

# 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.

BBC Daily bitesize for age-appropriate interactive lessons and activities on various topics. Year 5:  
<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Year group: 5	
Curriculum area	Tasks
Reading	<ul style="list-style-type: none"> <li>Continue to read for at least 30 minutes each day, record your comments in your reading record and look up and keep collecting new vocabulary that you come across. Continue to write a short book review for each book you finish so that we can share our recommendations when we are back in school.</li> <li><b>Reading comprehension:</b> <ol style="list-style-type: none"> <li>Complete p. 10-11 of the CGP comprehension book (<i>Goodnight Mister Tom</i>) <b>and/or</b></li> <li>Read and complete the comprehension activities attached below, based on classic texts: <ul style="list-style-type: none"> <li><i>Wind in the Willows</i> (Page 4)</li> <li><i>Peter Pan</i> (Page 5)</li> </ul> </li> </ol> </li> </ul>
Writing	<ul style="list-style-type: none"> <li>This term we will be writing <b>newspaper reports</b>. For this week, we have given you a task to complete each day – see the full instructions below (on Day 5, complete the Grammar task) <b>(Pages 6-9)</b></li> <li><b>Spellings:</b> words ending in -able, -ible, -ably, -ibly Complete p. 82-83 of the CGP SPAG book <b>and/or</b> Practise spelling correctly and using in the sentence the words in the attached list.</li> <li><b>Grammar:</b> revise the use of <b>Fronted Adverbials</b> with the activities below.</li> </ul>
Maths	<ul style="list-style-type: none"> <li><b>Roman Numerals:</b> watch this video to remind yourself about how to read and write Roman numerals from 1-1000: <a href="https://www.youtube.com/watch?v=Jd0Hzyc1SMk">https://www.youtube.com/watch?v=Jd0Hzyc1SMk</a> Now have a go at <b>Task 1 (Page 10)</b></li> <li><b>Rounding:</b> watch the video below, which will remind you how to <b>round</b> numbers to any given place: <a href="https://www.youtube.com/watch?v=k6G-MBQQ_co">https://www.youtube.com/watch?v=k6G-MBQQ_co</a> <b>Play</b> 'Rocket Rounding' to warm up your rounding skills: <a href="https://www.topmarks.co.uk/maths-games/rocket-rounding">https://www.topmarks.co.uk/maths-games/rocket-rounding</a> Now complete <b>Task 2 (Page 10-11)</b></li> <li><b>Square Numbers</b> are numbers that result from multiplying a whole number by itself. For example; 25 is a square number because <math>5 \times 5 = 25</math>. We write this as <math>5^2 = 25</math> (five squared equals twenty five). <ol style="list-style-type: none"> <li>Play the Square number version of 'Hit the Button' to warm up your skills: <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> <li>Have a go at <b>Task 3 (Page 11)</b></li> </ol> </li> <li><b>Cube Numbers</b> are numbers that result from multiplying a whole number by itself and then multiplying it by itself again. For example 125 is a cube number because <math>5 \times 5 \times 5 = 125</math> (<math>25 \times 5 = 125</math>). We write this <math>5^3 = 125</math> (Five cubed equals one hundred and twenty-five). Complete <b>Task 4 (Page 11)</b></li> <li>Continue regular practice on <b>Times Tables Rock Stars</b>. Have you improved your scores since last week? What challenge will you set yourself for this week?</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Just for fun</i> – have a go the x10/100/1000 colour by numbers picture sheet (<b>Page 12</b>)</li> </ul> <p><b>NOTES:</b> <i>You should be able to complete the tasks given on any paper, without printing anything. Some of the resources are printable however, should you choose to use them in this way. Suggested games can be played on any device, including a smartphone.</i></p>
<p><b>Topic-based project</b></p> <p><b>Geography</b></p>	<p><b><u>Topic: Mountain and Rivers</u></b></p> <p><b><u>A River's Journey</u></b></p> <p><b><u>Task 1: The water cycle</u></b></p> <p>Watch this clip describing the water cycle: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1ks2-the-water-cycle/zbcmxyc">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1ks2-the-water-cycle/zbcmxyc</a></p> <p>Then using this animated representation to help you (and/or the attached image-<b>Page 13</b>), describe what is happening. Make sure you use the key words in your description.  <a href="http://www.biology.ualberta.ca/facilities/multimedia/uploads/alberta/watercycle.html">http://www.biology.ualberta.ca/facilities/multimedia/uploads/alberta/watercycle.html</a></p> <p><b><u>Task 2: The stages and features of a river's journey</u></b></p> <p>Watch this video describing the journey of a river:  <a href="http://www.bbc.co.uk/northernireland/forteachers/water/river/ft_cl_water_river_journey.shtml">http://www.bbc.co.uk/northernireland/forteachers/water/river/ft_cl_water_river_journey.shtml</a></p> <p>Make a note of the key words you hear from the video and look them up afterwards to check their meaning if you need to.</p> <p>Study the diagram provided (<b>Page13</b>) to get a better understanding of the different features of the river.</p> <p>Now label the features of a river as it goes along its journey, though the upper, middle and lower course. Use the template below (<b>Page 14</b>) to draw a river (or print it out) and use the keywords to label it (you might need to research some of the words).</p>
	<p><b><u>NB: Answers to some of the comprehension, grammar and Maths tasks can be found at the end of this document.</u></b></p>

