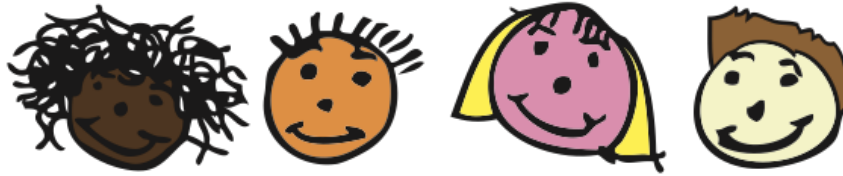# Bowes Primary School

Home Learning Pack

Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

Year group: 5	
Curriculum area	**Tasks**
Reading	• Continue to read for at least 30 minutes each day. Record this in your reading record. If you find any tricky words, add them to the list in your Reading Record (or the vocabulary collection you have started). You could find the definition by using a dictionary. You may also want to find a synonym using a thesaurus (could be an online one). • To support your reading, you could write a character description, a book review, a prediction, questions you have about the text and/or drawing of what you visualise. Use the book you are reading as your text. • **Reading Comprehension**: 1. Complete p 8-9 of the CGP Comprehension Book (Jonny and the Dead) if you have your CGP book at home **and/or** 2. Complete the First News Quiz (Answers coming next week!) (Page 4) 3. Read and complete the Flood and Drought comprehension (Pages 5&6). • Continue to write a short book review for each book you finish. It will be fantastic to share our reading ideas when we are back at school!
Writing	• Watch the video 'The Ridge' from the Literacy Shed on YouTube. Using this prompt, write a 1st person, past tense narrative (through the eyes of the man). Describe his journey (the changing landscape, the obstacles he has to overcome; how does he feel?) Link to the video: https://www.youtube.com/watch?v=xQ_IQS3VKjA • **Spellings & Grammar**: 1. Homophones and Commonly confused words (pages 7 & 8) **and/or** 2. CGP book p. 94-95.
Maths	• Continue daily practice on Times Tables Rock stars. We've been watching the Leader board and we're hoping to see more Year 5's emerge at the top. Can you improve your score and position each week? Can you make it to the top? Who will be the next Rock Heroes? **Line graphs** *NOTE: You should be able to complete the tasks given below on any paper without printing anything. However, the resources are printable, should you choose to use them in this way.* • Familiarise yourself with interpreting and constructing line graphs by watching the following video: https://www.youtube.com/watch?v=XHuK3dKk4iM&t=188s • Answer the questions about the line graphs given as Task 1 below (Page 9) *TIP: Use a ruler (or something with a straight edge) to interpret your data, even if you do not print out the task, you could simply line it up against the screen.* • Collect your own data throughout a day, measuring the temperature in degrees Celsius every hour from 10am to 7pm (10:00 to 19:00). You can copy the table template in the sheet Task 2 (Page 10) to record your data.

	TIP: *If you do not have a thermometer, you could download a thermometer app for free on a smartphone, or check BBC weather throughout the day to give you an up-to-date record of the current temperatures.*
	• Construct your own line graph based on the data you have collected. *TIP*: *Don't forget to give your line graph a title and label your axis.* *TIP2*: *There is printable template if you would like to use it or you can create your own using squared paper (there is some printable squared paper attached)*
	• Task 3: Compare your line graph to the one provided which was recorded in Cape Town, South Africa last week. Answer the questions. (Pages 11&12)
	• Challenge yourself with some line graph reasoning challenge cards (Pages 12&13)
Topic-based project **Geography**	**Topic: Mountain and Rivers** Remind yourself about what you already know about mountains, how they are formed and what different types there are. This is a good place to start: http://www.primaryhomeworkhelp.co.uk/mountains.htm Research the tallest mountain in each of the 7 continents. • Locate each on the world map provided below (*Challenge*: can you include the approximate latitude and longitude coordinates of each?) • Create a fact file for each. Here are some categories you could include: elevation (height), when was it formed, how was it formed, what tectonic plates does it sit on, when was it first climbed, how many expeditions have there been to the top. • Can you present your results in a lapbook?
Art	In art, we will be looking at the artist Robin Brookes. Please research her work & her techniques, which is collage. Can you create a collage of a landscape/mountain/river view? You can use different papers, newspapers, magazines. If you have access to paint you can paint different tones, allow the paper to dry and then tear to create a collage of your landscape view. We have attached some images of her work for you. Don't forget to create a research and a design ideas page.
	NB: *Answers to some of the comprehension, grammar and Maths tasks can be found at the end of this document*

These stories are from pages 7 and 8 of *First News*. Read the stories, and then try the puzzle. To help you, we have underlined the answers to the crossword puzzle clues in the stories – but you will need to match the correct word with each clue!

DISCOVERY NEWS

ANCIENT FOREST FOUND

Alfred Wegener Institute/J. McKay

EVIDENCE that a prehistoric forest existed in the South Pole more than 90 million years ago has been discovered by a team of researchers.

Soil that came from a Cretaceous-era forest was discovered in the seabed near the South Pole and included roots, pollen and plant spores in pristine condition. The fossil traces, found by a team from the UK and Germany, suggest that the South Pole may have had a much warmer climate in prehistoric times than it does now and that the area was once a thick, swampy forest.
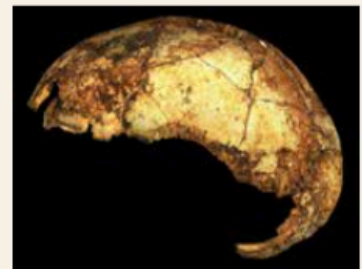
The next part of the puzzle is for scientists to work out what caused the area to cool so drastically, forming the ice sheets that are found in Antarctica today.

The full report was published in the science journal *Nature*.

ANCIENT SKULL FOUND

AN ancient skull, thought to be the oldest ever found, has been unearthed in South Africa.

The skull, belonging to modern human's direct ancestor *Homo erectus*, is believed to have been from a young child who lived more than 2.2 million years ago. The team of Australian researchers who pieced together the 150 skull fragments say this could mean that our ancestors lived 200,000 years earlier than we previously thought. Lead researcher Professor Andy Herries said he "could not stress how rare" the find was. "The group that this two or three-year-old was a part of could have been the origin of everyone alive today."

