



Victoria Dock Primary School Home Learning Plan



Year 5

Week Commencing 11th 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.

Year 5 Maths – Online Learning		
Multiplication and Division		
Lesson	Video Link	Worksheet
Lesson 3- common factors	https://vimeo.com/469693647	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO3-Common-factors-2019-1.pdf
Lesson 4- Prime numbers activity	https://vimeo.com/469694302	N/A
Lesson 5- Prime numbers	https://vimeo.com/469694974	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO4-Prime-numbers-2019.pdf

Writing

Writing Task 1- Paragraph writing. PowerPoint below (will have video link to go with it on Microsoft Teams).

WHEN TO START A NEW PARAGRAPH

- A paragraph is a section of your story. All of the sentences in your paragraph should be about one chunk of information. The paragraphs are indented or there is a line skipped between them.
- How long should your paragraphs be? They should be as long or as short as you need them to be.
- Why do writers, especially fiction writers, need to worry about knowing when to begin a new paragraph? The main reason is to keep the readers from becoming confused



CHANGE OF TIME

The new time could be only a few minutes away, or it could be years in the future. On the other hand, it could also be part of a flashback and be set in the distant, or not so distant, past. Following are five phrases that signal a change in time:

- 1) Later that afternoon,
- 2) Two hours later,
- 3) The next day,
- 4) Earlier that day,
- 5) Before the accident,



CHANGE OF PLACE

- When locations are switched, a new paragraph needs to be started. Many short stories take place in one location, while the story in a book can take place in several different locations. Following are five phrases that signal a change in location:

- 1) Meanwhile, over at the restaurant,
- 2) Back at the compound,
- 3) Inside the house,
- 4) Behind the fence,
- 5) Over by the entertainment centre,



CHANGE OF TOPIC

- When you move from one topic to another, you need to start a new paragraph so that the reader does not get confused.

Example

A paragraph that is about your favourite food and drink will be different to a paragraph about your favourite hobbies and interests.

- If you are talking about a different thing, you are changing the topic.



TiPToP
Start a new paragraph when there is a change in:

- TIME** → 
- PLACE** → 
- TOPIC** → 
- PERSON/SPEAKER** → 

CHANGE OF PERSON/ SPEAKER

- If the speaker changes the subject during the time he is speaking, then you need to start a new paragraph even though the speaker is still the same.
- Quotation marks are needed at the beginning of each new paragraph for the speaker. Ending quotation marks are not needed until the character is done speaking, another character speaks up, or it goes back to the narrative.
- Remember, new speaker, new line.



DRAMATIC EFFECT!

- You can use your own judgment for this one. A new paragraph can be started if you want to convey a dramatic effect.
- What kind of dramatic effect? Well, that depends on the type of story you are writing, but the dramatic effect should be something that is unexpected, not something that is obvious.
- Once you are done writing your story, read back over it, and ensure your paragraphs will make it easy for your readers to understand.



Monday 11th January **

Composition - TPTOP

- I know when to use paragraphs.

Task 1 - sort the sentences. Work out whether the sentences are about:

- (a) The food and drink the person likes/dislikes.
- (b) Their hobbies and activities they like or dislike
- (c) The music, films and TV programmes that they like or dislike

Put the correct letter next to the sentence.

- I don't like eating fish.
- I don't like rap music
- I enjoy playing football.
- I dislike playing rugby.
- I hate cherry cola and peanuts.
- I go dancing every Thursday evening.
- I always watch 'Ant & Dec' on Saturday night.
- I don't like watching Power Rangers.
- I dislike going to the gym.
- I like listening to Westlife

You should now have worked out which paragraph each sentence should go in.

Task 2- put the sentences into paragraphs.

*Copy out the sentences into your book in the form of **three** paragraphs. Remember to leave a line in between each paragraph.*

Challenge- improve one of the paragraphs by adding conjunctions to make compound and complex sentences.

