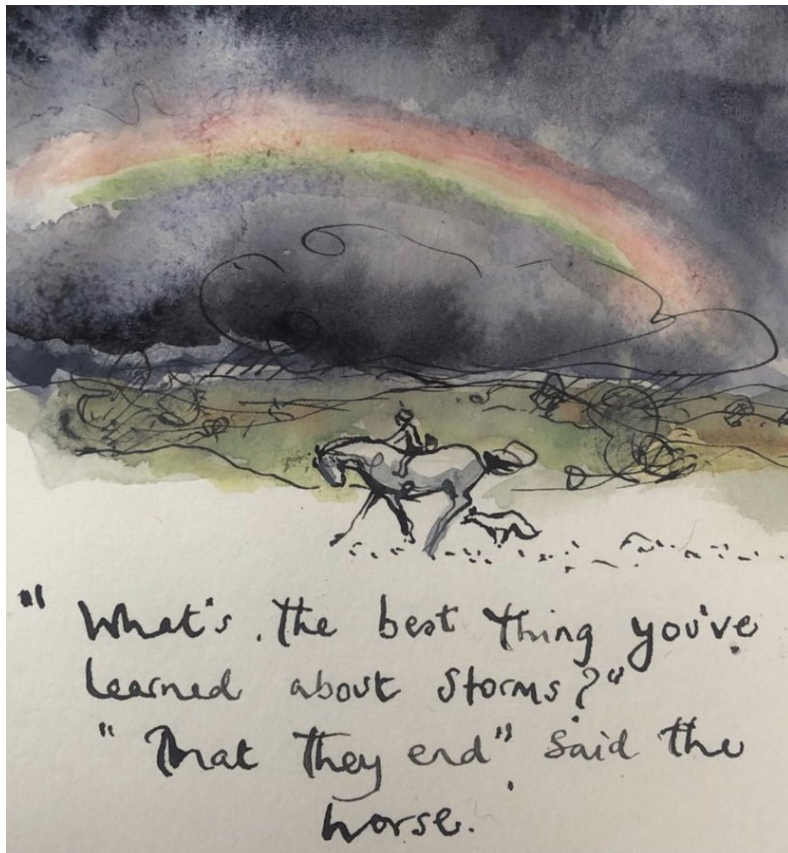


TRANSFORM HOME LEARNING



Year 5:





Foreword to Families

Welcome to your Transform home learning booklet

What are these for?

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any Covid-related school closures or periods of self-isolation.

Why now?

All of our Trust staff are working incredibly hard to ensure schools remain open so that our children can continue their education in the best way. However, in some instances, this may not always be possible. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

Why reading, writing and maths?

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

These books will be used in school when you return so please keep hold of them. Your child's class teacher will have regular contact to support your child during any out-of-school periods.

Page	Subject
4	Acknowledgements
5	Reading Overview
6	Knowledge Organiser
7	Reading Activities
22	Wellbeing Activity
23	Writing Overview
25	Writing Activities
35	Wellbeing Activity
36	Maths Overview
37	Maths Activities
57	Wellbeing Activities
58	Physical Activities
61	Wellbeing Activities

Icon Key



Questions to consider



Make notes



Think for yourself



Look ahead



Look closer



This links to...



Put into action/trial



Talk to colleagues



Downloadable resource



Watch video clip

Resource acknowledgements

Wolves – DK Encyclopedia

White Fang – Year 6 Reading Text

Raven & Bramble – The Lost Words by Robert Macfarlane & Jackie Morris

Front cover artwork by Charlie Mackesy

Acknowledgements



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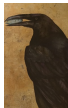
We would also like to thank Sky for their community volunteers who have delivered these booklets to your home.



Your reading activities link to your writing tasks.



Non-Fiction Text:
Wolves



Poetry Text:
Raven



Fiction Text:
White Fang



Poetry Text
Bramble



In Year 5, we focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.

Working at the Expected Standard in Year 5 (VIPER skills)	
Vocabulary	I can discuss my understanding of new words and explain what words mean in the context of a text. I can discuss and evaluate how authors use language.
Inference	I can make inferences e.g. about a characters thoughts, feelings and motives and can justify my thoughts with evidence from the text.
Predict	I can make predictions based on what has happened and details implied in the text.
Explain	I can explain and discuss my understanding of what I have read. I can participate in discussions about books and can build on my own and others' ideas.
Retrieve	I can find and record key information from fiction and non-fiction texts.
Summarise	I can identify the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

Wolves

ancestor	An animal or plant from which others have evolved e.g. the wolf is the ancestor of the pet dog.	suckled	This is when a mammal is very young and only drinks the milk of its mother.
domestic	A domestic animal has been bred to live alongside humans e.g. a pet dog is a domestic animal whereas the wolf is a wild animal.	harmonise	Like a human choir, wolves harmonise by all howling the same note.
territory	An animal's territory is an area of land which they are protective of and will fight off unwelcome visitors.	camouflage	When an animal 'blends in' with its surroundings, we say it is camouflaged.
dominant	A dominant animal is in charge of a group or 'pack'.	prey	The prey is an animal which is hunted and eaten by another animal e.g. the rabbit is the prey of a fox.
submissive	A submissive animal is not in charge. They are led by a dominant animal.	predator	A predator hunts and eats other animals.
pack	The name of a group which wolves live in. It is very ordered with a dominant male and female leading the pack.	reintroduced	Where animals have become extinct in areas (such as the wolf in England), they can be 'reintroduced' if humans bring them back to an area.

The Big Idea: Adaptation

An **adaptation** is something about an animal that makes it possible for it to live in a particular place and in a particular way. There are two types of adaptations. There are **physical adaptations** such as the size, shape, colour or special body parts of an animal. An example of a physical adaptation is the long neck of a giraffe which helps it eat food from tall trees. There are also **behavioural adaptations**. This is something an animals **does** to survive. For example, penguins huddle together to keep warm during winter.