ACROSS

2) People you are descended from (plural noun 9)

4) The translation of this Latin phrase is 'upright man' (proper noun 4, 7)

5) Original condition; unspoilt (adjective 8)

7) A period of time between 66 and 145 million years ago (adjective 10)

8) Beginning; source (noun 6)

DOWN

1) Describing the period of time before written, human records (adjective 11)

3) Bones or cartilage that protect the brain (noun 5)

6) Microscopic grains from the male part of a flower (noun 6)
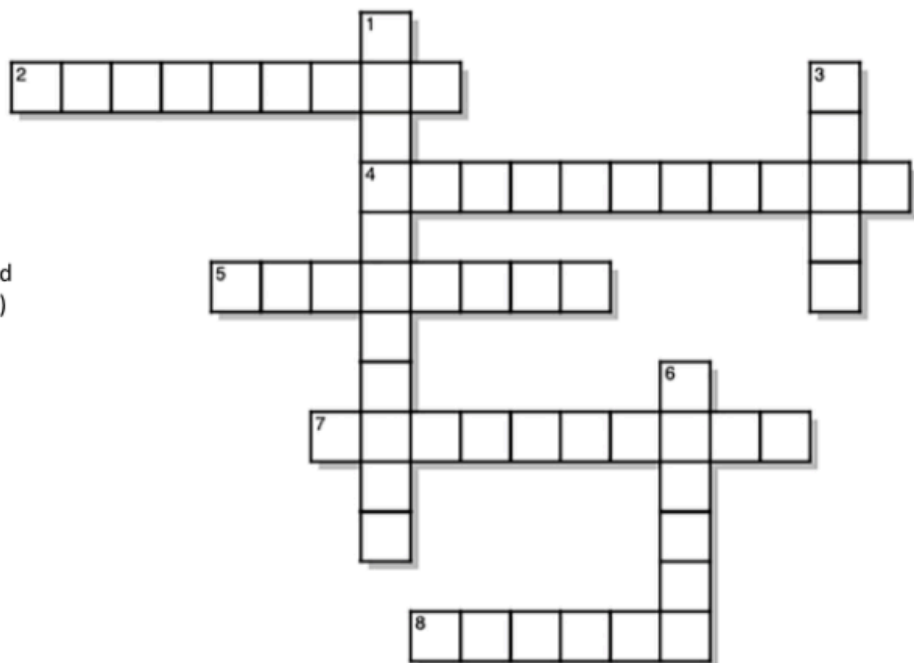
Reading Comprehension 3

FLOODS AND DROUGHT STAGE 3

Water is a precious commodity. It is something that all living things need to survive. Yet it is also incredibly dangerous to us as humans. We need water to live but only in particular circumstances. Too much or too little can be equally lethal.

It isn't just the threat of drowning that makes water so dangerous. Too much water building up in one area can lead to flooding. Floods cause a significant number of problems. If farmland floods for long periods, it can ruin entire harvests and people may starve. Floods can also spread disease quickly. This is less of a problem now that we can move food around the world and have hospitals. It would have had dire consequences in the past.

Some cultures have used flooding to their benefit. The Ancient Egyptians used the annual floods of the River Nile to fertilise their farmland on the river banks. Others have struggled for centuries to fight the sometimes devastating impact. The Yangtze–Huai River floods in China in 1931 claimed somewhere between 1,000,000 and 4,000,000 deaths, the worst in its history.

Just as too much water can be deadly, so too can too little. A drought is a prolonged period of low rainfall that leads to a shortage of water. Just before the 1931 flood in China, there had been a drought for two years. The winter of 1930 was much colder than normal and saw a substantial amount of snowfall which melted and flooded the rivers.

Droughts can be disastrous on their own. They often combine with very high temperatures. These can lead to dehydration and leave plants struggling to survive. The land can become susceptible to fires once it dries out.

Australia experienced one of the worst droughts in its history in 2018. This followed two years of record-breaking temperatures. One of the largest wildfires in Australia's history raged for nearly four months the following year. It wasn't until rain fell heavily in February 2020 that it started to die down.

Human settlements can make flood and drought areas worse. Areas downstream may experience floods or be deprived of water if rivers are diverted or dammed. Climate change can also alter temperatures around the globe and affect rainfall.
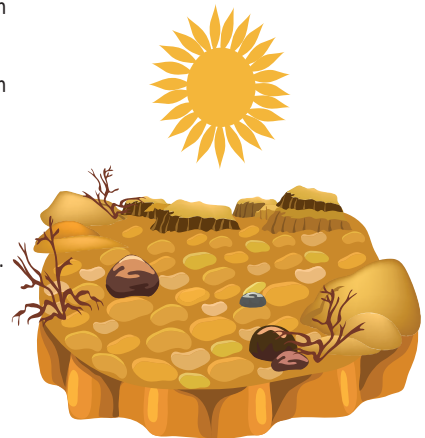
VOCABULARY FOCUS

1. Which word or phrase tells you that water is important?

2. What does the author mean when they say too much water can be **lethal**?

3. What are **dire consequences**?

4. Look at the sentence that begins "The winter of 1930". Describe in your own words how much snow fell.

5. What impression do you get about a forest fire that **raged**?

VIPERS QUESTIONS

R	When were the worst floods in Chinese history?
S	How can flooding affect people?
S	Explain how the temperature can make droughts worse.
R	What becomes a bigger risk after a drought?
I	Explain why the people of China might have been surprised when the flood hit in 1931.

Homophones and Commonly confused words

Complete these sentences using the correct words. Each section has a few examples done for you.

Where / Wear / Were / We're

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is _____ I used to live.
6. The children _____ very tired after their day out.
7. I like to _____ red.
8. Hurry up, _____ going to be late.
9. We _____ freezing cold.
10. She will always _____ her hair in pigtails.
11. _____ very excited.
12. Do you know _____ I can find the dinner hall?

Your / You're

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is _____ birthday?
4. Is that _____ coat?
5. _____ welcome to share my colouring pencils.
6. Eat an apple if _____ hungry.
7. I saw _____ mum yesterday.
8. Do you know where _____ going on holiday?
9. Don't forget _____ manners.
10. _____ a lovely young girl.

They're / Their / There

1. "Look at the beautiful rainbow over <u>there</u>!" gasped Lydia.

2. The one with the white fence is <u>their</u> house.

3. Do you think <u>they're</u> hiding?

4. Put the book over _____ on the shelf.

5. _____ bus was running late.

6. The cold wind made _____ teeth chatter.

7. Could they be in _____?

8. Blue Smarties are the best, _____ my favourites.

9. Ava and Lucas put _____ hands up at the same time.

10. Are you sure _____ not real?

Find homophones for these words:

Try to use each work in a sentence.