## Reading Comprehension 2

### Mr Badger

At last they heard the sound of slow shuffling footsteps approaching the door from the inside. It seemed, as the Mole remarked to the Rat, like some one walking in carpet slippers that were too large for him and down at heel; which was intelligent of Mole, because that was exactly what it was.

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

'Now, the *very* next time this happens,' said a gruff and suspicious voice, 'I shall be exceedingly angry. Who is it *this* time, disturbing people on such a night? Speak up!'

'Oh, Badger,' cried the Rat, 'let us in, please. It's me, Rat, and my friend Mole, and we've lost our way in the snow.'

'What, Ratty, my dear little man!' exclaimed the Badger, in quite a different voice. 'Come along in, both of you, at once. Why, you must be perished. Well I never! Lost in the snow! And in the Wild Wood, too, and at this time of night! But come in with you.'

The two animals tumbled over each other in their eagerness to get inside, and heard the door shut behind them with great joy and relief.

The Badger, who wore a long dressing-gown, and whose slippers were indeed very down at heel, carried a flat candlestick in his paw and had probably been on his way to bed when their summons sounded. He looked kindly down on them and patted both their heads. 'This is not the sort of night for small animals to be out,' he said paternally. 'I'm afraid you've been up to some of your pranks again, Ratty. But come along; come into the kitchen.

There's a first-rate fire there, and supper and everything.'

He shuffled on in front of them, carrying the light, and they followed him, nudging each other in an anticipating sort of way, down a long, gloomy, and, to tell the truth, decidedly shabby passage, into a sort of a central hall; out of which they could dimly see other long tunnel-like passages branching, passages mysterious and without apparent end. But there were doors in the hall as well— stout oaken comfortable-looking doors. One of these the Badger flung open, and at once they found themselves in all the glow and warmth of a large fire-lit kitchen.



An extract from 'Wind in The Willows' by Kenneth Grahame

### Mr Badger - Comprehension questions



Underline the phrase which shows that Ratty and Mole have been suffering from extreme cold?



2. Which two phrases does Badger say which leads us to think that he has already been disturbed before Mole and Ratty arrive?



3. The last paragraph suggests Badger is more more friendly than at the beginning of the extract. What do you think will happen next? Make reference to the text.



4. With reference to the text give some examples of language used by the author to show the reader how cold it was outside.



5. Where had Ratty and Mole been out walking?



6. Can you summarise Mr. Badger's personality in 3 sentences?

Answers on Page 15



## Reading Comprehension 3

### The Mermaids' Lagoon



The children often spent long summer days on this lagoon, swimming or floating most of the time, playing the mermaid games in the water, and so forth. You must not think from this that the mermaids were on friendly terms with them: on the contrary, it was among Wendy's lasting regrets that all the time she was on the island she never had a civil word from one of them. When she stole softly to the edge of the lagoon she might see them by the score, especially on Marooners' Rock, where they loved to bask, combing out their hair in a lazy way that quite irritated her; or she might even swim, on tiptoe as it were, to within a yard of them, but then they saw her and dived, probably splashing her with their tails, not by accident, but intentionally. They treated all the boys in the same way, except of course Peter, who chatted with them on Marooners' Rock by the hour, and sat on their tails when they got cheeky. He gave Wendy one of their combs.

