

# Year 5 Home Learning – Spring Term 2022

Dear Parents/Carers/Children,

See below for information about daily reading and other (optional) activities to support the learning happening in school this term. The whole point of these activities is to build on the learning we are doing in school in order to help the children further engage in the learning and develop across all areas of the curriculum.

The four main focuses are:

- To ensure children are reading a range of different genres of texts regularly in order to develop their passion and improve their comprehension (understanding of what they have read) to apply across the curriculum.
- To learn all the times tables and related division facts – as the children have already found out, having a quick recall and secure knowledge of these is essential to accessing many of the mathematical concepts covered in Year 5 such as fractions.
- To learn and apply spelling rules/patterns from the Year 5 Oxford Owl Spelling Scheme to support them to spell words correctly in their writing.
- To improve the children’s writing including the use of adventurous vocabulary, general composition skills (structure etc.), writing stamina and the ability to use the correct spelling, punctuation and grammar.

Don’t forget to encourage children to continue to use their Microsoft Teams accounts (logins in back of Reading Records) where this document and resources/links can be found. In addition, there are other activities and links to our learning in class (such as Year 4 and Year 5 spelling lists) which can be found on there; not forgetting the opportunity to interact with each other on our ‘Chatter Channel’.

Anything you can do to at home will only benefit and support what we are doing in school. We would also love to see any completed activities shared with us in school or on Teams (uploading work/photos etc.) so we can celebrate success and reward those putting extra effort in. The best way of doing any activities at home is to do it in short bursts such as 10-15 minutes rather than for too long!

Thanks for your support,

Mr Hunt and Mrs Maggs

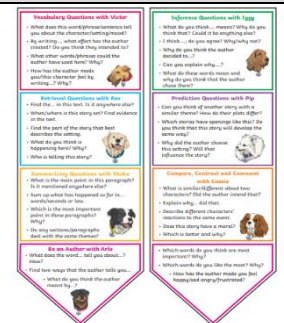
## Activities

### Reading Activities

- Reading a range of different genres of texts for 10+ minutes daily and record this in Reading Records. Focus on word reading and fluency as well as an understanding of what is being read through questions.

Each child has a ‘comprehension dogs’ bookmark (please ask if you have lost and need a new one) in their Reading Records – this is useful as it has lots of examples of questions to ask related to key reading skills such as retrieval, inference, summarising and understanding vocabulary.

This term will be particularly focusing on the following skills:



## Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



**Inference Iggy** will help you hunt for clues in a text about how someone might be feeling or why something is happening.

## Compare, Contrast & Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.  
2h: Make comparisons within the text.



**Cassie the Commentator** discusses the content of a paragraph/text and compares events and characters.  
**Can you do the same?**

## Author Choice Questions

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



**Arlo the Author** likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.

- Reading Eggs/Reading Eggspress – read one of the set books and answer the questions based on what is read. <https://readingeggs.co.uk/>  
Login and password is in the back of Reading Records.
- Oxford Owl – ebooks available to read and spelling activities. Follow link below and click on 'My Class Login' and then enter the following details: Username: llps56 Password: year5/6  
<https://www.oxfordowl.co.uk/login?active-tab=students>
- Other books – see the links for a range of other books that may be of interest related to our topic.  
<https://www.booktrust.org.uk/booklists/w/world-war-ii-childrens/> and <https://www.booksfortopics.com/ww2>
- Choose a book you have read and enjoyed recently – write a book review to include the following details:
  - Name of book and author
  - What the story is about
  - Why you enjoyed it
  - Who you would recommend it to
  - A star rating out of 5
  - A picture of a scene/character(s)

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### Maths Activities

- Keep learning times tables up to the 12x table so you can give quick recall. Below is the order in which times tables should be learnt: 2x, 5x, 10x, 3x, 4x, 6x, 7x, 8x, 9x, 11x and 12x tables.  
It is also important to know the division facts and other related facts that match the times tables e.g. If I know  $6 \times 4 = 24$ , I also know  $4 \times 6 = 24$ ,  $24 \div 4 = 6$  and  $24 \div 6 = 4$ . I will therefore also know  $6 \times 40 = 240$  and  $240 \div 40 = 6$  as well as  $4 \times 600 = 2,400$  and  $2,400 \div 600 = 4$  etc.
- ✓ **We are using the Times Table Rockstars programme (login and password is in the back of Reading Records) this year to secure our knowledge and quick recall of times tables and division facts. As well as doing daily activities/tests in class, there will also be activities set for the children to do at home on <https://trockstars.com/>. Your child will be able to tell you what times tables we are working on each week.**
- ✓ Another useful website is Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ✓ Another good way of practising times tables is to have a competition between family members and friends – you can roll a dice twice and see who gets the answer the quickest. Here are links to printable dice:  
12 sided - <https://www.timvandevall.com/wp-content/uploads/Printable-12-Sided-Paper-Dice-Tabs.pdf>  
Other Templates - <https://www.timvandevall.com/printable-paper-dice-template/>