***Writing Tasks 2, 3, 4 and 5 are all based on our new piece of writing which is going to be a persuasive piece of writing.**

Writing task 2- Experience Day 1- WAGOLL- identifying features.



Find the Features

I can explore the features of a discussion.

Identify the features of a discussion, marking this text in the way described below.

A discussion...

includes an introduction; Introduce what the discussion is about.	Write the word 'Introduction' next to the paragraph you think is the introductory paragraph.
presents different views or theories; Make this a separate middle section.	Write the words 'Argument For' next to any paragraphs presenting the arguments for offering the prize. Write the words 'Argument Against' next to any paragraphs presenting the arguments against offering the prize.
adds supporting evidence; Back up arguments with facts or research.	Underline some examples of arguments being backed up by evidence.
builds cohesion across paragraphs; Use devices such as using pronouns rather than repeating nouns; use adverbials of time, place, number and other adverbials and use tense choices.	Highlight some examples of pronouns and nouns in green. Highlight one or more examples of adverbials in pink. Highlight one or more examples of tense choices helping to build cohesion in blue.
adds my own opinion; Write what you think.	Write the words 'Eduard's Opinion' next to the paragraph where you think he shared his opinion.
includes a concluding statement. End your text appropriately.	Write the words 'Concluding Statement' next to the paragraph which you think contains the conclusion.

Should the Tsar Offer Half of his Kingdom to Whoever Captures the Firebird?



Your Majesty,
I have counselled you on many issues over the years and today I will present to you the arguments surrounding the question you have asked me to investigate, that of whether you should or should not give half of your kingdom to whoever captures the firebird. It is not a simple decision for you to make, Your Majesty, but I hope you will find this discussion useful.



Find the Features



Many of your advisers have already pointed out how serious a problem it is that the firebird is taking the golden apples. A valuable reward is, therefore, necessary to motivate people to bring the firebird to you. Although your sons should do this without a reward, it is obvious that some of them are motivated by the prize you have offered. The apples on that tree are the only ones of their kind. They are obviously treasured by you and, as a result, a generous reward is suitable in this situation.



Secondly, in addition to stopping the firebird stealing, we should consider what a joy it will be to have the firebird in your possession. Witness accounts available to us so far indicate that she is a strikingly beautiful creature and by owning the firebird, you will be the envy of all the tsars in the surrounding lands. The firebird could become a famous feature of our kingdom. Your other advisers have already mentioned the idea that she could appear as an image on our flag one day. Undoubtedly, she would be a fitting symbol for our kingdom. Although she has stolen from us, she is powerful, beautiful and graceful. Acquiring her would indeed benefit us all.



On the other hand, half of the kingdom is a very valuable prize to give away. The security of our kingdom and the strength of the leadership of this land needs to be considered very carefully. Although the assumption is that this prize is only being offered to one of your sons (rather than to the general population), dividing the kingdom in this way could show a sign of weakness to our enemies.



The princes are still very young and inexperienced in ruling and so the smooth running of the kingdom could be in jeopardy if one of them were to share your throne before they have matured sufficiently. It is not for me to comment on their individual strengths and weaknesses but it is generally acknowledged that they all have much to learn from their father before they rule by themselves.



In view of the arguments for and against, I would advise you, Your Majesty, not to offer half of your kingdom as a prize. The argument that the strength of our kingdom would be under threat is, for me, a convincing and salient one.



However, it is my role to advise you and you, Your Majesty, always show the greatest wisdom in all you do and I know you will do so again, taking the arguments for and against carefully into account. Thank you for listening and you have my never-ending support with whichever decision you make.

Writing Task 3- Experience Day 2

A Balanced Discussion

Imagine that your friend has a birthday coming up. They have been told that they can take a few friends on a high ropes course activity trip or go to an ice cream parlour.

You need to present both sides of the discussion on which to choose to your friend. You can present your opinion at the end of your discussion but you need to show that you can talk to them about the good and bad points of each option to help them weigh up their choice.