The most haunting time at which to see them is at the turn of the moon, when they utter strange wailing cries; but the lagoon is dangerous for mortals then, and until the evening of which we have now to tell, Wendy had never seen the lagoon by moonlight, less from fear, for of course Peter would have accompanied her, than because she had strict rules about every one being in bed by seven. She was often at the lagoon, however, on sunny days after rain, when the mermaids come up in extraordinary numbers to play with their bubbles. The bubbles of many colours made in rainbow water they treat as balls, hitting them gaily from one to another with their tails, and trying to keep them in the rainbow till they burst. The goals are at each end of the rainbow, and the keepers only are allowed to use their hands. Sometimes a dozen of these games will be going on in the lagoon at a time, and it is quite a pretty sight.

An extract from *Peter Pan and Wendy* by J.M. Barrie

[www.literacyshedplus.com](http://www.literacyshedplus.com)

### Answers on Page 15-16

### The Mermaids' Lagoon - Comprehension questions



1. Can you explain the term 'On the contrary' (You may use a dictionary)



2. How does Wendy feel about the mermaids? Use evidence in the text to support your answer.



3. Do you think that the choice of descriptive language in chapter 2 gives the reader a clue about what will happen next in the story? Why?



4. Explain, using evidence from the text, why some readers may think that Wendy is jealous of the mermaids.



5. Identify 3 things that Wendy disliked about the Mermaids.



6. What is the role of this paragraph? Do you think that it deals with this effectively?

## Writing tasks

### Day 1: Introduction

For our reports we will use a clip entitled 'The Lighthouse'. Look at the stills from the clip below. Can you put them in the correct order? What can you see? What happens? Who are the characters? What will happen next?



Now watch the clip to the end.

<http://www.literacyshed.com/the-lighthouse.html> or on

<https://www.youtube.com/watch?v=6HfBbSUORvo>

Were your predictions accurate? Were you surprised?

### Day 2: Writing a headline and an orientation

**What is the orientation?** The orientation follows the headline. It consists of 1-2 sentences, should grab the reader's attention and should contain the 5 w's (who, what, where, when, why).

Task 1 Can you think of a catchy headline?

**Task 2** Look at the orientations below. Underline and look up any unknown words. Discuss with an adult- which one is the best and why? Can you write your own?

A local community came to the aid of a neighbouring lighthouse keeper last night, when the lantern in the lighthouse smashed and left approaching boats in a perilous predicament.

There was a lighthouse keeper who smashed a light at the top of his lighthouse and the local people went to help him before the boats crashed into the rocks.

The inhabitants of a remote Scottish village were the heroes and heroines of the hour yesterday, when an unfortunate incident with a lighthouse's lantern resulted in some emergency action. The villagers leapt to the aid of the flustered lighthouse keeper in what can only be described as a valiant display of co-operation and community spirit. The quick-thinking villagers managed to prevent a maritime disaster and also forge friendships with the lighthouse keeper himself.

## Which is better and why?

### Day 3: Planning and carrying out press interviews

**Task 1:** Write the headings LIGHTHOUSE KEEPER, VILLAGERS, SHIP'S CREW on a sheet of paper.

Then watch the clip again.

Come up with as much information about that person/people as you can and write it under the heading. You can infer and deduce information (make informed guesses!)

**Task 2:** Today you are going to be members of the press and will interview these characters. Write down some questions you would like to ask these characters about the incident. Think of open questions. Otherwise you will only get boring 'yes', 'no' responses.

NOW IT IS TIME TO INVOLVE YOUR FAMILY. Give out the roles: You should have one lighthouse keeper, one or more villagers and ship's crew. Ask your questions and record the responses.

Lighthouse Keeper	Villager	Crew Member
Question 1:	Question 1:	Question 1:
Answer:	Answer:	Answer:
Question 2:	Question 2:	Question 2:
Answer:	Answer:	Answer:

## Day 4: Using our interviews to write quotes for the report

You are going to write the information you gathered yesterday into a series of quotes.

Remember to use person first then quote second, e.g. The lighthouse keeper said, visibly shaken, "I was surrounded by shards of glass and panic set in. This was serious. I had to come up with an idea fast!"

Extension: Have a look at newspapers at home of the FREE FIRST NEWS edition for this week to look for quotes.