- read
- board
- sea
- right
- witch
- four
- son
- know

- waste
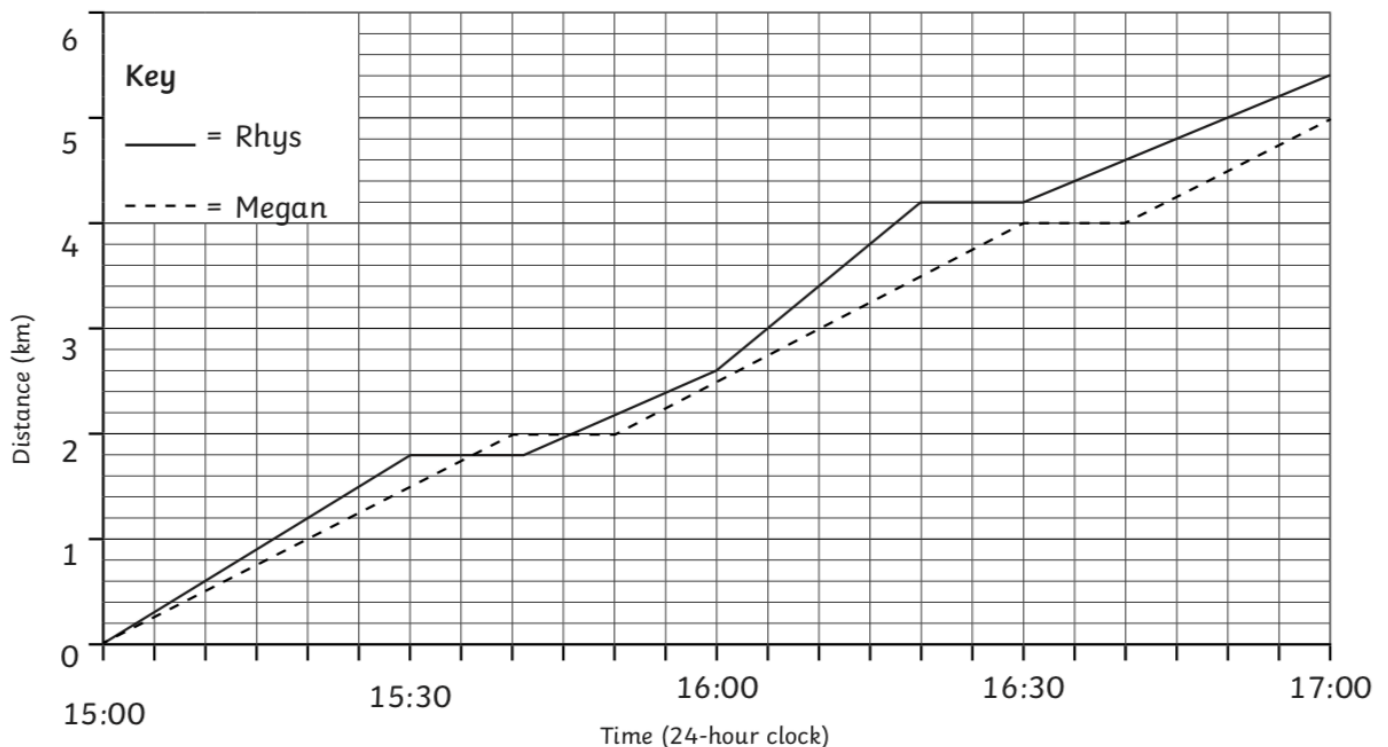- weight
- poor
- mail
- pair
- hear
- wood
- week

Maths

Task 1

Here is the table of data showing how far Rhys and Megan cycled over two hours.

Time (24-hour clock)	15:00	15:10	15:20	15:30	15:40	15:50	16:00	16:10	16:20	16:30	16:40	16:50	17:00
Rhys's Distance (km)	0	0.6	1.2	1.8	1.8	2.2	2.6	3.4	4.2	4.2	4.6	5	5.4
Megan's Distance (km)	0	0.4	1	1.4	2	2	2.4	3	3.6	4	4	4.4	5

A Line Graph to Show How Far Rhys and Megan Cycled over Two Hours

Use the information above to answer the following questions:

1. How far had Megan cycled by 15:55? _____

2. How many minutes did it take Megan to cycle 3.8km? _____

3. At what time did Rhys stop cycling to have his second rest? _____

4. At what time did Megan stop cycling to have her first rest? _____

5. How much further had Rhys cycled than Megan at 16:10? _____

6. Did Rhys increase or decrease his lead from 16:10 to 16:20? _____

   By how much? _____

7. How many minutes did it take Megan to cycle from 3km to 4km? _____
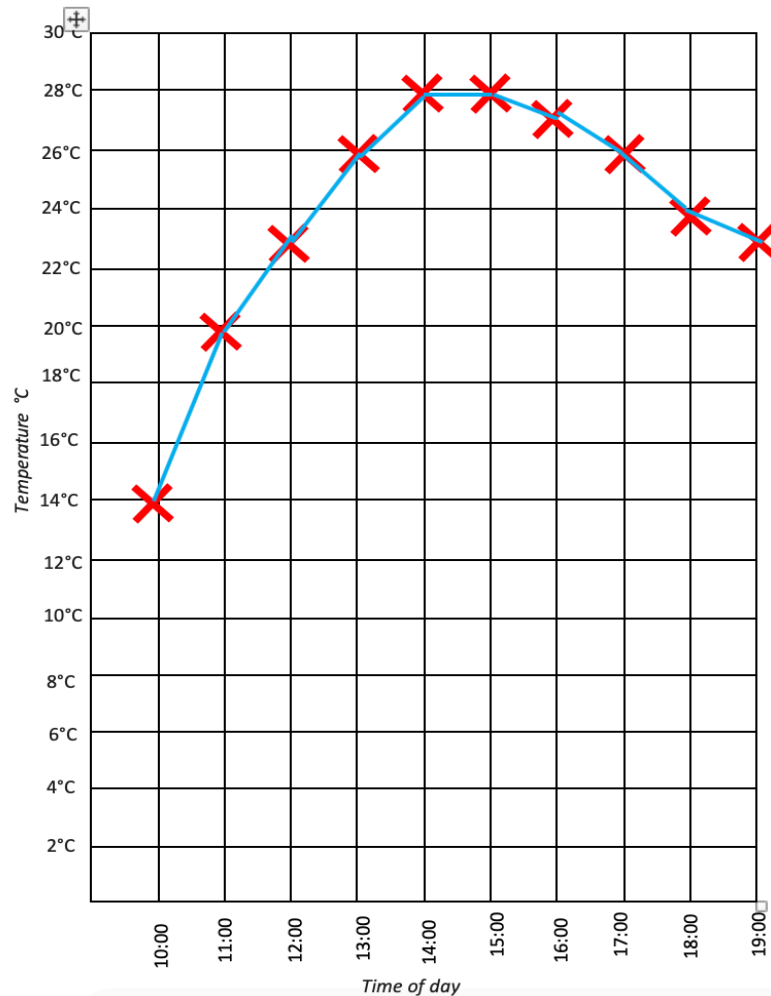
8. For how many km was Megan in the lead? _____