Make a recording of your balanced argument so that Mrs Peachey can hear your ideas. Don't forget to use your checklist of features from yesterday.

Writing Task 4- Match up activity

I have jumbled up a persuasive text in the form of a letter. Cut it up and put it in the right order, number them, or you can write the full thing out correctly if you prefer. **Has it got all the features we have been thinking about? Can you identify them?**

Secondly, doing the same thing every day becomes boring and nobody likes boring. Do you think parents would choose a boring school for their children? If you want the pupils in the school to enjoy school, they need to have variety: a variety of lessons, a variety of activities and, obviously, a variety of meals. There are lots of options out there (rice, pasta, even mashed potatoes) it's not too difficult to do.

Please consider the points I have raised in this letter carefully. My fellow pupils and I look forward to hearing your response

Yours sincerely,
Mustafa Berger 5XJ

To begin with, everyone knows that chips are unhealthy. They are deep fried in oil or fat which the children will eat. That cannot be good for children to ingest every day. Chips are also very high in starch. Too much starch in our bodies will upset these poor children's stomachs. Do you really want us to learn in such an unhealthy environment?

I realise that some people might say, "What's the problem? Chips are delicious!" I say that the fact that they are delicious doesn't mean that they are not bad for you. Chips are already unhealthy and when they are covered in salt, ketchup and mayonnaise, that's even worse! We might as well have chocolate and sweets every day for lunch instead! Ridiculous, isn't it?

Dear Mr. Cooke,

Having been a pupil at Caxton Primary for the last few weeks, I feel I should share my feelings about the food served in the lunch hall. Serving chips every day is unacceptable and I hope, by writing this letter, to convince you that this must change.

Writing Task 5- sentence stacking 1

We are going to persuade people that zoos are nice places. Follow the steps below and complete the sheet (this would normally be my whiteboard in the classroom). This will be part of your introduction section. Write or type your sentences out when you have completed the planning side of each sentence. Your title is going to be-

Are zoos heavenly or horrendous places?

**You need to change the underlined words on the writing side. Challenge- change bold parts.*

<i>Planning side</i>	<i>Writing side</i>
<p>Collect synonyms for 'common' and 'improved' below.</p> <ul style="list-style-type: none"> • Common- • Improved- 	<p><i>As animal rights become more <u>common</u>, the conditions within many zoos have <u>improved</u> over the years.</i></p>
<p>Collect ideas- what do zoos have in them?</p> <ul style="list-style-type: none"> • - • - • - <p>What do these things offer?</p> <ul style="list-style-type: none"> • which..... • which..... 	<p><i>Zoos include <u>aquariums, safari parks</u> and indeed many institutions <u>which house animals for display</u>.</i></p>
<p>Why are people against zoos?</p> <ul style="list-style-type: none"> • - • - • - • - 	<p><i>Many people argue that zoos <u>imprison animals by removing them from their natural environment, where their liberty is taken away</u>.</i></p>

Reading

Reading task 1

Two

I nearly got into the garage that Sunday morning. I took my own torch and shone it in. The outside doors to the back lane must have fallen off years ago and there were dozens of massive planks nailed across the entrance. The timbers holding the roof were rotten and the roof was sagging in. The bits of the floor you could see between the rubbish were full of cracks and holes. The people that took the rubbish out of the house were supposed to take it out of the garage as well, but they took one look at the place and said they wouldn't go in it even for danger money. There were old chests of drawers and broken

wash-basins and bags of cement, ancient doors leaning against the walls, deck chairs with the cloth seats rotted away. Great rolls of rope and cable hung from nails. Heaps of water pipes and great boxes of rusty nails were scattered on the floor. Everything was covered in dust and spiders' webs. There was mortar that had fallen from the walls. There was a little window in one of the walls but it was filthy and there were rolls of cracked lino standing in front of it. The place stank of rot and dust. Even the bricks were crumbling like they couldn't bear the weight any more. It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away.

I heard something scratching in one of the corners, and something scuttling about, then it all stopped and it was just dead quiet in there.