*See below for some quote examples and some reminders of how to use direct speech punctuation*

'The whole experience was terrifying!' recalls Piggy Number Two, the victim in this heinous crime. 'I hope a guilty verdict is returned and that the Big Bad Wolf receives a lengthy prison sentence.'

A spokesperson for the King's men said, 'We were asked to attend an accident at the castle wall, whereby Mr Dumpty appeared to have fallen from a considerable height. We arrived shortly after the incident, though we were unable to put him back together again.'

'I did see a young lady entering the property,' an eyewitness told us, 'though I believed she must have known the three bears and so I decided not to challenge her.'

'Potter's broomstick collided with the end of an opposing player and he fell quite heavily onto the floor of the stadium. The medical team were dispatched and he is now recovering in the hospital wing,' explained Albus Dumbledore, headmaster at Hogwarts.

A member of the crowd described the sighting, 'I looked up and could see something flying towards us. We thought it was a bird or a plane at first, though as it came closer we realised it was a man in a cape and a blue and red outfit. He flew overhead and down towards the burning building!'

'I awoke and noticed that it was very dark outside, but when I got to the window I realised that it was because of the huge beanstalk that was blocking the daylight!' Jack's mother reported.

Lighthouse Resource 2b

Remember to only put speech marks around what is being spoken.

Remember to use a capital letter for the first word of speech.

Remember to use a new line for new speakers.

Remember to use punctuation to separate what is being said from the rest of the sentence.

Remember to make sure there is a piece of punctuation at the end of the speech, inside the speech marks.

Remember you can use more than one sentence within a pair of speech marks. Use punctuation to signal the end of the sentence then start a new sentence. Only close the speech marks when the person has finished speaking.

Remember speech marks are also called quotation marks and inverted commas.

Lighthouse Resource 2c

## Spellings

horrible	reasonable	<b>Challenge:</b> can you add the correct suffix (-able/ably or -ible/ibly) to the following words? <ul style="list-style-type: none"> <li>- enjoy</li> <li>- access</li> <li>- rely</li> <li>- force</li> </ul> <p>Now check in a dictionary that you have spelt them correctly!</p>
visible	enjoyable	
sensible	comfortable	
responsible	changeable	
incredible	noticeable	

## Grammar – Fronted Adverbials

### Fluency

Answers on Page 16

1a. Circle the sentence below which has used a fronted adverbial.

- A. Suzie walked past the beach after she had finished shopping.
- B. After finishing her shopping, Suzie went for a walk along the beach.
- C. Suzie liked to collect shells when she went walking on the beach.

3a. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.

The mouse was frequently seen running around in the kitchen, avoiding the cat.

2a. Insert a comma after the fronted adverbial in the sentence below.

On a Monday evening my children both have dancing lessons with different teachers.

4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.

The driver pulled over somewhere near here, and frantically ran out of the car towards the river.

### Application and Reasoning

1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The children in Miss. Treacle's class could barely see the luxurious cruise ship in the distance.

3a. Linda thinks that the words '*went to the local park*' can be moved to the beginning of the sentence and used as a fronted adverbial.

Every Friday afternoon, Charlie went to the local park to play rounders with his friends until late.

Is she correct? Explain your answer.

2a. The children are discussing which adverbials are best to use in a sentence.



The children returned to their seats without a sound.

Whose adverbial would fit best?

