



## Victoria Dock Primary School Home Learning Plan



### Year 5

### Week Commencing 4<sup>th</sup> January

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

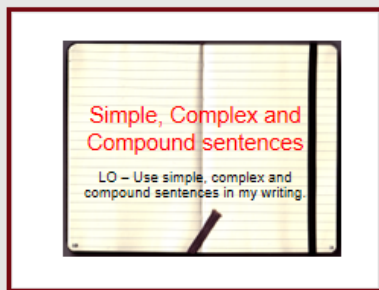
<b>Year 5 Maths – Online Learning</b>		
<b>Multiplication and Division</b>		
Lesson	Video Link	Worksheet
Lesson 1- multiples	<a href="https://vimeo.com/468940874">https://vimeo.com/468940874</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-D1-Multiples-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-D1-Multiples-2019.pdf</a>
Lesson 2- factors	<a href="https://vimeo.com/468941522">https://vimeo.com/468941522</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-D2-Factors-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-D2-Factors-2019.pdf</a>

# Writing

## SPaG

We are concentrating on grammar this week and going through some things that we need to consolidate. Please complete these activities.

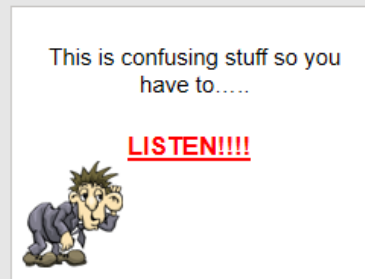
- Compound sentences



Simple, Complex and Compound sentences


LO - Use simple, complex and compound sentences in my writing.

1

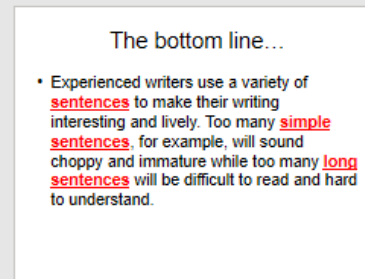


This is confusing stuff so you have to.....

**LISTEN!!!!**



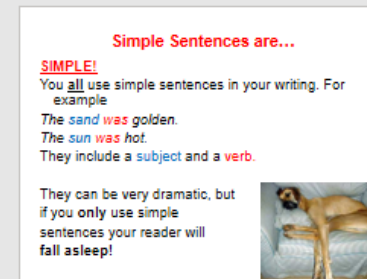
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The bottom line...

- Experienced writers use a variety of **sentences** to make their writing interesting and lively. Too many **simple sentences**, for example, will sound choppy and immature while too many **long sentences** will be difficult to read and hard to understand.

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Simple Sentences are...


**SIMPLE!**

You **all** use simple sentences in your writing. For example

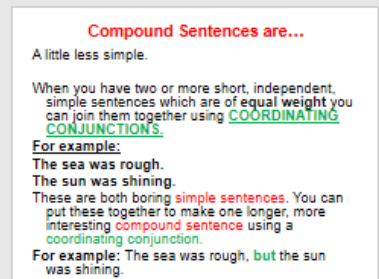
The **sand** was golden.  
The **sun** was hot.

They include a **subject** and a **verb**.

They can be very dramatic, but if you only use simple sentences your reader will fall asleep!



4



Compound Sentences are...

A little less simple.

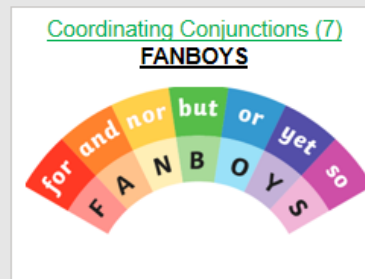
When you have two or more short, independent, simple sentences which are of equal weight you can join them together using **COORDINATING CONJUNCTIONS**.

For example:  
The sea was rough.  
The sun was shining.

These are both boring **simple sentences**. You can put these together to make one longer, more interesting **compound sentence** using a **coordinating conjunction**.


For example: The sea was rough, **but** the sun was shining.

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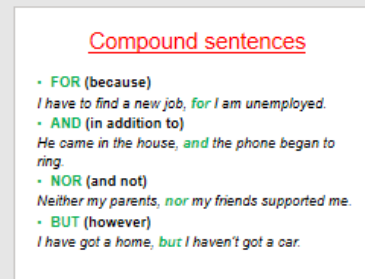
Coordinating Conjunctions (7)

**FANBOYS**



A colorful arc diagram showing the mnemonic FANBOYS. The letters are: F (for), A (and), N (nor), B (but), O (or), Y (yet), S (so).