- **Mathletics** – complete the set activities based on what we have been covering in class. Maths concepts for this term include:
  - Measures including converting between units of measurement for length, capacity and mass using our knowledge of multiplying and dividing by 10/100/1,000.
  - Investigating 2D and 3D shapes and their properties including angles.
  - Four Operations including mental and written methods – revisiting the column method for addition and subtraction. Furthermore, we will also be revisiting written methods of short multiplication and short division as well as applying our methods to solving word problems using all four operations.
  - Fractions including: finding fractions of amounts, ordering, and comparing fractions, mixed numbers, proper/improper fractions, adding, subtracting and multiplying fractions.

- Try out some of the Year 4 and 5 Teach Active maths activities on Teach Active website using the link below (easier to copy and paste the link as sometimes doesn't load when clicked on). <https://www.teachactive.org/my-account/?code=CS375>

### Writing/Spelling, Punctuation and Grammar (SPaG) Activities

- **Spelling** – we are now on the Y5 Oxford Owl Spelling Scheme. Each unit is related to a particular spelling pattern and a list of the words to practise and learn for each pattern are also listed below. As each unit takes a different amount of time, your child should be able to tell you what spelling pattern we are covering in class but this information and word lists will also be updated on Teams. **All spelling lists for each unit can also be accessed within the children's Microsoft Teams accounts in: Files - Class Materials - English – Spellings - Y5 Spelling Units.**

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<p><b>Unit 1: words with the silent letter 'b'</b></p> <p>bomb climb comb crumb debt doubt lamb limb numb subtle thumb tomb</p>	<p><b>Unit 2: words ending in -ible</b></p> <p>credible edible horrible legible possible resistible responsible reversible sensible terrible visible</p>	<p><b>Unit 3: words ending in -able</b></p> <p>adaptable adorable bearable beatable believable breakable changeable comfortable enjoyable envious knowledgeable miserable noticeable predictable reasonable reliable suitable understandable</p>	<p><b>Unit 4: words with the silent letter 't'</b></p> <p>bustle castle fasten glisten hustle jostle listen nestle rustle soften thistle whistle wrestle</p>	<p><b>Unit 5: words ending in -ibly and -ably</b></p> <p>adorably comfortably considerably credibly horribly incredibly miserably possibly reasonably responsibly sensibly suitably</p>	<p><b>Unit 6: words ending in -ent</b></p> <p>absent ancient confident decent dependent different efficient frequent innocent intelligent magnificent obedient patient silent urgent violent</p>
<p><b>Unit 7: words ending in -ence</b></p> <p>absence agency competence confident decency dependence difference evidence frequency independence innocence intelligence magnificence obedience</p>	<p><b>Unit 8: words with the sound 'ee' spelt 'ei'</b></p> <p>achieve caffeine ceiling conceit conceive deceit deceive either neither receipt perceive protein receive</p>	<p><b>Unit 9: words ending in -ant, -ance and -ancy</b></p> <p>assistance assistant defiance defiant distance distant elegance elegant expectant hesitancy observance observant relevant relevance</p>	<p><b>Unit 10: words ending in 'shus' spelt -cious</b></p> <p>atrocious conscious delicious ferocious malicious precious spacious suspicious vicious</p>	<p><b>Unit 11: words ending in 'shus' spelt -tious</b></p> <p>ambitious cautious fictitious infectious nutritious scrumptious superstitious</p>	<p><b>Unit 12: words ending in 'shul' spelt -cial or -tial</b></p> <p>artificial confidential essential financial initial official partial social special</p>

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- Spelling – those children with red spelling books should practice the words sent home focus on securing the spelling of any high frequency words they find tricky as well as checking in any writing done.
- Writing – encourage children to write at any opportunity. This could be writing a shopping list or writing about a book they have read or instructions for a game they have played as well as writing emails to family and friends. Incidental writing is a great way of getting children to write without being forced to and will help their ability to write for a range of purposes.
- SPaG.com – complete the set activities based on previous years’ learning and concepts that are being covered in class this year.  
<https://www.spag.com/> Login and password is in the back of Reading Records.  
See [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf) for a detailed guide to any unfamiliar terms related to grammar and punctuation.