# Maths

## Task 1: Roman numerals

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

1. Complete the sequences by filling in the missing Roman numerals.

CIII		CV	
------	--	----	--

	CCLV		CCLVII
--	------	--	--------

DXXIV		DXXVI	
-------	--	-------	--

2. Write the following Roman numerals in ascending order:

CMI	CCCXC	DC	CXCIX
-----	-------	----	-------

3. Use <, > or = to complete the statements.

CDLV  355

699  DCXCIX

CDXXVII  430

4. Complete the calculations. Write the answers in Roman numerals:

200 + CCI =

DC - 45 =

CCCL + 150 =

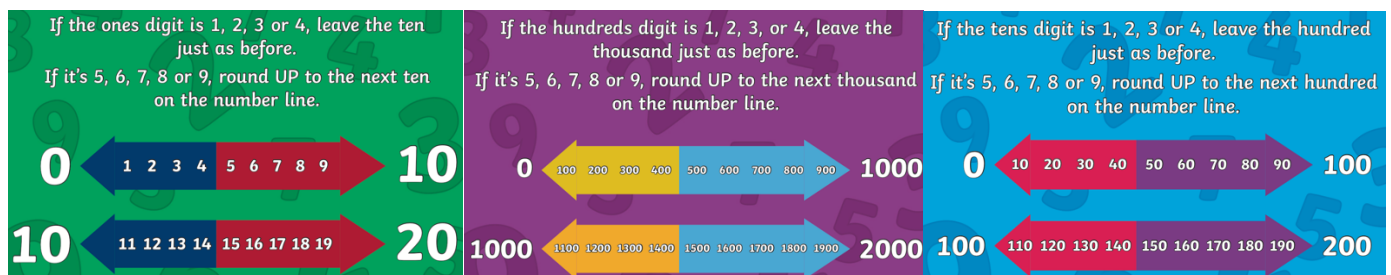
5. Arrange the cards below to create different Roman numerals. Each card may only be used once.

C	X	C	I
---	---	---	---

6. Using your knowledge of Roman numerals to 1,000, work out the value of the Roman numeral below:

MMM

## Task 2: Rounding



1. Which three numbers from the list below become 40 when rounded to the nearest **ten**?

34, 43, 31, 39, 38, 46,  
45, 42, 36



2. Write three numbers that, when rounded to the nearest **hundred**, become:

a. 600 \_\_\_\_\_  
b. 200 \_\_\_\_\_  
c. 900 \_\_\_\_\_

3. Rounding to the nearest **whole number**.  
Write 3 numbers that, when rounded to the nearest whole number, become:

a. 6 \_\_\_\_\_  
b. 19 \_\_\_\_\_  
c. 769 \_\_\_\_\_

4. Rounding to the nearest **thousand**.

Use the digit cards to make numbers that round to these values:



a. 7000 \_\_\_\_\_  
b. 4000 \_\_\_\_\_  
c. 9000 \_\_\_\_\_

5. Round these numbers to the nearest **tenth**:

a. 5.927 \_\_\_\_\_  
b. 1.0188 \_\_\_\_\_  
c. 2000.07 \_\_\_\_\_

### Task 3: Square number investigation

1. If a number is **PALINDROMIC**, it can be read the same way forwards as backwards e.g. **989** or **1001**

Can you find the first 3 numbers that are square numbers and are also palindromes?

**HINT:** The answers are more than 100, but less than 1000

2. Can you find **2** square numbers that add together to make another square number?
3. Can you find **3** square numbers that add together to make another square number?

### Task 4: Cube number investigation

How many cube numbers can you find that are smaller than 1000? List them.