I stood daring myself to go in.
I was just going to slip inside when I heard Mum shouting at me.
'Michael! What you doing?'
She was at the back door.
'Didn't we tell you to wait till we're sure it's safe?'
I stepped back and looked at her.
'Well, didn't we?' she shouted. 'Yes,' I said.
'So keep out! All right?'
I shoved the door and it lurched half-shut on its single hinge.
'All right?' she yelled.
'All right.' I said. 'Yes. All right. All right.'
'Do you not think we've got more to worry about than stupid you getting crushed in a stupid garage?'
'Yes.'
'You just keep out, then! Right?'
'Right. Right, right, right.'

Then I went back into the wilderness we called a garden and she went back to the flaming baby.

Monday 11th January

NCO: I can distinguish between statements of facts and opinion.

Definitions

- **Fact**- something that actually exists and is real and true.
- **Opinion**- a view or judgment formed about something, not necessarily true or based on a fact.

Task- read chapter 2 of the book and note whether these statements are **True** or **False facts**. Do this by noting down 'T' for true and 'F' for false.

Michael nearly got into the garage on Sunday morning.	
The garage collapsed in a heap.	
Mum does not care about Michael.	
The people left the rubbish in the garage because it was too dangerous.	
The baby was on fire.	

One of these statements is false because it is not a fact, but it is an opinion instead. Which one is it? Copy it down here-

Explain why it is an opinion instead of a fact.

Reading task 2

Three

The garden was another place that was supposed to be wonderful. There were going to be benches and a table and a swing. There were going to be goal-posts painted on one of the walls by the house. There was going to be a pond with fish and frogs in it. But there was none of that. There were just nettles and thistles and weeds and half-bricks and lumps of stone. I stood there kicking the heads off a million dandelions.

After a while, Mum shouted was I coming in for lunch and I said no, I was staying out in the garden. She brought me a sandwich and a can of Coke.

'Sorry it's all so rotten and we're all in

such rotten moods,' she said.

She touched my arm.

'You understand, though. Don't you, Michael? Don't you?'

I shrugged.

'Yes,' I said.

She touched me again and sighed.

'It'll be great again when everything's sorted out,' she said.

I sat on a pile of bricks against the house wall. I ate the sandwich and drank the Coke. I thought of Random Road where we'd come from, and all my old mates like Leakey and Coot. They'd be up on the top field now, playing a match that'd last all day.

Then I heard the doorbell ringing, and heard Doctor Death coming in. I called him Doctor Death because his face was grey and there were black spots on his hands and he didn't know how to smile. I'd seen him lighting up a fag in his car

one day as he drove away from our door. They told me to call him Doctor Dan, and I did when I had to speak to him, but inside he was Doctor Death to me, and it fitted him much better.

I finished the Coke, waited a minute, then I went down to the garage again. I didn't have time to dare myself or to stand there listening to the scratching. I switched the torch on, took a deep breath, and tiptoed straight inside.

Something little and black scuttled across the floor. The door creaked and cracked for a moment before it was still. Dust poured through the torch beam. Something scratched and scratched in a corner. I tiptoed further in and felt spider webs breaking on my brow. Everything was packed in tight – ancient furniture, kitchen units, rolled-up carpets, pipes and crates and planks. I kept ducking down under the hosepipes

and ropes and kitbags that hung from the roof. More cobwebs snapped on my clothes and skin. The floor was broken...

Tuesday 12th January

NCO: I can distinguish between statements of facts and opinion.

Definitions

- Fact- something that **actually exists** and is real and true.
- Opinion- a view or judgment formed about something, not necessarily true or based on a fact.

Task- read the first part of chapter 3 of the book and note whether these statements are True or False facts. Do this by noting down 'T' for true and 'F' for false.

There was going to be a pond with fish and frogs in it.	
Mum apologises to Michael.	
Doctor Death killed people.	
Michael heard something in the garage.	
The garden was wonderful.	