Wolves

The wolf is the largest wild member of the dog family and the **ancestor** of the **domestic**, or pet, dog. Wolves are intelligent animals that live together in packs made up of between eight and 20 family members. Each wolf knows its own place in the pack, which is usually led by the older male and female. By hunting together, they can kill large animals, such as deer and moose, which are up to ten times the weight of a wolf. A wolf pack patrols a **territory**, killing mainly sick, injured, old or young prey.



Cub in the Pack

The most **dominant** male and female wolf in the pack are the only ones to mate and have cubs. The cubs are **suckled** for about ten weeks (this means their only food source is their mother's milk). Then the cub's mother and the younger wolves bring up partly digested meat for them to eat until they are old enough to hunt with the pack.

Eerie Howls

Wolves howl in order to keep in touch with each other or to warn other wolves to keep out of their area. If one wolf howls, other members of the pack may join in. They often **harmonise** with each other to make the pack sound as large and strong as possible. Lone wolves rarely howl.



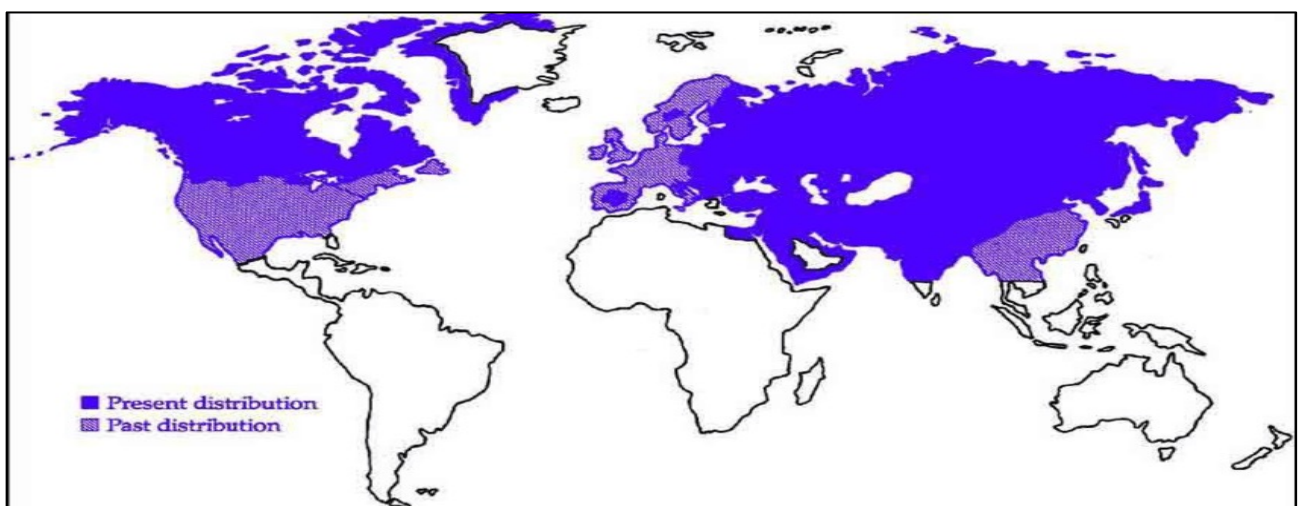
Hunting Prey

Wolves have long legs and walk or run on their toes. This allows them to move much faster than if they moved on the flat sole of the foot as humans do. Their long, sensitive noses pick up the smells and sounds of other animals, so wolves can track their **prey** easily. Their long muzzles have powerful jaws with 42 sharp teeth for killing prey, chewing meat, gnawing bones and fighting.



Well-packed for Winter

Wolves dwell in the furthest northern and coldest regions of Europe, Asia and North America. Here they inhabit the vast forests of spruce, pines and larches. To help them survive in cold northern lands, wolves have a thick fur coat with soft, dense underfur and a layer of long fur on top. Their large feet and claws grip rocks, ice and other slippery surfaces. Wolves have strong bodies and long, powerful legs for chasing their prey over long distances.



Past and Present Wolf Distribution

This map shows where in the world wolves currently live in the wild (dark blue) and where they have lived in the past (light blue). As you can see, wolves used to live in the wild in the U.K but were hunted to extinction by humans.

White Wolf

Wolves that live in snowy Arctic lands have white coats for **camouflage** in the winter. This helps them to get really close to their prey without being seen. In summer, their coats turn grey, brown, or black. Wolves living in the forests to the south of the Arctic have grey or blackish fur.

Question:

Why do you think the coats of wolves in Arctic areas turn colour in the summer?

Maned Wolf

Named after the dark mane of fur on its back, the maned wolf has extremely long legs to allow it to see over the tops of tall grasses. It hunts mainly at night for small animals and birds, and pounces on its prey in the same way as a fox.

Body Language

The way a wolf holds its body and behaves tells the other wolves in the pack how important it is. A **dominant** wolf, which is in charge of the pack, stands tall with its ears and tail pointing upwards and its teeth showing. A low-ranking, or **submissive**, wolf crouches down, holds its head between its legs and turns down its ears. Instead of growling, it whines.



Question:

This picture shows a submissive wolf and a dominant wolf. Can you tell which is which from their body language?

Reintroducing Wolves

Wolves have been hunted to extinction in many parts of the world. This means they were hunted and killed until there were no more left. However, wolves have been **reintroduced** to areas such as Yellowstone Park in North America where they had been absent for many years. The wolves had the most remarkable impact on the eco-system and even changed the way the rivers behaved! You can learn more about this by searching '**How wolves change rivers**' on your internet search engine.

Task 1 – Retrieval and Vocabulary

- 1. Re-read the entire article. You might want to add to your notes on task 1.
- 2. Next *skim* read the sections below. As you read each section answer the true or false statements.

Introduction	True	False
The wolf is one of the largest members of the dog family		
Domestic dogs are related to wolves		
Wolves are not very clever animals		
Wolves are social animals (they like to live in groups)		
The oldest male leads the wolf pack		
Wolves only ever kill sick, injured, old or young prey		
Eerie Howls	True	False
Wolves only howl if they are trying to frighten their prey		
Wolves never howl together		
Lone wolves howl the loudest		
Hunting Prey	True	False
Wolves run in a different way to humans		
Wolves only use their sense of smell when they hunt		
Wolves have 56 sharp teeth		
Well-packed for Winter	True	False
Wolves are well-adapted for cold climates		
Wolves hunt by catching their prey quickly		

- 3. Re-read the sections ‘White wolf’ and ‘Maned Wolf’. For each wolf describe one adaptation and how it helps it hunt.