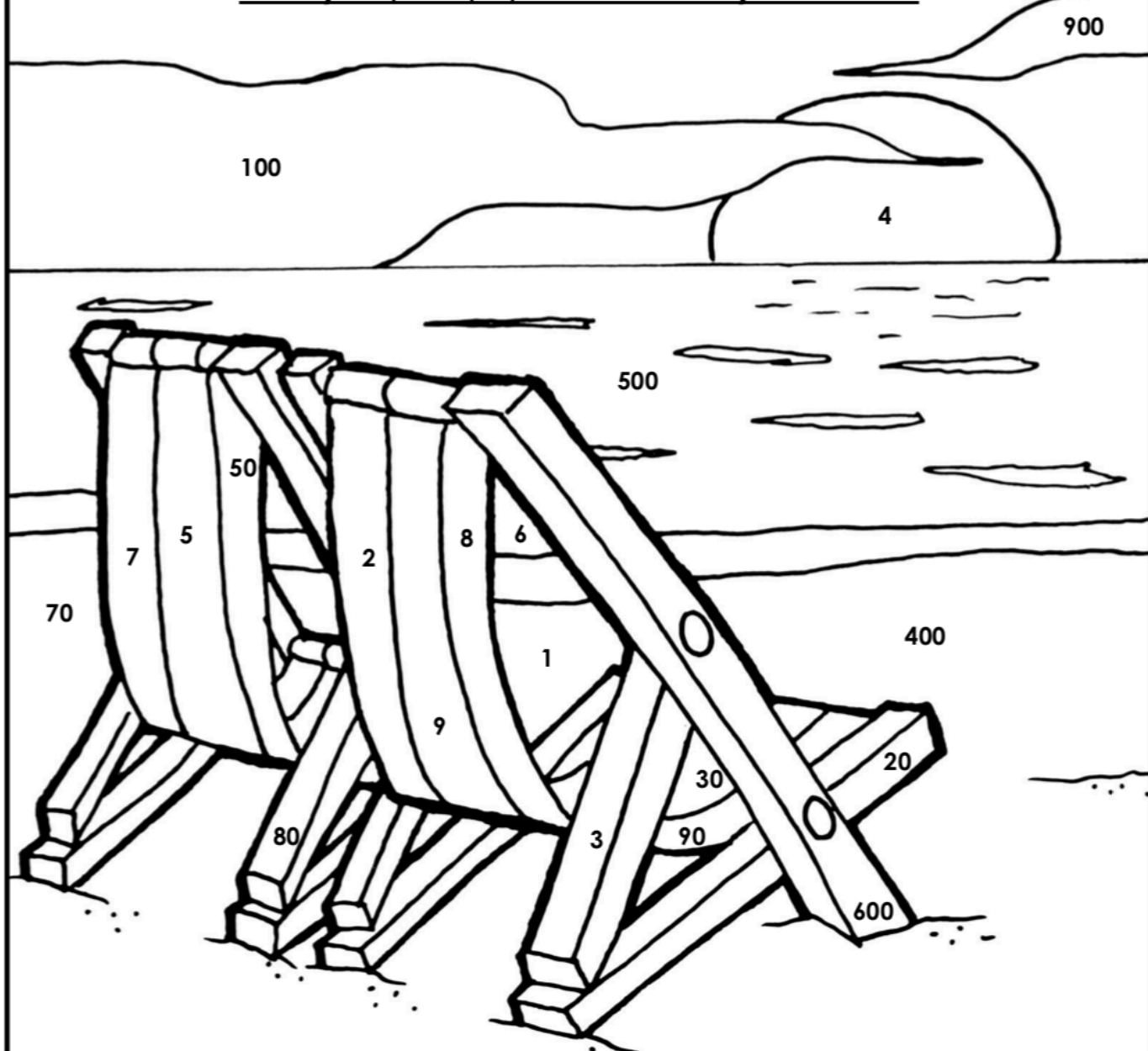
**HINT:** work systematically, starting from 1

### Challenge:

Are there any cube numbers that are also square numbers?

Just for fun...

$x \div$  by 10, 100, 1,000 Colour by Numbers



Match the answers to the calculations and colour them correctly.