One of these statements is false because it is not a fact, but it is an opinion instead. Which one is it? Copy it down here-

Explain why it is an opinion instead of a fact.

Reading Task 3

and crumbly. I opened a cupboard an inch, shone the torch in and saw a million woodlice scattering away. I peered down into a great stone jar and saw the bones of some little animal that had died in there. Dead bluebottles were everywhere. There were ancient newspapers and magazines. I shone the torch on to one and saw that it came from nearly fifty years ago. I moved so carefully. I was scared every moment that the whole thing was going to collapse. There was dust clogging my throat and nose. I knew they'd be yelling for me soon and I knew I'd better get out. I leaned across a heap of tea chests and shone the torch into the space behind and that's when I saw him.

I thought he was dead. He was sitting with his legs stretched out, and his head tipped back against the wall. He was covered in dust and webs like everything else and his face was thin and

pale. Dead bluebottles were scattered on his hair and shoulders. I shone the torch on his white face and his black suit.

'What do you want?' he said.

He opened his eyes and looked up at me.

His voice squeaked like he hadn't used it in years.

'What do you want?'

My heart thudded and thundered.

'I said, what do you want?'

Then I heard them yelling for me from the house.

'Michael! Michael! Michael!'

I shuffled out again. I backed out through the door.

It was Dad. He came down the path to me.

'Didn't we tell you—' he started.

'Yes,' I said. 'Yes. Yes.'

I started to brush the dust off myself. A spider dropped away from my chin on a long string.

He put his arm around me.

'It's for your own good,' he said.

He picked a dead bluebottle out of my hair.

He thumped the side of the garage and the whole thing shuddered.

'See?' he said. 'Imagine what might happen.'

I grabbed his arm to stop him thumping it again.

'Don't,' I said. 'It's all right. I understand.'

He squeezed my shoulder and said everything would be better soon.

He laughed.

'Get all that dust off before your mother sees, eh?'

Wednesday 13th January

NCO: I can distinguish between statements of facts and opinion.

Task- read the second part of chapter 3 and tick the statements that are facts.

The thing in the garage wore a black suit.	<input type="checkbox"/>
Dad was mad at Michael.	<input type="checkbox"/>
The thing in the garage said, 'What do you want?'	<input type="checkbox"/>
Spiders lived in the garage.	<input type="checkbox"/>
The thing was a tramp.	<input type="checkbox"/>

Why are the statements that you have ticked all facts? Explain.

Write a fact of your own based on what you have read today.

Reading task 4

Four

I hardly slept that night. Every time I did drop off I saw him coming out of the garage door and coming through the wilderness to the house. I saw him in my bedroom. I saw him come right to the bed. He stood there all dusty and white with the dead bluebottles all over him.

'What do you want?' he whispered. 'I said, what do you want?'

I told myself I was stupid. I'd never seen him at all. That had all been part of a dream as well. I lay there in the dark. I heard Dad snoring and when I listened hard I could hear the baby breathing. Her breathing was cracked and hissy. In the middle of the night when it was

pitch black I dropped off again but she started bawling. I heard Mum getting up to feed her. I heard Mum's voice cooing and comforting. Then there was just silence again, and Dad snoring again. I listened hard for the baby again and I couldn't hear her.

It was already getting light when I got up and tiptoed into their room. Her cot was beside their bed. They were lying fast asleep with their arms around each other. I looked down at the baby. I slipped my hand under the covers and touched her. I could feel her heart beating fast. I could feel the thin rattle of her breath, and her chest rising and falling. I felt how hot it was in there, how soft her bones were, how tiny she was. There was a dribble of spit and milk on her neck. I wondered if she was going to die. They'd been scared about that in the hospital. Before they let her come home she'd been in a glass case with tubes

and wires sticking in her and we'd stood around staring in like she was in a fish tank.

I took my hand away and tucked the covers around her again. Her face was dead white and her hair was dead black. They'd told me I had to keep praying for her but I didn't know what to pray.

