/countries of origin on a world map and work out how far the food item travels to get to their plate. Following this, ask them to sketch a diagram detailing the journey the food has taken and add captions and timeframes. What could we do to reduce how many miles our food travels?

Creative Creations- Cadburys are launching a new chocolate bar. Your child will create some criteria for Cadbury chocolate packaging by researching current Cadbury products. Once they have some criteria, they will use this to design their own packaging (they may want to do this on a computer if they have access to one). Finally, ask them to gather some feedback from the family about the design. They will use the feedback to adapt and refine the design. After creating the chocolate bar, your child can then compose a jingle that could be used in an advert. This could be created by using household items such as pots and pans or by using these virtual [instruments](#).