

Tuesday 12<sup>th</sup> January 2021

## Year 5 Home Learning

Good morning Year 5, it is Tuesday and you know what that means, it's not Monday! Thank you to those who sent work in yesterday and I hope the learning video went well. Today there are some more videos for you to follow and again the zoom sessions are there for people who needed extra help or want to show me some great work.

Have a good day today, work hard and make sure to email pictures of your work.

Mr Farrier

9am	9:20	10:00	10:30	11am	11:30	12:00
Spelling	English	English Zoom Drop-in Session	Break	Maths	Maths Zoom Drop-in Session	Lunch

1:00	1:30	2:15 – 3:00	3:00
Reading	Science	Afternoon Zoom Drop-in Session	Story

### *Zoom Drop-in Links*

#### Mr Farrier's English Zoom Meeting

Time: 10:00 – 10:30am

<https://zoom.us/j/6600387769?pwd=VG8xUVZXZUN4VGhjNGV3Tm9CM04wdz09>

Meeting ID: 660 038 7769

Passcode: year5

#### Mr Farrier's Maths Zoom Meeting

Time: 11:30 – 12:00am

<https://zoom.us/j/6600387769?pwd=VG8xUVZXZUN4VGhjNGV3Tm9CM04wdz09>

Meeting ID: 660 038 7769

Passcode: year5

#### Mr Farrier's Afternoon Zoom Meeting

Time: 2:15 – 3:00pm

<https://zoom.us/j/6600387769?pwd=VG8xUVZXZUN4VGhjNGV3Tm9CM04wdz09>

Meeting ID: 660 038 7769

Passcode: year5

## Spelling

**Squiggly writing** – Today I would like you to write your spellings out 3 times using squiggly writing. If you don't understand what any of the words mean, when you have completed the squiggly writing find out what the definition is and then write it out.

hydrate, hydration, hydrated, dehydrated, dehydration, incriminate, incriminated, investigate, investigation, investigated, invigorate, invigoration, reinvigorate, unfortunate, unfortunately, vertebrate, accessory, accessorise, personal, personalise

Mrs Robinson's spelling group I forgot to add your spellings yesterday so here they are: bought, thought, brought, fought, rough, tough, enough, cough. though. although, dough, bough, through, plough, thorough

## English

**SPAG (15 minutes):** Modal verbs. Watch the video below and complete the tasks.

<https://youtu.be/9IzE6jiveUc>

### English (45 minutes):

Today we are going to recap embedded relative clauses. An embedded relative clause gives more information about somebody or something in a sentence. If you remove an embedded relative clause from a sentence, the sentence should still make sense. You add an embedded relative clause with a comma and end it with a comma.

*For example:*

Ali Baba, **who was usually a shy man**, attacked the forty thieves with his vicious, eye-gauging sword.

Ali Baba attacked the forty thieves with his vicious, eye-gauging sword.

The first sentence is with the embedded relative clause and the second sentence is without.

Use the Ali Baba video from yesterday as your stimulus and create embedded relative clauses about him and the forty thieves. I would like you to create 5 or 6 detailed and exciting sentence using an embedded relative clause.

### Remember:

**When you are adding an embedded relative clause about something, use: which or that.  
When you are adding an embedded relative clause about someone, use: who or whose**

[Ali Baba and the Forty 40 Thieves | | Fairy Tales and Bedtime Stories for Kids | Moral Story - YouTube](#)

## Maths

### **Maths Meeting: Recap column subtraction (15 minutes)**

1. 48 304 – 26 495
2. 13 000 – 11 484
3. 93 304 – 19 999
4. 57 394 – 13 491
5. 70 000 – 39 344

Video explanation: <https://youtu.be/2YsLvCn5Cyw>

Example: 39 343 – 12 449

			8	12	13		
	3	9	3	4	13		
-	1	2	4	4	9		
	2	6	8	9	4		

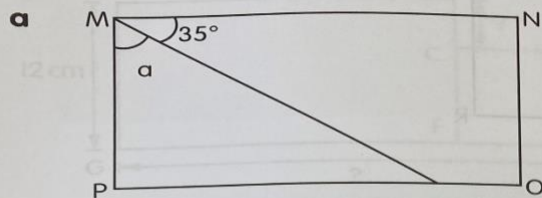
### **Maths Meeting: Angles within squares and rectangles (45 minutes)**

A square or a rectangle has 4 right angles. Each right angle is 90 degrees.  $4 \times 90 = 360$  degrees. Today you are going to be given part of a right angle and your job is to work out the other part of the angle to make the full right angle. Watch the video below to understand how I want you to do it. On the video you have an extension task. I would like you to complete the tasks below first and then the extension on the video.