'Hurry up and get strong if you're going to,' I whispered.

Mum half woke up and saw me there.

'What d'you want, love?' she whispered.

She stretched her hand out of the bed towards me.

'Nothing,' I whispered, and tiptoed back to my room.

I looked down into the wilderness. There was a blackbird singing away on the garage roof. I thought of him lying behind the tea chests with the cobwebs in his hair. What was he doing there?

Thursday 14th January

NCO: I can distinguish between statements of facts and opinion.

Task- read chapter 4 and tick the statements that are opinions.

Michael feared the thing in the garage.	
Michael hardly slept that night.	
The baby was going to die.	
The baby had been in hospital.	
Mum loved the baby more than Michael.	

Why are the statements that you have ticked all opinions? Explain.

Write an opinion of your own based on what you have read today.

Reading task 5-



The Alien Times



UFO Sighting

3 Recent bright lights
5 and high-pitched
8 whistles have baffled
12 dog walkers in the
15 woodlands of Suffolk.
18 The disturbance has
22 occurred in the same
27 area as the UK's largest
31 ever UFO sighting, in
32 1980.

35 One astonished walker
40 said, "I walk in these
43 woods regularly and,
47 although I'm aware of
51 the unusual history of
55 the place, I've never
57 experienced anything
60 like this before."

64 It seems that someone,
67 or something, might
71 be trying to contact



75 us again, but nobody
80 can fathom why this is
83 happening nearly forty
87 years since the first
90 incident. The 'flying
94 saucer' was in almost
98 the exact same position
103 as the UFO that was
106 spotted in December,
107 1980.

110 Some residents are
113 nervous but many
117 others are excited about
121 the prospect of contact
123 with extra-terrestrials!

Quick Questions



1. Which word means the same as understand?



2. When and where was the UK's largest UFO sighting?



3. Find and copy a phrase that implies the area is known for being 'special' or 'different'.



4. Why do you think some walkers are nervous?

Other Subjects

- **Topic- We are Hull.**

After listening to my video on Microsoft Teams and learning about the Triple Trawler Tragedy of 1968, complete your graffiti memorial. **If you were in school last week and did this activity then record a news broadcast as a reporter reporting on this tragedy after it occurred.**



- **Jigsaw-** Puzzle 3- Dreams and Goals- Piece 1

Complete the sentence using the stem 'If I won lots of money, my dream would be.....'

-Can any of your dreams be achieved without money?

-What dreams might we have that do not involve money?

-Or, do most dreams rely on us having enough money to achieve them?

Look at the different jobs here, can you identify them all?

When I Grow Up (My Dream Lifestyle)	
Puzzle 3 Outcome	Please teach me to...
Our Garden of Dreams and Goals	understand that I will need money to help me achieve some of my dreams
	identify what I would like my life to be like when I am grown up