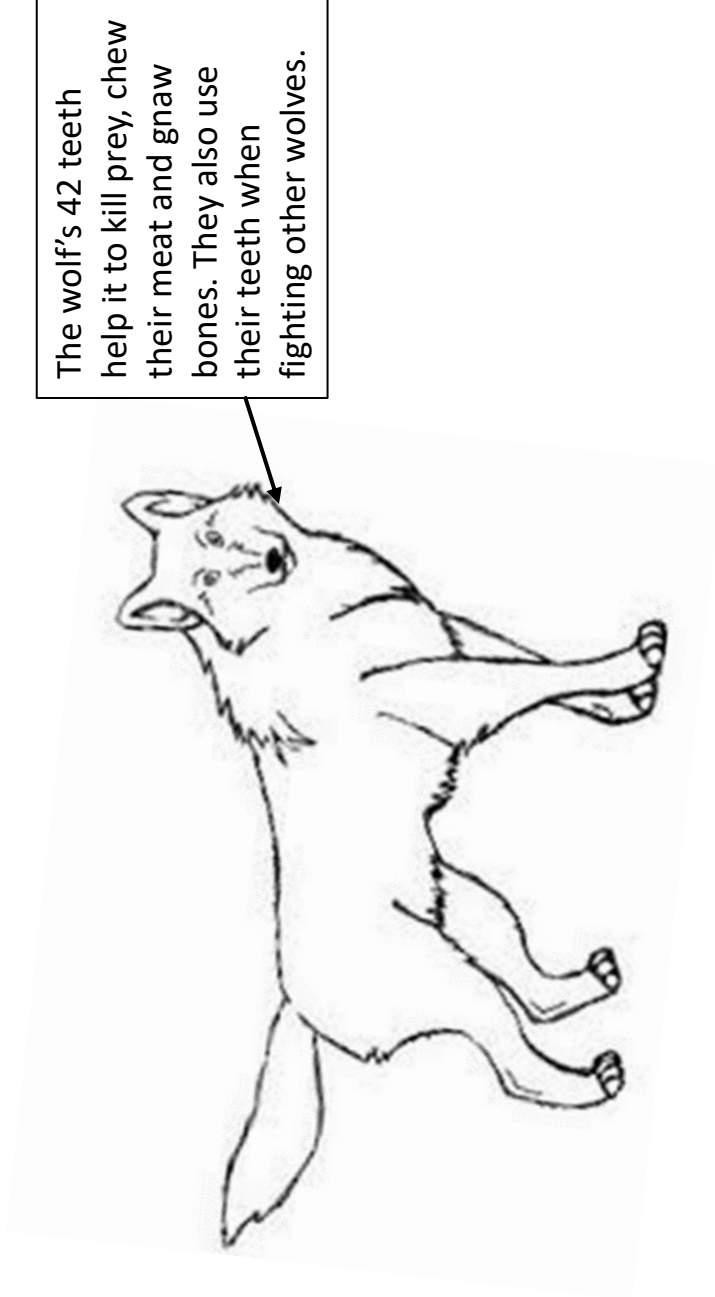
	Adaptation	How the adaptation helps it hunt
White Wolf		
Maned Wolf		

- 4. Read ‘Body Language’. Tick the word which most closely matches the meaning of the word *dominant*?

- ☐ aggressive
- ☐ superior
- ☐ powerful

Task 2– Inference: How are wolves so successful?

The article describes lots of **physical** and **behavioural adaptations** of wolves. Annotate the diagram with **physical adaptations** and explain how the adaptation helps the wolf survive. One has been done for you as an example.



Help Box

Scan the article for these adaptations!

- Long legs
- They run on their toes
- Long sensitive noses
- Long sensitive ears
- Powerful jaws
- 42 teeth
- Thick fur coat
- Their coats change colour in the summer

Task 3 - Explain

Challenge: For each **behavioural adaptation** identified in the table below, describe how you think it helps the wolf to survive. You will want to ***skim read*** the relevant sections before writing.

They live in packs	
They harmonise their howls	
They hunt mainly sick, injured, old or young animals.	
Challenge: They have a dominant male and female who lead the pack	

White Fang

In this section you will be reading an extract from 'White Fang', a novel by Jack London, written in 1906. It is set in the wild regions of Canada and is about a young wolf cub who comes across a group of men.

A bit of background knowledge

Thousands of years ago, humans lived a hunter-gatherer lifestyle. This meant they didn't have a fixed home but moved from place to place in search of food. Humans are very successful predators: they are highly intelligent and are very good at catching and killing their prey. Because of this, wild wolves would follow the humans and eat the food the humans left behind.



Scientists believe that these wolves became more and more confident around humans until eventually humans began keeping them as pets and even using them to help with hunting. This is why we now have pet dogs. Those wild wolves who used to follow the hunter-gatherers are ancestors of today's domesticated dog.

In this story a lone wolf cub comes across a group of men sitting by a fire. The cub doesn't know what the men are as he has never seen them before. But he doesn't run away because he has '***the knowledge of his ancestors***' telling him to 'give in' (or succumb) to the human men.

White Fang

In this section you will be reading an extract from 'White Fang', a novel by Jack London, written in 1906. It is set in the wild regions of Canada and is about a young wolf cub who comes across a group of men.

The cub came upon them suddenly. It was his own fault. He had been careless. He had left the cave and run down to the stream to drink. It might have been that he took no notice because he was heavy with sleep. And his carelessness might have been due to the familiarity of the trail to the pool. He had travelled it often, and nothing had ever happened before.

He went down past the blasted pine, crossed the open space, and trotted in amongst the trees. Then, at the same instant, he saw and smelt. Before him, sitting silently on their haunches, were five live things, the like of which he had never seen before. But at the sight of him the five men did not spring to their feet, nor show their teeth, nor snarl. They did not move, but sat there, silent and ominous.

