

Home learning activities		Engayne Primary School Year Five		Children in Y5 should aim to spend at least two hours on home learning per week	
Spring 2024				Work for Week 24	Date set: 1/3/24
Subject	English or Topic		Maths		
Purpose	To support skills for a future lesson. Research to be used within a lesson		To consolidate work taught in class. To support skills for a future lesson.		
Resources	Oak Academy video	Bug Club SPaG	MyMaths unit		WhiteRose video
	Bug Club spelling	Other	TTrockstars and Numbots		Other
Description of task	Homework task: English For World Book Day next week, we would like the children to come up with their own Never have I ever statements relating to their reading habits. They will need to come up with 2 truths and a lie. These will be shared in class next week. E.g. Never have I ever read a book set under the sea.		Log into <b>TTrockstars</b> . Play on the <b>Studio setting</b> , which will record the times tables you now know. Log into <b>Numbots</b> . Use the story or challenge settings.  The children have been looking at place value and rounding. Please complete the 4 questions below.		
Outcome	This work will be looked at/marked/used as part of a lesson next week.				
Reading		Spelling		Vocabulary challenge	Activity Passport
<b>Complete at least three reads at home and record them in your diary.</b>  <u>Types of reading</u> <i>School colour banded books, Bug Club, books from home, Ready Steady Read challenges. School/class library books.</i> <b>Class book: Thief by Malorie Blackman</b>  Topics this half term: <b>Geography: South America</b> <b>Science: Property of materials</b> <b>RE: Christianity</b> <b>PE: Hockey</b>		<b>Spellings</b>		<b>Word challenge for this week:</b>	No activity set this week.
		The children have <b>two weeks</b> to learn <b>twenty</b> words. They will be tested on <b>Thursday 14<sup>th</sup> or 15<sup>th</sup> March. They are learning list 6 (highlighted below).</b> <i>The spellings in this list consolidate the rules taught in Y2, 3 and 4. Other words support the spelling being taught in Y5 and Y6.</i> <i>Some words are taken from the list of words the government expect children to be able to spell before Y7.</i>		Talk about what this word means.  <b>Catastrophic</b>  <b>Idiom challenge for this week:</b>  Challenge the children to try to use it when they speak this week.  <b>Every cloud has a silver lining</b>	

	Spelling rules	List 6	List 7	List 8	List 9	List 10
1	Words that use the ‘- <b>ough</b> ’ spelling pattern	ow sound <b>plough</b>	ort sound <b>bought</b>	ort sound <b>brought</b>	u / oo sound <b>through</b>	uff sound <b>tough</b>
2	<b>Homophones</b> – words sounding the same.	<b>right</b>	<b>which</b>	<b>stair</b>	<b>peace</b>	<b>board</b>
3	<b>Homophones</b> – words sounding the same.	<b>write</b>	<b>witch</b>	<b>stare</b>	<b>piece</b>	<b>bored</b>
4	Add ‘ <b>..able..</b> ’ or ‘ <b>..ably</b> ’ to words	change + able <b>changeable</b>	manage + able <b>manageable</b>	perish + able <b>perishable</b>	notice + able <b>noticeable</b>	fashion + able <b>fashionable</b>
5	Add ‘ <b>..ible..</b> ’ ‘ <b>..ibly</b> ’ to nonwords. Not after vowels	<b>flexible</b>	<b>responsible</b>	<b>terrible</b>	<b>audible</b>	<b>sensible</b>
6	<b>Etymology</b> - words from other countries/ languages	<b>chocolate</b>	<b>safari</b>	<b>mosque</b>	<b>skis</b>	<b>moccasin</b>
7	Words spelt with silent letters.	silent g gn / gh <b>ghost</b>	silent g gn / gh <b>sign</b>	silent h <b>whether</b>	silent h <b>whisper</b>	silent k <b>knowledge</b>
8	Words spelt with silent letters.	silent g gn / gh <b>enough</b>	silent g gn / gh <b>signal</b>	silent h <b>honour</b>	silent h <b>honest</b>	silent k <b>knuckle</b>
9	<b>Plurals: Add s</b> or <b>Add es</b> after ss, sh, ch, x	beach(ch) <b>beaches</b>	boss(ss) <b>bosses</b>	sandwich (ch) <b>sandwiches</b>	balloon <b>balloons</b>	sandwich (ch) <b>sandwiches</b>
10	<b>Plurals: Change y to ies</b> <b>f to ves</b>	duty (y) <b>duties</b>	knife (fe) <b>knives</b>	try (y) <b>tries</b>	thief (f) <b>thieves</b>	family (y) <b>families</b>
11	Words spelt using ‘ <b>..ie</b> ’ or ‘ <b>..ei</b> ’	(ie) <b>review</b>	(ie) <b>relief</b>	(ie) <b>ancient</b>	(ei) <b>receive</b>	(ei) <b>either</b>
12	<b>Apostrophe:</b> for contraction of two words	might not <b>mightn’t</b>	will not <b>won’t</b>	shall not <b>shan’t</b>	has not <b>hasn’t</b>	does not <b>doesn’t</b>
13	<b>Year 5 and 6 word list</b>	<b>community</b>	<b>curiosity</b>	<b>develop</b>	<b>especially</b>	<b>familiar</b>
14	<b>Year 5 and 6 word list</b>	<b>competition</b>	<b>determined</b>	<b>equip</b>	<b>explanation</b>	<b>forty</b>
15	<b>---e + ‘-ous’</b> Can turn nouns into adjectives	fame <b>famous</b>	nerve <b>nervous</b>	ridicule <b>ridiculous</b>	pore <b>porous</b>	adventure <b>adventurous</b>
16	<b>‘-ant’ / ‘-ent’</b> can turn nouns into <b>adjectives</b>	ignorance (noun) <b>ignorant</b>	efficiency (noun) <b>efficient</b>	constancy (n) <b>constant</b>	elegance (noun) <b>elegant</b>	transparency (n) <b>transparent</b>

17	Revision. ' <b>al</b> ' used as a <b>prefix and a suffix</b> .	<b>although</b>	<b>already</b>	<b>universal</b>	<b>original</b>	<b>physical</b>
18	Suffixes. Words that end in ' <b>ary or -ic</b> '	<b>athletic</b>	<b>momentary</b>	<b>energetic</b>	<b>necessary</b>	<b>realistic</b>
19	Letter string revision. Words using <b>-tion</b>	<b>function</b>	<b>competition</b>	<b>circulation</b>	<b>prescription</b>	<b>exclamation</b>
20	Commonly misspelt words	<b>February</b>	<b>definite</b>	<b>similar</b>	<b>category</b>	<b>jewellery</b>

Write  $<$ ,  $>$  or  $=$  to compare the numbers.

15,600  5,680

81,000  810,000

789,999  798,999

Arrange the digit cards to make the smallest odd number between 70,000 and 90,000

6 4 3 8 9

Round your number to the nearest 1,000

Round your number to the nearest 10,000

Circle all the numbers that round to 5,650 to the nearest 10

5,652

648

5,648

5,645

5,655

Put the masses in order starting with the lightest.

A

400,000 kg

B

52,000 kg

C

eighty-two thousand kg

D

743,381 kg

lightest

heaviest