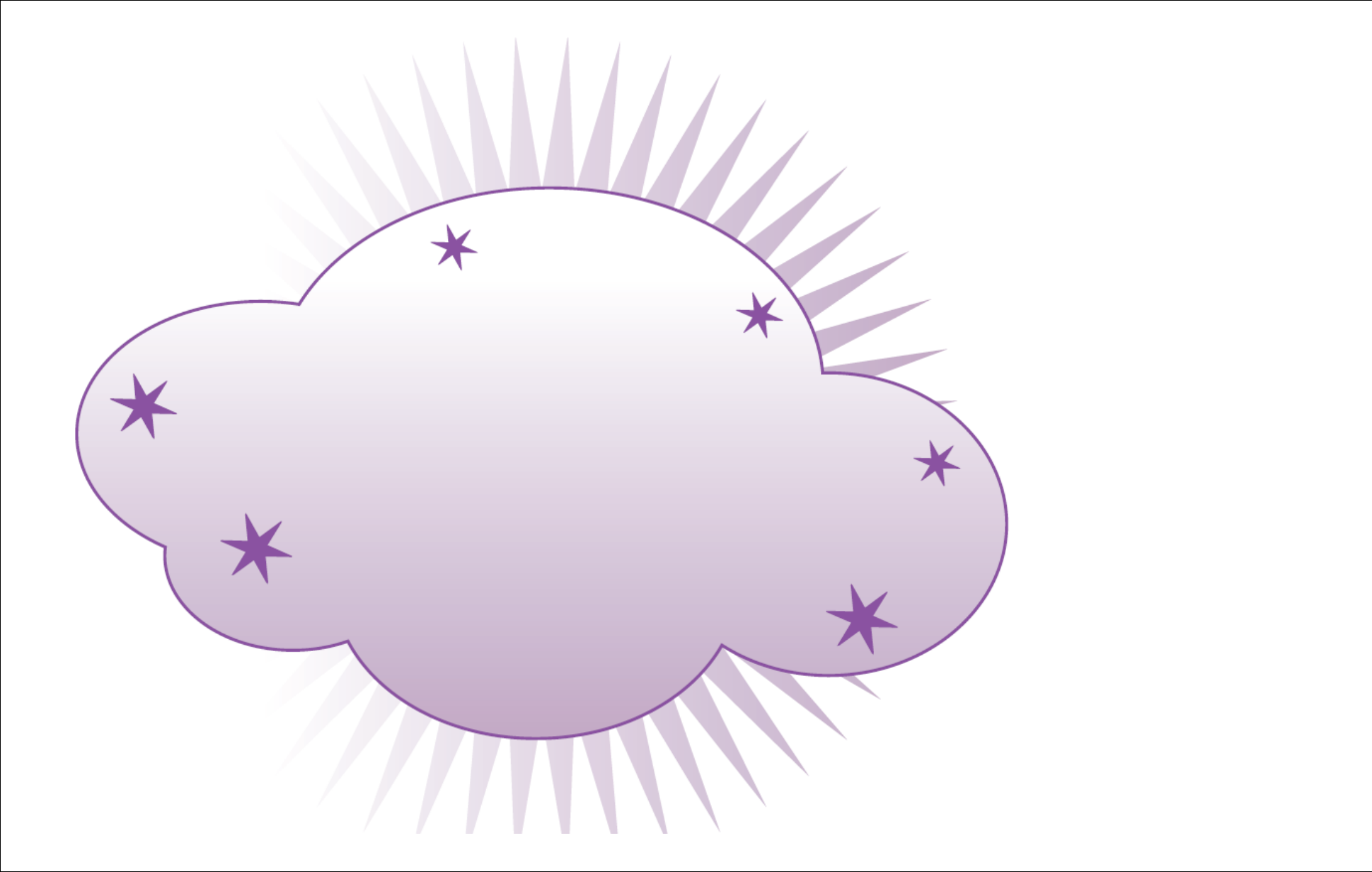


2

3



Describe and draw the dream you have for yourself when you grow up. What hobbies and interests will you have? What job will you have? What are you looking forward to do that you can't do now, but you can do when you're older? Write it up in this dream cloud or draw one of your own.



- **PE-** try this physical activity challenge-

Active Learning Challenge Series

Key Vocabulary


Multiple

A number that can be divided by another number a certain number of times without a remainder

TIME TABLE SQUATS

How to Play!



- With a partner or in a small group decide on a focus times table
- Take it in turns to squat and shout out the correct multiples in order e.g. for 5 times table; 5, 10, 15, 20 etc.
- Challenge yourself to go as high as you can go with your times tables while squatting as low as you can go.
- Maybe one player could squat and call the sum and the other player squats and calls out the answer?



5×4
 $=$
 20

Number

Multiplication and division

Gold Star

Call out the times table backwards in a random order

Silver Star

Call out the times table backwards

Bronze Star


Complete a times table of your choice in order

Equipment Needed

1. NONE!

Cultural Competition


Submit your schools best BANNER DESIGN





School Games

Nominate your students for...

HONESTY



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