Nor did the cub move. Every instinct of his nature would have impelled him to dash wildly away, had there not suddenly arisen in him another instinct. A great awe descended upon him. He was overwhelmed by his own sense of weakness and littleness. Here was mastery and power, something far and away beyond him.

The cub had never seen man, yet deep within him was ***the knowledge of his ancestors***, the eyes that had circled in the darkness around countless winter camp-fires, and peered from safe distances at the strange, two-legged animal that was lord over living things. Had he been full-grown, he would have run away. As it was, he cowered down in a paralysis of fear, already half offering the surrender that his kind had made from the first time a wolf came in to sit by man's fire and be made warm.

One of the men arose and walked over to him and stooped above him. The cub cowered closer to the ground. It was the unknown, revealed at last, in flesh and blood, bending over him and reaching down to seize hold of him. His hair bristled involuntarily; his lips writhed back and his little fangs were bared. The hand, poised like doom above him, hesitated, and the man spoke laughing, "WABAM WABISCA IP PIT TAH." ("Look! The white fangs!")

The other men laughed loudly, and urged the man on to pick up the cub. As the hand descended closer and closer he experienced two great impulses - to yield and to fight. The resulting action was a compromise. He did both. He yielded till the hand almost touched him. Then he fought, his teeth flashing in a snap that sank them into the hand. The next moment he received a clout alongside the head that knocked him over on his side. Then all fight fled out of him. His puppyhood and the instinct of submission took charge of him. He sat up on his haunches and howled.

The four men laughed more loudly, while even the man who had been bitten began to laugh. They surrounded the cub and laughed at him, while he wailed out his terror and his hurt. In the midst of it, he heard something. The men heard it too. But the cub knew what it was, and with a last, long wail that had in it more of triumph than grief, he ceased his noise and waited for the coming of his mother, of his ferocious mother who fought all things and was never afraid. She was snarling as she ran. She had heard the cry of her cub and was dashing to save him.

Task 4– Retrieval and Vocabulary

Read the extract out loud from start to finish. Try reading it to an adult or another child.
Now try answering the questions below. The questions tell you where in the extract to look for the information you will need.

1. Read the first paragraph. Who does the word *them* in the first sentence refer to?

	Tick one.
the men	
the trails	
the trees	
the wolves	

2. Read the first and second paragraphs. Circle the correct option to complete each sentence below.

(a) The cub had gone down to the stream for

a sleep.	water.	food.	a swim.
----------	--------	-------	---------

(b) The cub was careless because

he was fearless.	he knew his mother was near.	he had never come to harm there.	he was wide awake.
------------------	------------------------------	----------------------------------	--------------------

(c) When the men first saw the cub they were

motionless.	noisy.	fascinated.	excited.
-------------	--------	-------------	----------

3. Look at the paragraphs beginning: *Nor did the cub move...* and *The cub had never seen...*

Find and **copy two** groups of words that show that humans have total control over animals.

1. _____

2. _____

Task 5 – Inference and Prediction

In the final paragraph, the cub’s last wail is described as having *more of triumph than grief* in it. This suggests that instead of being sad (grief), the cub is happy and is celebrating a victory (triumph).

Explain why there is a sense of *triumph* in the cub’s last wail. Think about why the cub is happy and what might happen next.



raven

raven

Rock rasps, what are you?

I am Raven! Of the blue-black jacket and the boxer's swagger, stronger and older than peak and than boulder, rasps Raven in reply.

Air asks, what are you?

I am Raven! Prince of Play, King of Guile, grin-on-face base-jumper, twice as agile as the wind, thrice as fast as any gale, rasps Raven in reply.

Vixen ventures, what are you?

I am Raven! Solver of problems, picker of locks, who can often outsmart stoat and *always* out-think fox, scoffs Raven in reply.

Earth enquires, what are you?

I am Raven! I have followed men from forest edge to city scarp: black shadow, dark familiar, hexes Raven in reply.

Nothing knows what you are.

Not true! For I am Raven, who nothing cannot know. I steal eggs the better to grow, I eat eyes the better to see, I pluck wings the better to fly, riddles Raven in reply.



Task 6 Fluency

This poem is a conversation between different elements of the natural world (air, rock, vixen etc.) and a raven called Raven.

Raven is boasting about how brilliant ravens are and every time another character asks 'What are you?' Raven replies with another way in which ravens are magnificent.

Your first task is to read the poem aloud. It may take several re-reads before you can read it out loud fluently.

Challenges:

- Can you use a different voice for Raven? What sort of voice do you think Raven should have?
- Can you use a different voice for Rock, Air, Vixen, Earth and Nothing?

There is some challenging vocabulary in this poem so use the glossary below to make sure you understand what's happening in each stanza.

swagger	This means to walk in a confident way.	guile	This means sly or cunning.
base jumper	This is a sport where people jump off very tall structures with a parachute.	agile	This means to move quickly and smoothly (like an acrobat).
scarp	This is a steep bank or cliff.	dark familiar	In myths witches kept demons as servants. These demons were trapped in animals called 'familiars'.
hexes	To 'hex' is to cast a spell.	riddle	This is a question or statement with a hidden meaning or answer.

Task 7 and 8 – Inference

Re-read the poem out loud – can you do a different voice for each of the characters?

In the table below are some key phrases from the poem. Can you explain what impression each phrase gives (what does it make the reader think or feel)? The first one has been done for you.

Key Phrase	Impression
<i>boxer's swagger</i> Hint: think how the impression would be different if it was a 'ballerina's swagger'.	
<i>grin-on-face base-jumper</i> Hint: Raven is grinning when she/he goes base jumping! What does this tell us about them?	
<i>picker of locks</i> Hint: what sort of a person is known to pick locks?	
...I eat the eyes better to see, I pluck the wings better to fly... Hint: what have we learnt about what Raven eats?	

bramble

bramble

Bramble is on the march again,

Rolling and arching along the hedges,
into parks on the city edges.