Task 2

Time of day	10:00 / 10am	11:00 / 11am	12:00 / 12pm	13:00 / 1pm	14:00 / 2pm	15:00 / 3pm	16:00 / 4pm	17:00 / 5pm	18:00 / 6pm	19:00 / 7pm
Temperature (°C)										
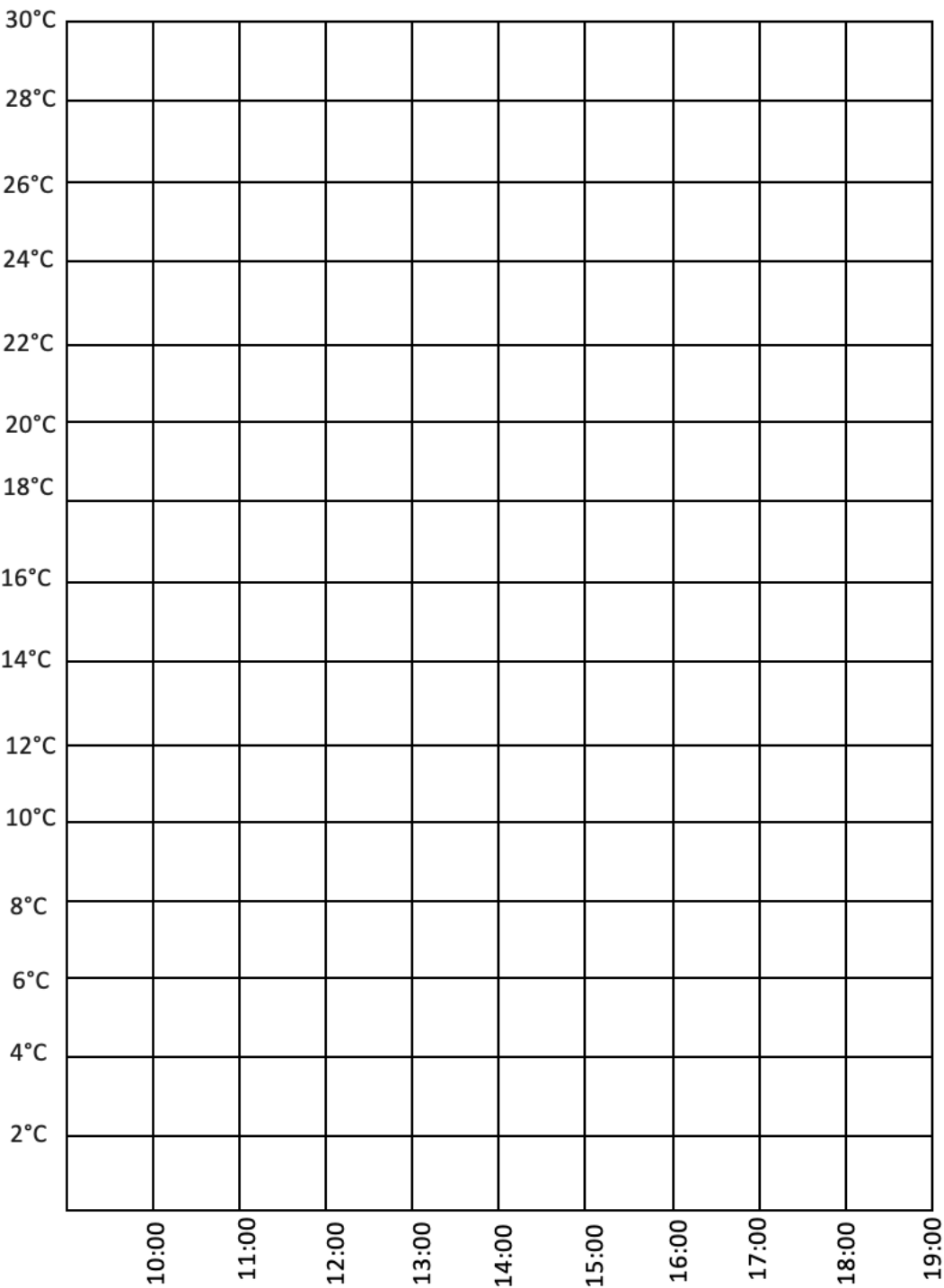
Task 3

Table showing the temperatures in degrees Celsius throughout the day in Cape Town, South Africa during a day in April 2020.

Questions:

1. What time of the day was it warmest in:
   a. London? _____
   b. Cape Town? _____

2. What was the lowest recorded temperature in:
   a. London? _____
   b. Cape Town? _____

3. How long did it take to reach the top temperature from 10:00 in:
   a. London? _____
   b. Cape Town? _____

4. What was the difference in the highest and lowest temperatures in:
   a. London? _____
   b. Cape Town? _____

5. Complete the grid below, showing the temperatures at the different times of the day in Cape Town:

Time of day	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00
Temperature (°C)										

6. True or false?
   The biggest increase in temperature in Cape Town was between 11:00 and 12:00.
   If false – when was it? _____

7. During which hours did you record the biggest increase in temperature in London?
   _____

8. At what time was a temperature over 24°C first recorded in Cape Town?
   _____

9. Was Cape Town warmer at 12:00 or 18:00?
   _____

10. Make an estimation of the temperature at:
    a. 13:30 _____
    b. 18:30 _____

Challenges

1. Explain the mistakes in this line graph showing average rainfall in London, which is drawn from the information in the table.