Dark Blue

$500 \div 100$

$90 \div 10$

$3 \times 10$

Yellow

$100 \div 100$

$10 \times 10$

$4 \times 100$

$7 \times 10$

$9 \times 100$

Red

$20 \div 10$

$800 \div 100$

$9 \times 10$

Orange

$400 \div 100$

$70 \div 10$

$5 \times 10$

Brown

$30 \div 10$

$6 \times 100$

$8 \times 10$

$2 \times 10$

Light Blue

$60 \div 10$

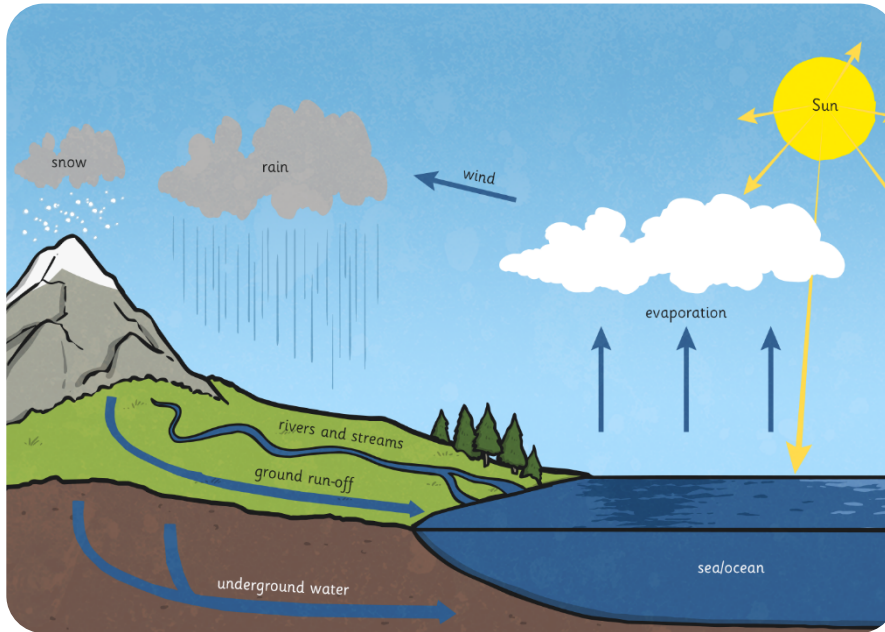
$5 \times 100$

Now colour the rest of the picture.



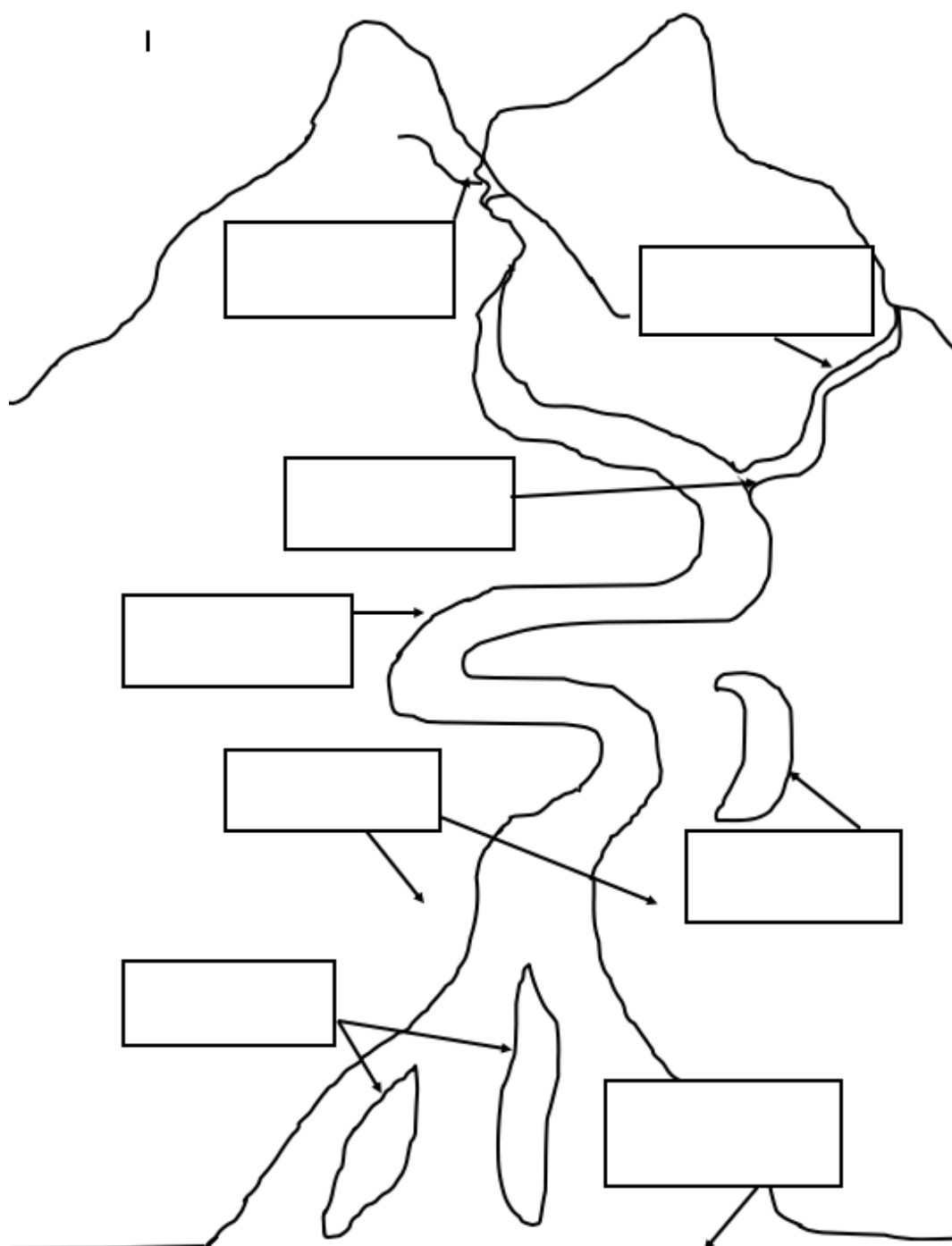
## Learning Quest - Geography

### The Water Cycle



### A River's Journey





confluence
delta
floodplain
meander
mouth
oxbow lake
Source
tributary

# ANSWERS

## Comprehension 1 –Mr Badger - Answers

'why you must be perished' paragraph 3

1.