All streets are suddenly thick with briar:
cars snarled fast, business over.

Moths have come in their millions,
drawn to the thorns. The air flutters.

Bramble has reached each house now,
looped it in wire. People lock doors,
close shutters.

Little shoots steal through keyholes,
to leave – in quiet halls,

Empty stairwells – bowls of bright
blackberries where the light falls.



Task 9 Summarise and Vocabulary

1. What do you think is the mood of this poem? Tick the words that apply. Feel free to add your own.

angry		amusing	
menacing		mournful	
alarming		happy	

2. The poem describes the ‘march’ of the brambles. What impact does the word ‘march’ have?
Hint: Think what ‘marches’. Also consider how different the poem would be if the brambles were ‘skipping’ or ‘dancing’.

3. Can you summarise what happens in this poem in no more than two sentences?

Task 10 Mixed Questions

1. Re-read the poem out loud to someone. Think where you should speed up or slow down. Also think about where you could read quietly or even whisper.

2. *The air flutters.*

What is making the air flutter?

3. *Rolling and arching along the hedges...*

Why has the author used ‘rolling’ and ‘arching’ to describe how brambles move?

4. This poem uses personification to make the brambles seem like humans. Which of the adjectives do you think best describes the brambles in this poem. Link as many as you like.

The brambles are

Adjective
sinister
helpful
aggressive
determined
calm
amusing
peaceful

WELLBEING CHECK-IN



Activity 1 - Morning gratitude

Make a list of things you do when you wake up. By helping create a list of things to do, like making your bed, no matter how your day goes, you have been successful as you did one or all of things you intended to do.

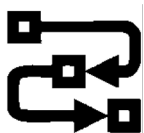
Feeling successful can really help lift your mood.

My To Do List

☐	
☐	
☐	
☐	
☐	
☐	
☐	



WRITING



Your writing tasks link to your reading activities.



Text: Wolves



Task 1 2 3
Practise Skills



Task 4
Plan



Task 5
Write



Text: White Fang



Task 6 7 8
Practise Skills



Task 9
Plan



Task 10
Write



Working in Year 5
I can write for a range or purposes and audiences.
I can describe settings, character and atmosphere in narrative.
I can use dialogue to move a narrative forward, maintaining the balance between speech and description.
I can select vocabulary and grammatical structures that are appropriate to the audience and purpose.
I can use cohesive devices e.g. conjunctions, adverbials, pronouns.
I can use model verbs e.g. could, should, would.
I can use relative clauses within my sentence using a relative pronoun e.g. who, which, where, when, whose, that.
I can use verb tenses consistently and correctly throughout my writing.
I can use commas to clarify meaning in writing.
I can use brackets, dashes or commas for parenthesis.
I can spell words from the Year 3 & 4 list correctly and some of the words from the Year 5 & 6 list.
I can use legible, joined handwriting.

Year 5 and 6 Statutory Words

How well do you know these words?
For each word, check that you:



can read it



know what it means



say it in a sentence



spell it correctly

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (<i>exception to the pattern</i>)	disastrous marvellous mischievous
			Words originating from other countries
		Double consonants	conscience conscious desperate yacht
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	Cross-curricular words
			forty temperature twelfth
Unstressed consonants			-le words
government			available vegetable vehicle muscle
Suffixes and prefixes			'c' makes 's' sound before 'i', 'e' and 'y'
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		Word families	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
'i' before 'e' except after 'c' when the sound is 'ee'	-tion words	'y' makes the 'i' as in 'bin' sound	
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	physical symbol system (this is revision from year 3/year 4)	
	-ough letter strings		
	thorough		

Writing Task 1 – because / but / so



TEACH

Because, but, so are important conjunctions to know because they help you to connect ideas in different ways.

Because explains why something is true.

But indicates a change of direction— similar to a U-turn.

So tells us what happens as a result of something else— in other words, a cause and its effect.

Example:

Wolves howl.

Wolves howl **because** they want to keep in touch with each other.

Wolves howl **but** lone wolves rarely do.

Wolves howl together **so** they can sound as large and strong as possible.



PRACTISE

Wolves hunt together.

Wolves hunt together **because** _____

Wolves hunt together **but** _____

Wolves hunt together **so** _____

Wolves have a thick fur coat.

Wolves have a thick fur coat **because** _____

Wolves have a thick fur coat **but** _____

Wolves have a thick fur coat **so** _____



APPLY

Can you use what you have read to connect your own ideas about wolves using because, but and so?

Writing Task 2 – Subordinate clauses



TEACH

Subordinating conjunctions

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is/are used to join a subordinating clause to another clause or sentence.

"Wolves in a pack howl together."

"Wolves in a pack howl together **because** they want to sound large and strong."

By adding 'because' we are linking the **subordinating clause** "they want to sound large and strong" with the **main clause** "Wolves in a pack howl together".

Time-related	after, as soon as, as long as, before, once, still, until, when, whenever, while
Concession & comparison	although, as though, in order that, since, so that
Cause	as, because, in order that, since, so that
Condition	Even if, in case, provided that, unless
Place	Where, wherever, whereas



PRACTISE

Can you add subordinating clauses to these sentences?

Wolves in the Arctic lands have white coats _____.

Wolves hunt together _____.

Wolf cubs eat partially digested meat _____.

Can you add main clauses to the subordinating clauses?

As soon as a cub is old enough, _____.

In order to show submission, _____.

Although wolves in the Arctic have white furs in the winter, _____.



APPLY

Think of two of your own sentences using what you now know about wolves:

Writing Task 3 – Relative Clauses



TEACH

Relative Clauses

A relative clause can be used to give additional information about a noun (naming word). They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

e.g. Wolves **that** live in snowy Arctic lands have white coats in the winter.

A dominant wolf, **which** is in charge of the pack, stands tall.

They can be used to create complex sentences as they are a type of subordinate clause. A subordinate clause is a part of a sentence that adds additional information to the main clause.

Relative clauses are introduced by a relative pronoun. The relative pronoun used depends on the person or type of thing you are writing about.

'Who' - A person or people.