Average in London

Months / Rainfall (cm)
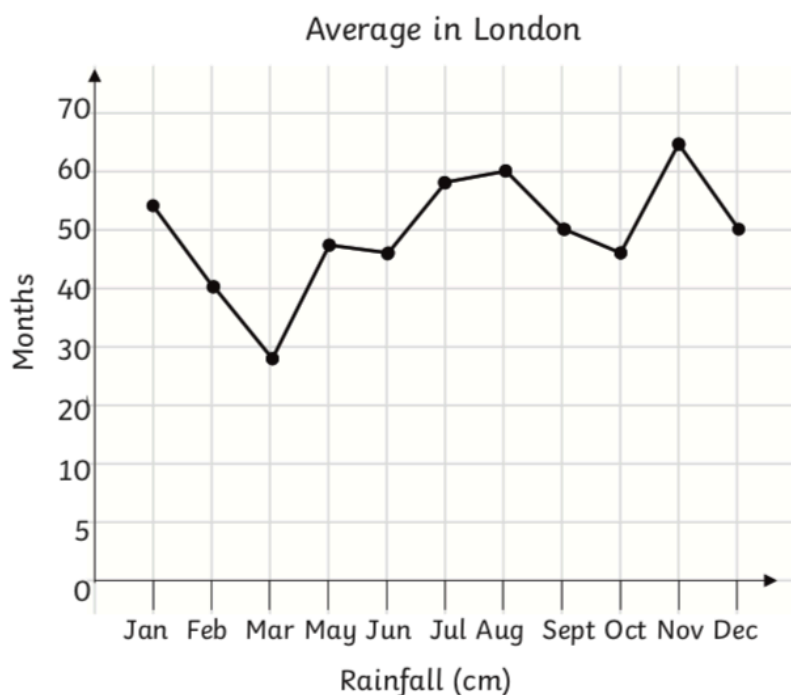
Month	Rainfall (mm)
January	54
February	40
March	28
April	38
May	48
June	46
July	58
August	60
September	50
October	57
November	65
December	50

12
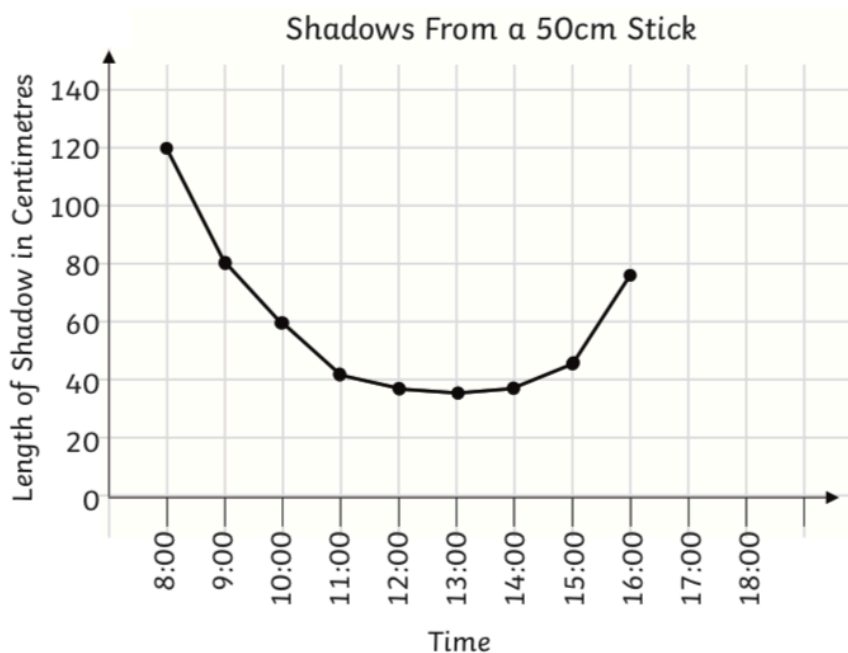
2. Explain why each of the following statements are true or false.
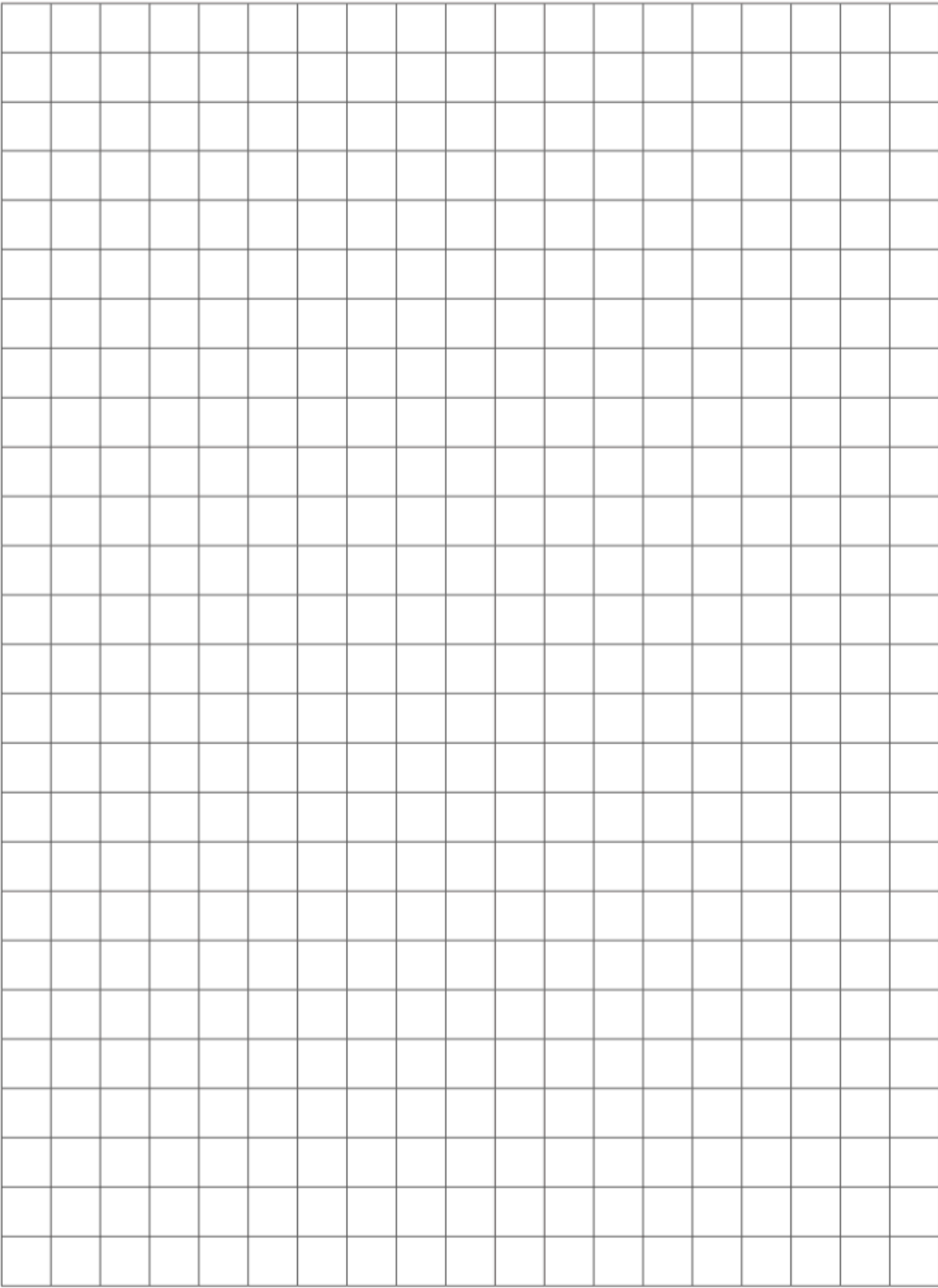
- The lowest temperature is 5°C

- The difference between the highest and lowest temperature is 12°C.