"Now, the *very* next time this happens"

"Who is it *this* time,"

Both of these lines suggest that he has already been woken up that night.

2.

Accept any valid prediction

3.

Perished, lost in the snow, eager to get inside,  
relief, not the sort of night for small animals to be  
outside.

4.

In the **wild** wood

5.

Accept any valid responses. Accept that he is grumpy etc but also  
welcoming and caring towards his friends.

6.

## Comprehension 1 –The Mermaid's Lagoon - Answers

1.

It means the opposite is true

2.

She does not like them. She thinks they are vain and lazy.

Back up using text references.

3.

Accept any plausible predictions.

They irritate her and treat her like the boys.

It says they treated her like all the others except Peter of course. She may be jealous of this.

4.

1. Lazy

2. Chat to Peter

3. They splash her

5.

To introduce the mermaids and let the audience know how Wendy feels about them

6.

## Grammar – Fronted Adverbials - Answers

### Varied Fluency

1a. B

2a. On a Monday evening, my children both have dancing lessons with different teachers.

3a. True. Frequently, the mouse was seen running around in the kitchen, avoiding the cat.

4a. Somewhere near here, the driver pulled over and frantically ran out of the car towards the river.

### Application and Reasoning

1a. In the distance, the children in Miss Treacle's class could barely see the luxurious cruise ship.

2a. Beth's adverbial would fit best. As soon as they were told, the children returned to their seats without a sound.

3a. Linda is incorrect because the sentence would be disjointed and wouldn't make sense. Went to the local park, every Friday afternoon, Charlie to play rounders with his friends until late.

## Maths – Answers

### **Task 1: Roman numerals - Answers**

1. CIV, CVI  
CCLIV, CCLVI  
DXXV, DXXVII

2. CXCIX, CCCXC, DC, CMI

3. >, =, <

4. CDI  
DLV  
D

5. 3 possibilities: CXCI (191); CCIX (209); CCXI (211)

6. M = 1000; MMM = 300

### **Task 2: Rounding – Answers**

1. 38, 43, 39, 42, 36

2.

- a. 600 – Numbers in the range 550 to 649
- b. 200 – Numbers in the range 150 to 249
- c. 900 – Numbers in the range 850 to 949

3.

- a. 6 – Numbers in the range 5.5 to 6.499...
- b. 19 - Numbers in the range 18.5 to 19.499...
- c. 769 - Numbers in the range 768.5 to 769.499...

4.

- a. 7000 – Multiple possible answers, including 7319

- b. 4000 – Multiple possible answers, including 3721

- c. 9000 – Multiple possible answers, including 9132

5.

- a. 5.9
- b. 1.0
- c. 2000.1

### Task 3: Square numbers – Answers

1. Square numbers that are palindromes:

- 121
- 484
- 676

2. Square numbers that add to make a square number:

- $9 + 16 = 25$
- $36 + 64 = 100$
- $81 + 144 = 225$

3. Square numbers that add to make a square number:

- $4 + 9 + 36 = 49$
- $1 + 16 + 64 = 81$
- $16 + 25 + 400 = 441$

### Task 4: Cube numbers – Answers

$$1^3 = 1$$

$$6^3 = 216$$

$$2^3 = 8$$

$$7^3 = 343$$

$$3^3 = 27$$

$$8^3 = 512$$

$$4^3 = 64$$

$$9^3 = 729$$

$$5^3 = 125$$

$$10^3 = 1000$$

### Challenge – Answers

Square numbers that are also cube numbers:

$$1^3 = 1 \text{ and } 1^2 = 1$$

$$4^3 = 64 \text{ and } 8^2 = 64$$

$$9^3 = 729 \text{ and } 27^2 = 729 \text{ (Well done if you spotted that one!)}$$

## Learning Quest – Geography