'Which' - An object, a place or animals.

'That' - An object, a place or a person.

'When' - A time.

'Where' - A place.

Remember, if you take the relative clause out of your sentence, it should still make sense.



PRACTISE

Can you add a relative clause to the sentences below:

Mained wolves, **which** _____, have long legs.

A submissive wolf, **which** _____, holds its head between its legs.

Their fur is thick and soft, **which** _____.

Their legs, **which** _____ help them to chase their prey.

They have sharp jaws with 42 sharp teeth **that** _____.



APPLY

Use what you have read about wolves to write a few examples of sentences that use a relative clause to add more detail.



Task 4 and 5 - Short Write



TASK

Purpose Audience	INFORM To write an explanation of how wolves have adapted to survive To share with your new Y6 class in September		
Effect on the Reader	Clear and easy to understand	Build up their knowledge about wolves	Interested and engaged
Success Criteria	☐ Title ☐ Introduction ☐ Paragraphs ☐ Subheadings ☐ Conclusion	☐ Precise nouns ☐ Relative clauses ☐ Subordinate clauses	☐ Interesting facts ☐ ! for emphasis ☐ ? To question the reader



PLAN

Use the grid below to **plan your text**

- write the sentences on the solid lines.
- write your notes on the dotted lines.
- *focus on the order of your ideas: don't worry about adding detail.*

Title:	
Introduction	
<u>Paragraph 1:</u> Physical adaptations	
<u>Paragraph 2:</u> Behavioural adaptations	
Conclusion	



Writing Task 6 – Describing Settings



TEACH

Describing a setting

When describing a setting, you can use literal or figurative description. You can also refer to sense descriptions to help the reader feel like they are there: by mentioning what they might be able to see, hear, smell, taste, feel.

Figurative description

Simile	Metaphor	Personification	Onomatopoeia
Compare one thing to another using like or as .	Comparing two things, saying one is the other.	Give an object a human characteristic.	A word that sounds like what it means.
<i>e.g. The fire was as hot as the sun.</i>	<i>e.g. The lake was a mirror.</i>	<i>e.g. Sparks danced away from the fire.</i>	<i>e.g. Crack / crackle</i>



PRACTISE

Have a go at writing one or two sentences using each of these methods in the boxes below.



Nouns to describe:

trees
clouds
wind
fire
smoke
sun/moon
lake
rocks

Simile	Metaphor

Personification	Onomatopoeia

Writing Task 7 – Describing Characters



TEACH

Describing a character

A character can be described through a description of their appearance, the way they act, the things they say and the way that others behave towards them.

If we want the reader to feel sorry for the wolf, we would choose emotive description that would help the reader to feel that way.

Appearance – shrunken / shaking

Actions – shaking / looking left and right

Noises - whimpering



PRACTISE

Add a couple of examples to describe the wolf in each of the boxes below.

Choose examples that would make the reader **feel sorry for the wolf**.

Appearance	Actions	Noises
How do the humans treat it?		



PRACTISE

Add a couple of examples to describe the humans in each of the boxes below.

Choose examples that would make the reader **dislike the humans**.

Appearance	Actions	Noises
How do the humans treat it?		

1000



An adverbial is a word or phrase that adds more information to a verb. Adverbials are used to explain **how**, **where** or **when** something happened.

'fearfully' is an adverbial as it adds detail about how the wolf acted.

For example: Without warning, the wolf snapped at the hunters.

Here, 'without warning' is a fronted adverbial as it adds detail about when the wolf acted at the front of the sentence, before the verb 'snapped'.

How	Where	When
fast	in the clearing	suddenly
worriedly	between the trees	later
weakly	around the fire	without warning
quickly	behind the bush	since
grimly	near to the humans	now
anxiously	towards the campfire	after
fearfully	in the light of the moon	before
quietly		soon
carefully		once



PRACTISE

Re-write the sentences below and improve them by adding adverbials for **when**, **how** and **where**.

The humans heard a noise. They could just make out the shape of the animal. They walked towards it. It was as still as a statue. They realised it was a wolf cub. The humans walked closer. It still hadn't moved. One of them spoke. They all laughed. They were so close now that they could see the whites of its eyes. One of them stamped at it. The wolf whined and dropped to the ground. They laughed again.

[illegible]



PLAN



- write your notes on the dotted lines.
- focus on the order of your ideas: don't worry about adding detail.
- Remember to end your story on the cliff hanger where the wolf's mother is heard.

[illegible]



WRITE



WELLBEING CHECK-IN



Activity 2 - Keep learning

Sometimes we feel worried about trying something new because we can't necessarily control the outcome or how it goes/happens.

Have a go at completing the circle of control activity. This might help you realise that you can try something new and you are in control of how it makes you feel!

Try to embrace a new experience!

What I can't control:

What I can control:



MATHEMATICS

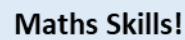


In Year 5, we focus on developing the skills in the box below. We will focus on developing these skills in your maths tasks.

Working at the Expected Standard in Year 5
I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
I can compare and order fractions whose denominators are all multiples of the same number
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
I can round decimals with two decimal places to the nearest whole number and to one decimal place
I can read, write, order and compare numbers with up to three decimal places
I can recognise mixed numbers and improper fractions, and convert from one form to the other for example $\frac{6}{4} = 1 \frac{1}{2}$



For each maths task you will have a link to a handy QR code if you need any further support. These will give you tips on how to tackle the questions.



Fluency in place value, the four number operations and number sense.

Maths – Task 1

1

Place Value Round these numbers to the nearest 100

2346

6732

7390

2

Place Value What is the largest number you can make with these digits? 5,9,3,7

3

Addition $34,769 + 2,400 =$

[illegible]

4

Addition $74 + 6.3 =$

[illegible]

5

Subtraction $2,749 - 800 =$

[illegible]

6

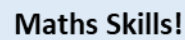
Subtraction $8.5 - 2.2 =$

[illegible]



Maths – Task 1

7	Multiplication $5 \times 6 \times 2 =$
8	Multiplication $5,436 \times 8 =$
9	Division $72 \div 4 =$
10	Division $4,500 \div 10 =$
11	Number 50% of 120 =
12	Number $\frac{2}{7} + \frac{3}{7} =$



Fluency in place value, the four number operations and number sense.