- The temperature rose 11°C from March to May.

- The largest fall in temperature was from October to November.

Average Temperature
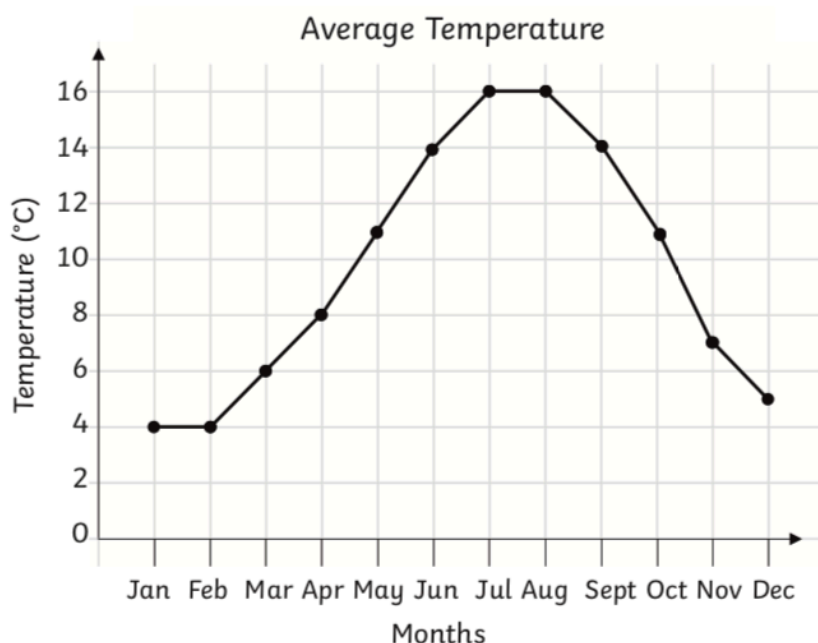
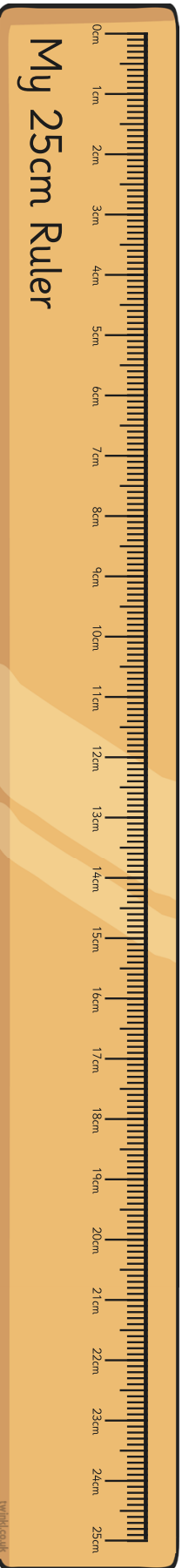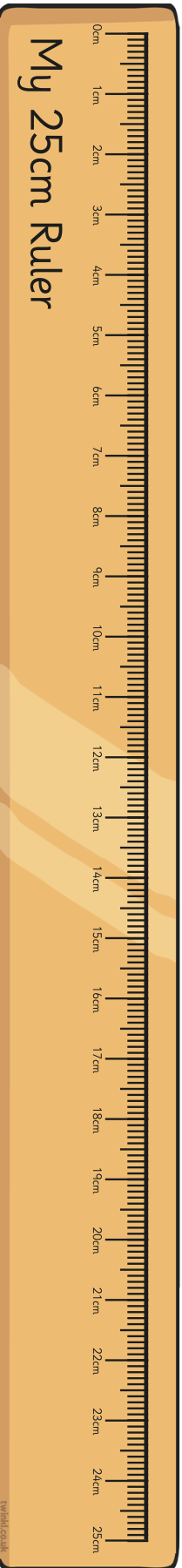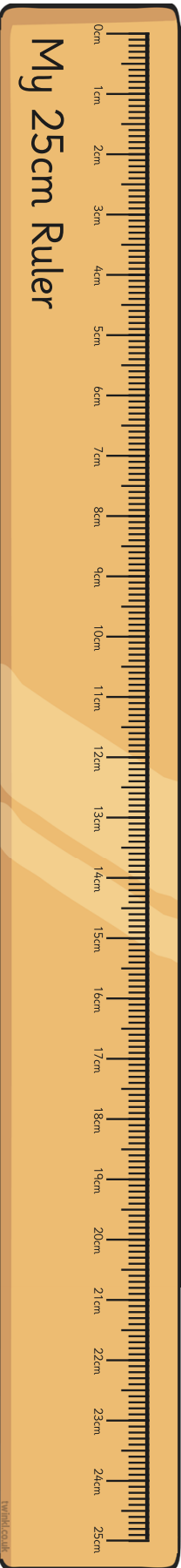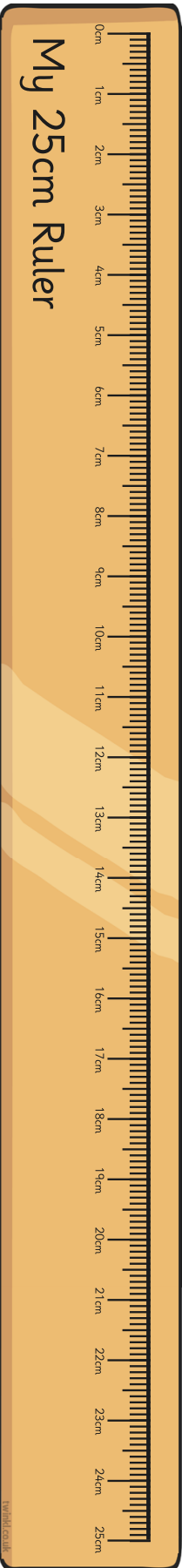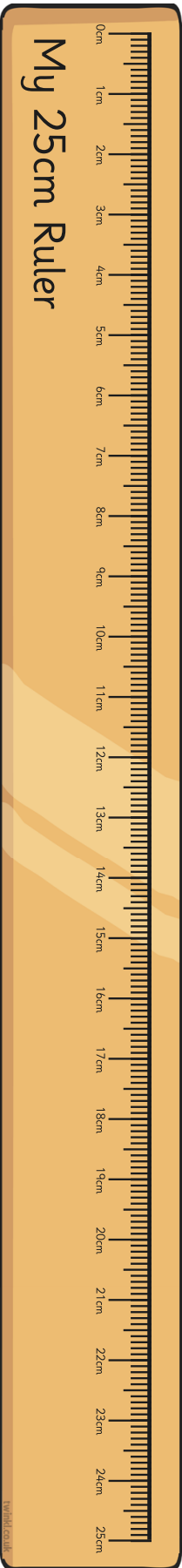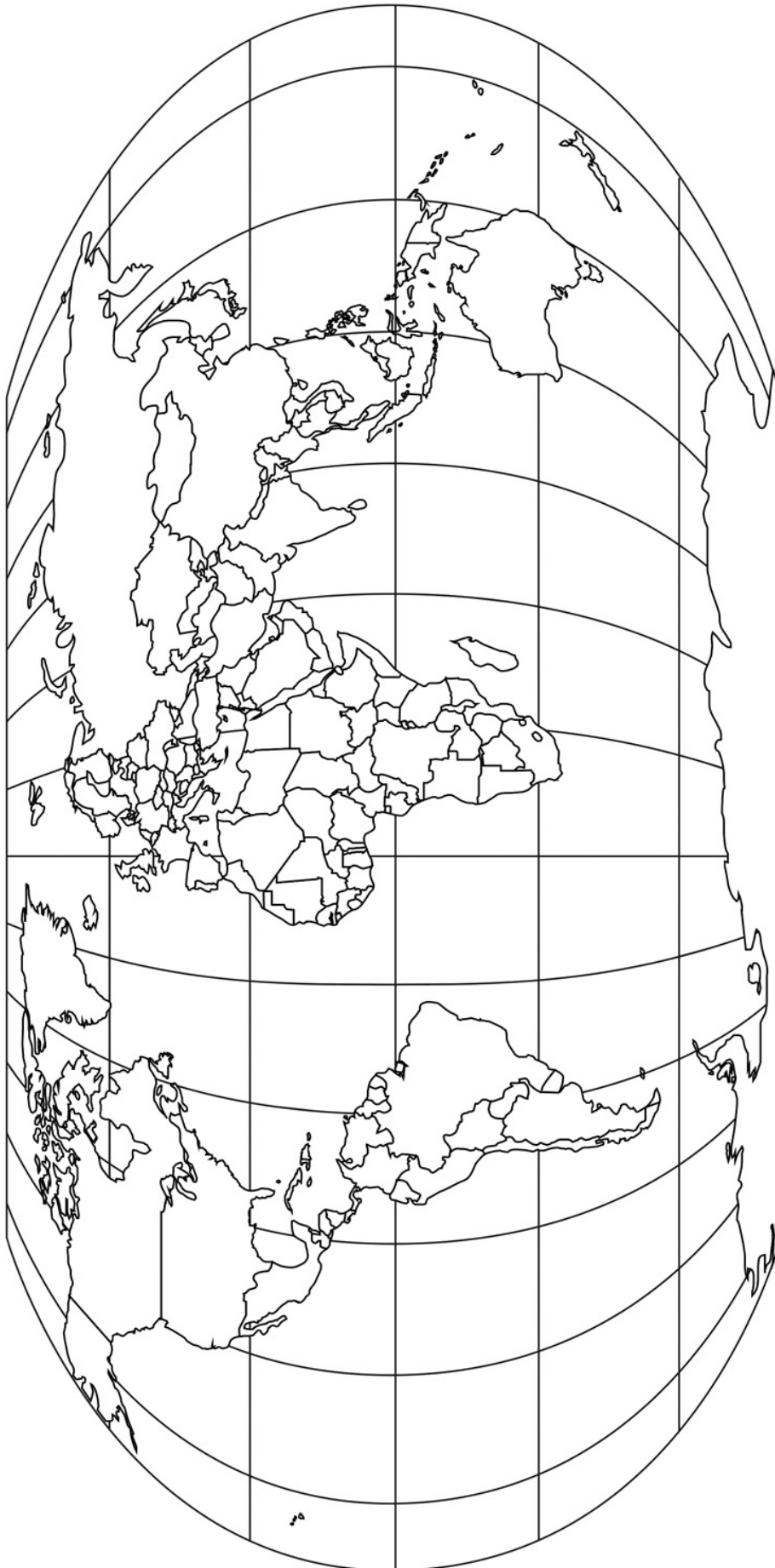3. This graph shows the length of a shadow at each hour:

- When was the shadow shortest?

- What was the difference between the shortest and longest shadow?

- By how much did the shadow change between 8:00am and 10:00am?

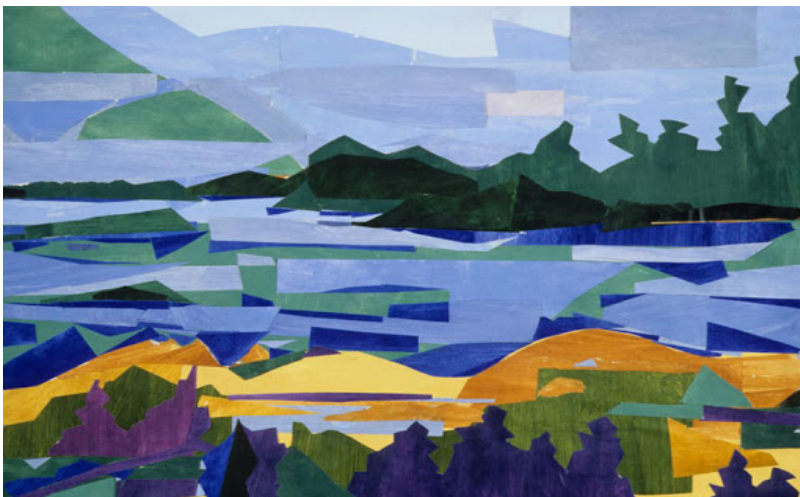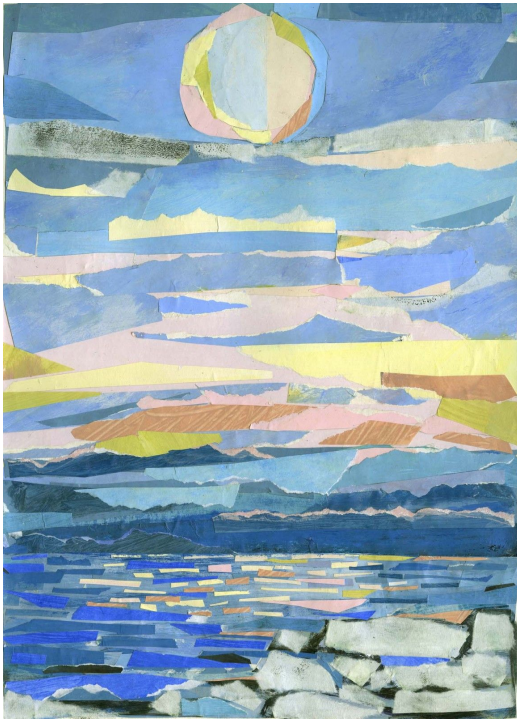- What time would you expect the shadow to be 120cm again?