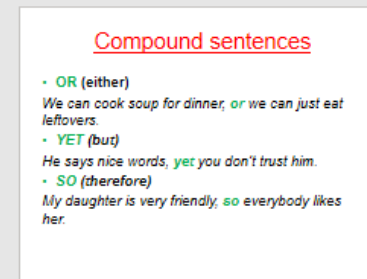
6



Compound sentences

- **FOR** (because)  
*I have to find a new job, **for** I am unemployed.*
- **AND** (in addition to)  
*He came in the house, **and** the phone began to ring.*
- **NOR** (and not)  
*Neither my parents, **nor** my friends supported me.*
- **BUT** (however)  
*I have got a home, **but** I haven't got a car.*

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Compound sentences

- **OR** (either)  
*We can cook soup for dinner, **or** we can just eat leftovers.*
- **YET** (but)  
*He says nice words, **yet** you don't trust him.*
- **SO** (therefore)  
*My daughter is very friendly, **so** everybody likes her.*

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Tuesday 5th January \*\*

SPaG- compound sentences

- I can create compound sentences and vary the way I structure these.



**Task 1-** using the coordinating conjunction in brackets, turn these simple sentences into compound sentences. Don't forget your comma before the conjunction.

- 1) I work in a post office. (and)
- 2) He is very good at playing football. (but)
- 3) She will have to work hard at school. (or)
- 4) Aimee opened the door. (so)

**Task 2-** using the same 4 conjunctions above, write your own set of compound sentences in your book. Underline the conjunction. Make sure the two simple sentences (independent clauses) make sense on their own.

**Challenge-** write some of your own using different conjunctions that you haven't used yet.

# • Complex sentences

## So far we have learnt....

**Simple Sentences** – Contain a **subject** and a **verb**.

The sun **shines** brightly.  
The children **play** football on the beach.

**Compound Sentences** – Contain a **subject**, a **verb** and a **coordinating conjunction**.

The sun was **shining**, **so** the people got **burnt**.  
The seagulls **sang**, **and** the sea **came** in.

**Another note:** Try not to use the same **conjunction** over and over again. Vary them to make it more interesting!

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## Complex sentences are...

The hardest of all! So listen carefully...

### The Small Print...

When you make a compound sentence you are joining two or more simple sentences together with a **coordinating conjunction**. If you took the **conjunction** away, the sentences would be complete and they would still make sense.

This isn't the same for **complex sentences**. Complex sentences don't just divide into neat, complete, simple sentences if you take out the **conjunctions**.

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## Complex sentences are...

In complex sentences the **conjunction** is used to join together **clauses**. It is called the **subordinating conjunction**.

A **clause** is a group of words that contains a **subject** and a **verb**.

Some of these **clauses** might be complete short sentences, but in a complex sentence at least one of them will **depend** on the **subordinating conjunction** for its meaning.

**In other words, if you take the conjunction away, the sentence won't divide into complete units that make sense by themselves!**

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## Subordinating Conjunctions

### ISAWAWABUB



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## Complex sentences

### • AFTER

**After** she picks me up, Mum is taking me to buy some new shoes.

Or...

Mum is taking me to buy some new shoes **after** she picks me up.

## Complex sentences

### • Because

**Because** it was raining, I quickly put up my umbrella.

Or...

I quickly put up my umbrella **because** it was raining.

I tried to speak Spanish, and my friend tried to speak French.

COMPOUND

When he handed in his homework, he forgot to give the teacher the test page.

COMPLEX

Some students like to study in the mornings.

SIMPLE

Alice goes to the library to study everyday.

SIMPLE

Mark played football, so Maria went shopping.

COMPOUND

Kelly and Seth went to the movies after they finished studying

COMPLEX

## THE POINT of all this....

- You **MUST** vary your sentences when writing descriptively.
- It makes your writing more **INTERESTING AND ENGAGING**

Wednesday 6th January

SPaG- complex sentences

- I can create complex sentences and vary the way I structure these.



Task 1- finish off these sentences by adding more detail to the subordinate clause or adding to the main clause to create a complex sentence.

- 1) While the rain poured down,
- 2) If someone is being bullied,
- 3) The relaxed man snored on his sofa....
- 4) Florence jumped high into the air....

Task 2- now rewrite your sentences above, changing where the subordinate clause is (switch your sentences around).

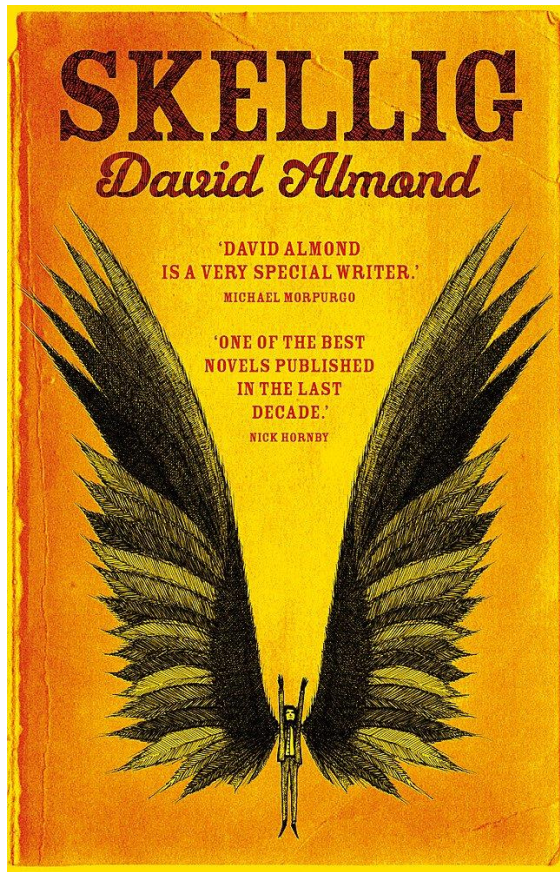
Challenge- write some of your own complex sentences using different subordinate conjunctions that you haven't used yet.