Maths – Task 2

1

Place Value Round these numbers to the nearest 10:

376

892

799

2

Place Value Order these numbers smallest to largest:

34,567 37,456 39,475 35,794

3

Addition $64,310 + 28,970 =$

[illegible]

4

Addition $96.1 + 8 =$

[illegible]

5

Subtraction $\square - 800 = 4,936$

[illegible]

6

Subtraction $37,846 - 9000 =$

[illegible]

Maths – Task 2

Multiplication $33 \times 0 =$

[illegible]

Multiplication $3,976 \times 7 =$

[illegible]

Division $48 \div 3 =$

[illegible]

Division $5,650 \div 100 =$

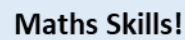
[illegible]

Number $\frac{1}{2}$ of 256 =

[illegible]

Number $\frac{2}{5} + \frac{3}{10} =$

[illegible]



Fluency in place value, the four number operations and number sense.

Maths – Task 3

1

Place Value

What is the value of the digit 5 in these numbers?

459

675

5768

2

Place Value Round these numbers to the nearest 100:

3678

467289

84056

3

Addition + 2,400 = 6,900

[illegible]

4

Addition $14,216 + 849 =$

[illegible]

5

Subtraction $16,420 - 100 =$

[illegible]

6

Subtraction $3,976 - 1,840 =$

[illegible]

1885

Multiplication $200 \times 8 =$

[illegible]

Multiplication $8.4 \times 1000 =$

[illegible]

Division $872 \div 9 =$

Division $389 \div 10 =$

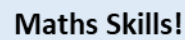
[illegible]

Number $\frac{3}{4} + \frac{3}{8} =$

[illegible]

Number $\frac{7}{10} - \frac{3}{10} =$

[illegible]



Maths – Task 4

Place Value I = 1, V = 5, X = 10, L = 50 and C = 100, write these numbers in Roman numerals:

417

112

Place Value Use < or > to compare these numbers:

80.7

941

Addition $360 + 4,796 =$

Addition $45.8 + 84 =$

Subtraction $23,108 - 4,976 =$

Subtraction $82 - 3.5 =$

45

1000

Multiplication $87 \times 8 =$

[illegible]

Multiplication $8 \times 4 \times 3 =$

[illegible]

Division $810 \div 9 =$

[illegible]

Division $97 \div 10 =$

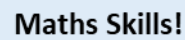
[illegible]

Number $6^3 =$

[illegible]

Number $\frac{9}{14} - \frac{2}{7} =$

[illegible]



Fluency in place value, the four number operations and number sense.

Maths – Task 5

1

Place Value What is the value of the 7 in these numbers?

780

0.7

67,892

2

Place Value In Roman Numerals, I = 1, V = 5, X = 10, L = 50 and C = 100.
What numbers are these:

CLIX

CCVII

XXVII

CCCXXVIII

3

Addition $30,490 + 1,450 =$

4

Addition $49.7 + \boxed{} = 52.8$

5

Subtraction $16,420 - 500 =$

6

Subtraction $3,976 - 1,840 =$

Maths – Task 5

Multiplication $563 \times 4 =$

[illegible]

Multiplication $4 \times 9 \times 3 =$

[illegible]

Division $15,496 \div 1,000 =$

[illegible]

Division $74 \div 2 =$

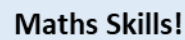
[illegible]

Number 50% of 482

[illegible]

Number $\frac{2}{4} + \frac{5}{12} =$

[illegible]



Fluency in place value, the four number operations and number sense.

Maths – Task 6

1

Place Value Round these numbers to the nearest 1000

34789

234239

178289

2

Place Value Use < or > to compare these numbers:

2.95

295

95.1

0.951

349

34.9

7.6

76

3

Addition $4.2 + 3.6 =$

[illegible]

4

Addition $34,892 + 6,431 =$

[illegible]

5

Subtraction $1,800 - \boxed{} = 1,250$

[illegible]

6

Subtraction $9.7 - 3.4 =$

[illegible]



Maths – Task 6

7	Multiplication $13 \times 0 =$
8	Multiplication $7650 \times 7 =$
9	Division $72 \div 8 =$
10	Division $0.9 \div 10 =$
11	Number $7^3 =$
12	Number $\frac{6}{12} - \frac{1}{6} =$



Maths – Task 7

Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Order these from lowest to highest:

34°C 27°C -23°C -37°C 0°C

2

Place Value What is the value of the digit 3 in this numbers:

394789

764253

632418

3

Addition $7 + 1.5 =$

[illegible]

4

Addition $23,195 + 4,930 =$

[illegible]

5

Subtraction $18.3 - 6 =$

[illegible]

6

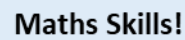
Subtraction $3,400 - 1,500 =$

[illegible]



Maths – Task 7

7	Multiplication $7,240 \times 2 =$
8	Multiplication $17 \times 9 =$
9	Division $348 \div 4 =$
10	Division $180 \div 9 =$
11	Number $\frac{5}{6} - \frac{1}{12} =$
12	Number $\frac{1}{4}$ of 1012 =



Fluency in place value, the four number operations and number sense.

Maths – Task 8

1

Place Value I = 1, V = 5, X = 10, L = 50, C = 100 and D = 500, write these numbers in Roman numerals:

287

786

671

978

2

Place Value Use < or > to compare these numbers:

304

340

87.9

8.79

71.2

7.12

0.98

9.8

3

Addition + 3,700 = 8,000

[illegible]

4

Addition $58 + 19,743 =$

[illegible]

5

Subtraction $9.84 - 1.32 =$

6

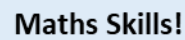
Subtraction $80,361 - 494 =$

[illegible]



Maths – Task 8

7	Multiplication $2,355 \times 5 =$
8	Multiplication $9 \times 8 \times 10 =$
9	Division $930 \div 10 =$
10	Division $128 \div 8 =$
11	Number $\frac{1}{3} + \frac{5}{6} =$
12	Number $4 \times \frac{1}{2} =$



Fluency in place value, the four number operations and number sense.