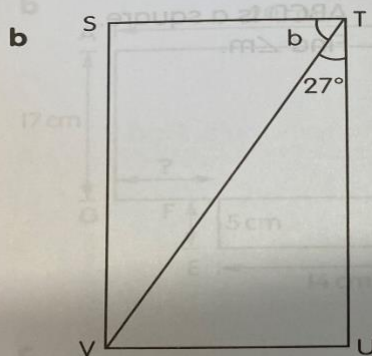
<https://youtu.be/6OLWPe2Jhdl>

Task 1: Draw the rectangles or squares in your question using any length for the sides but remember a rectangle has two sides that are the same whereas a square has all sides the same. Then complete the angle question like you saw on the video.

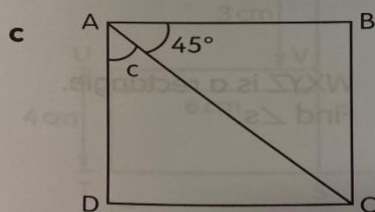
**I** Find the unknown marked angles in the squares and rectangles.



MNOP is a rectangle.  
Find  $\angle a$ .

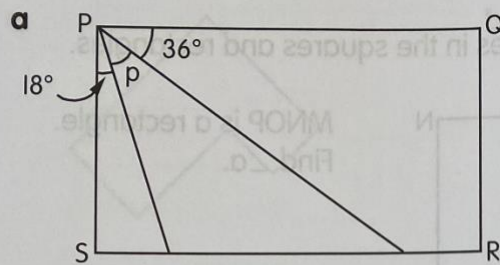


STUV is a rectangle.  
Find  $\angle b$ .

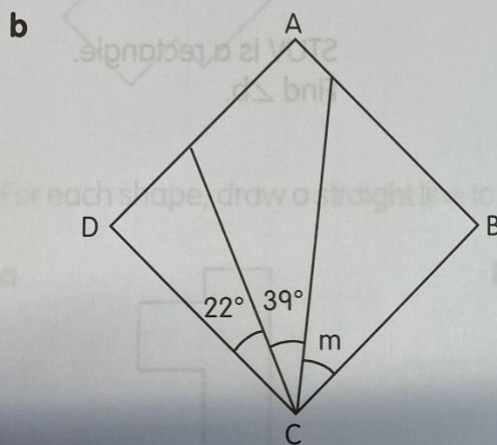


ABCD is a square.  
Find  $\angle c$ .

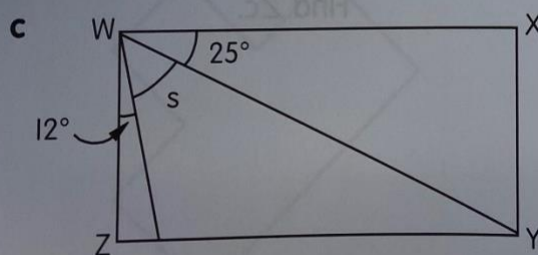
Task 2: Like question 1, draw the shape using any length you choose and then find the missing angle.



PQRS is a rectangle.  
Find  $\angle p$ .



ABCD is a square.  
Find  $\angle m$ .



WXYZ is a rectangle.  
Find  $\angle s$ .

## Reading

**Reading comprehension** – Today I would like you to access and read the text below. Once you have read, I would like you to answer the following questions.

‘A boy called Mouse’ by Penny Dolan.

The fourth-floor window was wide open, and there, on the sill, stood a very young boy. Little Mouse laughed and reached his arms out towards the birds in the tree-tops and the clouds blowing across the sky, as if he longed to be flying with them.