- **Verbs and tenses**

Click on this website and read the information, watch the video links, and complete the four activities on the page. <https://www.bbc.co.uk/bitesize/articles/zh4thbk>

## Reading

- Our new guided reading book is 'Skellig'. Complete the prediction activities below based on the front cover only.



- *Why do you think the book is called Skellig? Explain.*
- *Who or what do you think the character is on the front cover?*
- *Read the reviews. What is your overall impression of this book? Why?*
- *What do you think will happen in the story? Why?*

Wednesday 6th January 2021

x/xx

### **Skellig**

**NCO: I can predict what might happen offering an explanation and evidence (ARE)**

Task- read the blurb below and make two predictions based on the text. Give reasons for your opinions (P.E.E).



**'Michael steps into the crumbling garage. What is this thing beneath the spiders' webs and dead flies? A human being or a strange kind of beast never seen before? The only person Michael can confide in is Mina. Together, they carry the creature into the light, and Michael's world changes forever.'**

- I predict that.....will/ might/ could.....
- I think this because in the text it says....
- This creates the idea that.....

**Challenge-** based on what we have seen so far, do you think you will like this story? Give a reason for your opinion.

Thursday 7th January 2021

x/xx

### **Skellig**

**NCO: I can predict what might happen offering an explanation and evidence (ARE).**



Task 1- read chapter one and make a list of things that we learn.

Task 2- using what we already know, make two predictions about what you think will happen next in the story. Give evidence from the text to support your ideas (P.E.E).

**Challenge-** how does the first line of the book entice you (tempt you) into reading more of the story?



## One

I found him in the garage on a Sunday afternoon. It was the day after we moved into Falconer Road. The winter was ending. Mum had said we'd be moving just in time for the spring. Nobody else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.

He was lying there in the darkness behind the tea chests, in the dust and dirt. It was as if he'd been there forever. He was filthy and pale and dried out and I thought he was dead. I couldn't have been more wrong. I'd soon begin to see the truth about him, that there'd never been another creature like him in the

world.

We called it the garage because that's what the estate agent, Mr Stone, called it. It was more like a demolition site or a rubbish dump or like one of those ancient warehouses they keep pulling down at the quay. Stone led us down the garden, tugged the door open and shone his little torch into the gloom. We shoved our heads in at the doorway with him.

'You have to see it with your mind's eye,' he said. 'See it cleaned, with new doors and the roof repaired. See it as a wonderful two-car garage.'

He looked at me with a stupid grin on his face.

'Or something for you, lad - a hide-away for you and your mates. What about that, eh?'

I looked away. I didn't want anything to do with him. All the way round the

house it had been the same. Just see it in your mind's eye. Just imagine what could be done. All the way round I kept thinking of the old man, Ernie Myers, that had lived here on his own for years. He'd been dead nearly a week before they found him under the table in the kitchen. That's what I saw when Stone told us about seeing with the mind's eye. He even said it when we got to the dining room and there was an old cracked toilet sitting there in the corner behind a plywood screen. I just wanted him to shut up, but he whispered that towards the end Ernie couldn't manage the stairs. His bed was brought in here and a toilet was put in so everything was easy for him. Stone looked at me like he didn't think I should know about such things. I wanted to get out, to get back to our old house again, but Mum and Dad took it all in. They went on like

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ing it. Then the baby came too early. And here we were.



## Other Subjects

- **Topic –** our new topic is ‘We are Hull’. Check out this website to learn more about our local area. <http://www.vdvh.co.uk/historyofthedock.html>
- **Topic-** also, you can research some famous people from Hull to find out more about them.

### Famous People From Hull

Use this sheet to research information about significant people associated with Hull.

Name	Dates Lived	Job	Famous For	Any Other Interesting Facts?
J Arthur Rank				
William Wilberforce				
Philip Larkin				
Amy Johnson				
Maureen Lipman				
John Prescott				
Clive Sullivan				
Debra Stephenson				
The Housemartins				

- **Art**- The Deep is famous in Hull, not only for its magnificent architecture but because it is one of the most spectacular aquariums in the world. Try and sketch your version of this beautiful construction.



- **PE**- try some relaxing, calming yoga with Cosmic Kids.  
<https://www.youtube.com/user/CosmicKidsYoga>

**\*\* If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.**