Maths – Task 9

1

Place Value Round these numbers to the nearest 10

675

6543

9870

1787

2

Place Value Write 3 different numbers using these digits then put them in order smallest to largest: 5,6,3,1

3

Addition = 345 + 76252

[illegible]

4

Addition $4.6 + 3.82 =$

[illegible]

5

Subtraction - 976 = 1,482

6

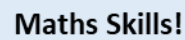
Subtraction $87.8 - 14.2 =$

[illegible]



Maths – Task 9

7	Multiplication $8 \times 5 \times 4 =$
8	Multiplication $25 \times 100 =$
9	Division $840 \div 3 =$
10	Division $140 \div 7 =$
11	Number 4^2
12	Number $\frac{4}{5} - \frac{8}{15} =$



Fluency in place value, the four number operations and number sense.

Maths – Task 10

1

Place Value Underline the digit 7 with the largest value

46792

56.789

76867

2

Place Value Round these numbers to the nearest 100

7625

871608

167597

3

Addition $3.8 + 7.2 =$

[illegible]

4

Addition $4,003 + 8,982 =$

[illegible]

5

Subtraction $8,900 - \boxed{} = 7,950$

[illegible]

6

Subtraction $9,000 - 4,350 =$

[illegible]



Maths – Task 10

7	Multiplication $115 \times 1 =$
8	Multiplication $8,432 \times 3 =$
9	Division $8,956 \div 1000 =$
10	Division $192 \div 6 =$
11	Number $\frac{2}{3} \times 4 =$
12	Number $\frac{4}{7} - \frac{2}{14} =$

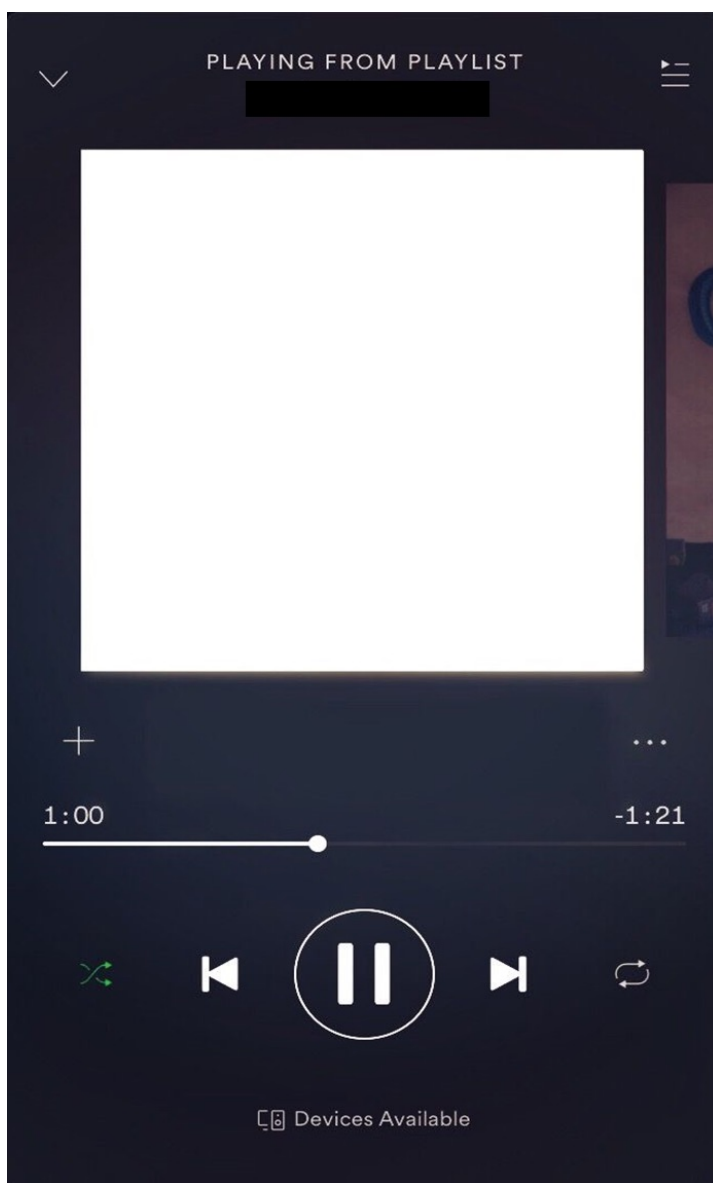
WELLBEING CHECK-IN



Activity 3

Which songs are your 'go to happy music'?

Write a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!



PHYSICAL ACTIVITIES



Activity 1 – Get Busy with Balance!

Create an assault course at home or in your garden and see if you can complete it whilst balancing a toilet roll on your head.



Too easy? Challenge yourself to complete it quicker second time around or add in some more difficult parts to the course.

Activity 2 – Super Speedy

Create an assault course at home or in your garden and see if you can complete it whilst balancing a toilet roll on your head.



Too easy? Challenge yourself to complete it quicker second time around or add in some more difficult parts to the course.

PHYSICAL ACTIVITIES



Activity 3 – The Floor is Lava!

With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor.

Remember the floor is lava and you don't want to burn those toes!



Activity 4 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

How far can you walk?

Can you race someone?

Can you time yourself over a distance and challenge yourself or someone else to beat your time?



Activity 5 – Organise your own sports day

Set up your own sports day and run activities such as an egg and spoon race (you can get creative and use any round object and any spoons in your house), a sack race (maybe try a pillow case?), a running race, a long jump, a throwing challenge using a teddy or a pair of rolled up socks. The possibilities are endless – how creative can you be?



WELLBEING CHECK-IN



Activity 4

World of hugs

Phone or video call your friend or a family member. Create a list of 5 or even 10 things you like about them. Take turns saying one thing you like best about each other.



Activity 5 - LOL moment

What makes you laugh out loud?

Draw a picture in the middle of the camera that makes you feel calm, excited or makes you laugh.