Hanny, the nursery maid, saw all this. She also saw Uncle Scrope with one hand raised behind the small boy's back, waiting. One strong hand, one quick push, and what then?

Hanny rushed forward. With a quick sweep of her arm, she gathered the child back into her apron and lifted him down to the floor.

Scrope blinked. The strange light in his pale eyes died away, as if some wild urge had been halted. He slipped his hand – the one that had been poised behind Mouse's back – casually back into his own pocket.

‘Oh,’ Scrope drawled, ‘it’s you. The nursery maid.’ He stared at the gravel path far below. ‘Long way down, isn’t it?’

‘Yes, sir. It is,’ Hanny replied, trying to calm the fear in her heart. ‘I’ll take Mouse safely back to the nursery now, sir. I was surprised to find him gone.’

‘Good girl. Children do wander so, I hear.’ Scrope did not even look at Hanny. ‘And get someone to close this window properly. It seems to have become unlatched.’

By the time Hanny reached the nursery, she was shaking all over. She pointed towards the supper tray.

‘Eat, please, Mouse.’

The boy peeped up at Hanny out of the corner of his eye. He studied her round, pleasant face and her rosy cheeks. Then, smiling mischievously, he carefully picked up a triangle of buttered bread in his fingers and popped it in his mouth. Then he opened wide to show he was doing what she had asked.

‘Oh, Mouse!’ Hanny said sadly, while she smiled at the boy, at his soft tufty hair, his bright brown eyes and his slightly sticking-out ears. ‘Mouse, what am I going to do about you?’

Only when Mouse was safely in his cot did Hanny dare to think about what she had witnessed. A child like Mouse could fall down a flight of steep marble stairs, or topple from a balcony, or drop from a window so, so quickly. A child like Mouse could slip and trip and crash to his doom so, so easily. A man like Scrope would find



it very, very useful if such an accident happened to happen.

### **Retrieving Information**

- 1) Use a dictionary to find the meaning of:
  - a) urge
  - b) poised
- 2) What is Mouse having for supper?
- 3) What time of day are the events in the text happening?

### **Making Inferences**

- 4) Do you think this text is set in the past or nowadays? Why?
- 5) Why do you think Hanny says nothing about what she saw to Uncle Scrope?
- 6) Why might Uncle Scrope want Mouse to have an 'accident'?

### **Writer's choices**

- 7) Why do you think the writer opens the text with a description of the birds and the trees and clouds?
- 8) Why do you think the author has chosen to give Uncle Scrope "pale eyes" and Mouse "bright brown eyes"?

### **Challenge question (extended answer)**

- 9) Do you think Mouse comes from a rich or a poor family? Explain why, using evidence from the text.

## Science

### Forces

Today you are moving onto your second forces lesson. I want you to watch the link below and then complete the tasks. It should be a very practical and fun lesson. Have fun.

<https://youtu.be/Geg4UwG0b24>

#### Task 1:

Record your objects and results in the table below. As explained on the video, pick 6 objects and drop them from the same height. Before you do that, record which ones you think will be the heaviest (if you have weighing scales, you can measure your objects mass). Once you have estimated their weight order which objects will fall the fastest.

Number 1 should be the fastest and number 6 the slowest.

Object	Estimate mass (KG)	Order in speed (1-6)
1.		
2.		
3.		
4.		
5.		
6.		

Did you notice a link between the weight of an object and how fast it fell?

Task 2: Fill in the key words to explain how gravity gives objects their weight.

All objects are made of \_\_\_\_\_, or stuff.  
The amount of matter they are made of is called their mass.  
This is measure in \_\_\_\_\_.

\_\_\_\_\_ pulls objects towards the  
\_\_\_\_\_ of the Earth. It pulls objects with a larger  
mass down with a stronger \_\_\_\_\_. The  
pulling force of gravity on an object is its weight. It is  
measure in \_\_\_\_\_.

**KEY WORDS:** newtons, gravity, force, matter, centre,  
kilograms

Good luck and work hard!