Shadows From a 50cm Stick

Printable squared paper

14

Printable ruler

My 25cm Ruler

My 25cm Ruler

My 25cm Ruler

My 25cm Ruler

My 25cm Ruler

Learning Quest - Geography

Art

Robin Brookes - Collages

Comprehension 1 – Answers

Answers:

1. Precious commodity

2. It can be deadly

3. Bad after effect, bad things happening because of it

4. Any sentence that explains that a lot of snow fell - look for understanding of the word **substantial**

5. It was angry and aggressive

R: 1931

S: It can ruin crops/harvests and people can starve. They can drown. It can spread disease.

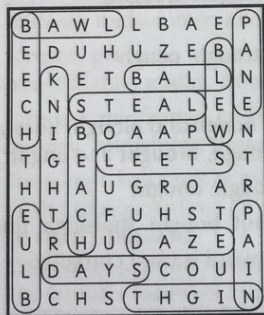S: High temperatures can make people and animals dehydrated

R: Fires

I: There had been a drought for two years before with very little water

Grammar - Homophones 1 – Answers

Pages 94 and 95 — Homophones

1. dessert, heel, mail
2. **guest**, **guessed**, **father**, **farther**, **herd**, **heard**
3. night — **knight**, bawl — **ball**, beech — **beach**, daze — **days**, blue — **blew**, pane — **pain**, steel — **steal**


```
B A W L L B A E P
E D U H U Z E B A
E K E T B A L L N
C N S T E A L E E
H I B O A A P W N
T G E L E E T S T
H H A U G R O A R
E T C F U H S T P
U R H U D A Z E A
L D A Y S C O U I
B C H S T H G I N
```

4. coarse (**course**), led (**lead**), lone (**loan**), leak (**leek**), worn (**warn**)
5. Any sentence where the word is used correctly.
   Examples:
   The train remained **stationary** for five minutes.
   I think you'll find a stapler in the **stationery** cupboard.
   The first point should **precede** the second.
   Let's **proceed** with the meeting.

Maths – Answers

Task 1

1. How far had Megan cycled by 15:55? 2.2km
2. How many minutes did it take Megan to cycle 3.8km? 85 minutes
3. At what time did Rhys stop cycling to have his second rest? 16:20
4. At what time did Megan stop cycling to have her first rest? 15:40
5. How much further had Rhys cycled than Megan at 16:10? 0.4km
6. Did Rhys increase or decrease his lead from 16:10 to 16:20?
   He increased his lead by 0.2km, to 0.6km
7. How many minutes did it take Megan to cycle from 3km to 4km? 20 minutes
8. For how many km was Megan in the lead? 0.2km

Task 3

1. What time of the day was it warmest in:
   c. London? _____
   d. Cape Town? 14:00-15:00

2. What was the lowest recorded temperature in:
   c. London? _____
   d. Cape Town? 10:00

3. How long did it take to reach the top temperature from 10:00 in:
   c. London? _____
   d. Cape Town? 4 hours (10:00-14:00)

4. What was the difference in the highest and lowest temperatures in:
   c. London? _____
   d. Cape Town? 14°C (28°C-14°C)

5. Complete the grid below, showing the temperatures at the different times of the day in Cape Town:

| Time of day	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00
Temperature (°C)	14°C	20°C	23°C	26°C	28°C	28°C	27°C	26°C	24°C	23°C

6. True or false?
   The biggest increase in temperature in Cape Town was between 11:00 and 12:00. False
   If false – when was it? Between 10:00 and 11:00

7. During which hours did you record the biggest increase in temperature in London?
   _____

8. At what time was a temperature over 24°C first recorded in Cape Town?
   13:00

9. Was Cape Town warmer at 12:00 or 18:00?
   18:00

10. Make an estimation of the temperature at:
    c. 13:30 - 27°C
    d. 18:30 – 23.5°C

Challenges

1. **Spot the Mistakes.** These are the mistakes:

   - Scale – 0, **5**, 10, 20, 30 40, 50, 60

   - **April** is missing on the graph.

   - The value for October should be **57** on th

   - Title should be 'Average **Rainfall** in London'

   - **"Month"** and **"Average rainfall (cm)"** need to be swapped round.

   - Units are wrong in rainfall it should be **mm**.
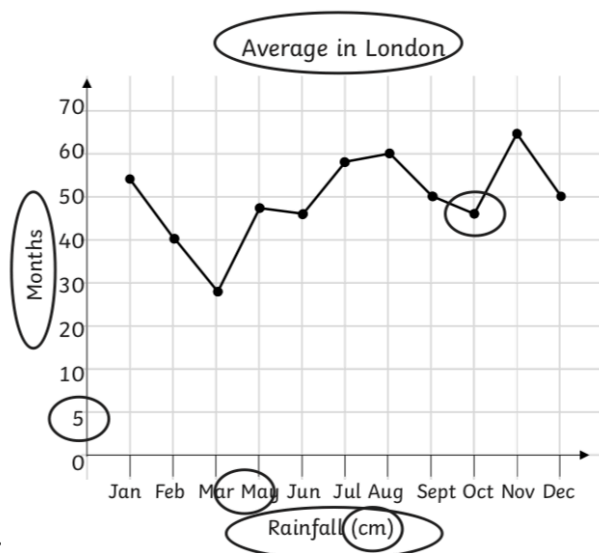
2. **True or False.** Explain why each of the following statements are true or false.

   - False: 4°C

   - True: 16°C – 4°C or read on graph.

   - False: 5°C; 11°C is the temperature in May.

   - True: largest difference between points on the graph.

3. **Solve.** This graph shows the length of a shadow at each hour.

   - 13:00

   - 81-82cm

   - 60cm

   - 17:00