### Science Activities

#### WW2 Science Activities:

- Phases of the Moon - during WWII many of the attacks took place during the night. In fact certain phases of the moon were given nicknames by the RAF men such as ‘Bombers Moon’. On numerous occasions famous battle dates were set in order to take advantage of the certain phase of the moon. Which phases of the moon were likely to be used for bombing raids? When would the next ‘Bombers Moon’ be?
- Periscopes - submarines became powerful forces of action in WWII as they had the ability to hide beneath the surface of the sea, yet still attack ships and boats as they sailed with precious cargos either of provisions or fighting men and their equipment. In order to see where their target was they used periscopes. This was also true of the soldiers who were in the trenches who used periscopes to watch the enemy. Can you design and create your own periscope to look around the corner of different rooms.  
<https://learning.sciencemuseumgroup.org.uk/resources/periscope/>
- Exercise and healthy lifestyles - schools believed that the frequent dashes to the air raid shelters provided enough exercise for children during the war. PE lessons were basic and involved exercising children in lines in the playground. Why is it especially important for children to exercise? How do different activities affect our pulse rate and breathing? Which activities affect our pulse rate and breathing the most?
- Sound: pitch and volume - air raid sirens were used in cities to warn of enemy air attacks. When people heard the sirens they would stop what they were doing and run for a shelter. The sirens were very loud and had a cone-shaped horn. Does a cone-shape make sounds louder? Make some cones from cardboard and investigate. Can you find other ways to make sounds louder?

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### Topic Activities

#### Mad About Maps

Topic – to support our learning in school follow the link to pupil activities on Digimaps for Schools:

<https://dfsresources.edina.ac.uk/resources/subject/pupil-resources-108>

Children might also just want to explore the maps including using the function where they can see how countries involved in WW2 have changed over time by changing the dates of maps viewed.

Username: RG316YG

Password: bousts6916 <https://digimapforschools.edina.ac.uk>

#### Wartime Scene

Imagine you are standing in the streets of London after a night of bombings during World War II. What might you see, hear, smell, feel and taste around you? Create a picture/piece of artwork that shows the mood of this scene.



#### WW2 Coins

Research the coins that were in circulation during World War II.

Create a table that shows a drawing of the coin, its name (and any alternative names) and how much each coin would be worth today in decimal currency.

#### Wartime Menu

Research rationing and the foods that were available during wartime and create a wartime menu.

<https://the1940sexperiment.com/100-wartime-recipes/>

#### Ration Meal

Make a wartime meal using the rations available to them at the time.

<https://the1940sexperiment.com/100-wartime-recipes/>

#### Propaganda Poster

Create a propaganda poster that could be used during wartime. Think of the poster themes we will be looking at in class: Make Do and Mend, Dig for Victory, Blackout, Recruiting Troops etc.

#### Acrostic Poem

Create an acrostic poem using the words World War Two. Can you try and tell a story through your poem.

e.g. Watching the ruthless bombs rain down.

Out of nowhere, the siren goes off.

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#### Anderson Shelter

Create your own model of an Anderson Shelter. Choose the materials you use carefully.



<http://www.primaryhomeworkhelp.co.uk/war/shelters.htm>

<https://www.andersonshelters.org.uk/>

#### Clothes Rationing

##### CLOTHES RATIONING DURING WORLD WAR TWO - YEAR 5

During the Second World War, every man, woman and child was allowed 48 coupons per year for clothes.

ITEM	COUPONS
Overcoat or raincoat	5
Jacket or blazer	6
Boy's trousers	6
Girl's gym tunic/skirt	4
Girl's dress	5
Pyjamas/nightie/dressing gown	6
Cardigan/jumper	5
Underpants/knickers/vest	2
Boy's shirt/girl's blouse	4
Child's shoes/sandals/boots	2
Gloves/hat/scarf/cap	2
Socks/stockings	1
Ties/handkerchiefs	1

What would you get for your 48 coupons?  
Why?