

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 25	Date set: 08/3/24
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: SOUTH AMERICA Research a landmark in the South American country of your choice. This can be manmade or natural feature. A drawing, photo or model with 3 facts including why they would like to visit.		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 fractions, decimals and percentages. Please see the questions below to complete.		
Outcome	This work will be looked at/marked/used as part of a lesson next week.				
Reading		Spelling		Vocabulary challenge	Activity Passport
Complete <b>at least three reads</b> at home and record them in your diary.  <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. 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>monumental</b> <b>Idiom challenge for this week:</b> Challenge the children to try to use it when they speak this week.  <b>Crying over spilled milk</b>	

	Spelling rules	List 6	List 7	List 8	List 9	List 10
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1	Words that use the ‘- <b>ough</b> ’ spelling pattern	<b>ow sound</b> <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	<b>change</b> + <b>able</b> <b>changeable</b>	<b>manage</b> + <b>able</b> <b>manageable</b>	<b>perish</b> + <b>able</b> <b>perishable</b>	<b>notice</b> + <b>able</b> <b>noticeable</b>	<b>fashion</b> + <b>able</b> <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.	<b>silent g gn / gh</b> <b>ghost</b>	<b>silent g gn / gh</b> <b>sign</b>	<b>silent h</b> <b>whether</b>	<b>silent h</b> <b>whisper</b>	<b>silent k</b> <b>knowledge</b>
8	Words spelt with silent letters.	<b>silent g gn / gh</b> <b>enough</b>	<b>silent g gn / gh</b> <b>signal</b>	<b>silent h</b> <b>honour</b>	<b>silent h</b> <b>honest</b>	<b>silent k</b> <b>knuckle</b>
9	<b>Plurals: Add s or</b> <b>Add es</b> after ss, sh, ch, x	<b>beach(ch)</b> <b>beaches</b>	<b>boss(ss)</b> <b>bosses</b>	<b>sandwich (ch)</b> <b>sandwiches</b>	<b>balloon</b> <b>balloons</b>	<b>sandwich (ch)</b> <b>sandwiches</b>
10	<b>Plurals: Change</b> <b>y to ies f to ves</b>	<b>duty (y)</b> <b>duties</b>	<b>knife (fe)</b> <b>knives</b>	<b>try (y)</b> <b>tries</b>	<b>thief (f)</b> <b>thieves</b>	<b>family (y)</b> <b>families</b>
11	Words spelt using ‘.. <b>ie</b> ’ or ‘.. <b>ei</b> ’	<b>(ie)</b> <b>review</b>	<b>(ie)</b> <b>relief</b>	<b>(ie)</b> <b>ancient</b>	<b>(ei)</b> <b>receive</b>	<b>(ei)</b> <b>either</b>
12	<b>Apostrophe:</b> for contraction of two words	<b>might not</b> <b>mightn’t</b>	<b>will not</b> <b>won’t</b>	<b>shall not</b> <b>shan’t</b>	<b>has not</b> <b>hasn’t</b>	<b>does not</b> <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	<b>fame</b> <b>famous</b>	<b>nerve</b> <b>nervous</b>	<b>ridicule</b> <b>ridiculous</b>	<b>pore</b> <b>porous</b>	<b>adventure</b> <b>adventurous</b>
16	<b>‘-ant’ / ‘-ent’</b> can turn nouns into <b>adjectives</b>	<b>ignorance (noun)</b> <b>ignorant</b>	<b>efficiency (noun)</b> <b>efficient</b>	<b>constancy (n)</b> <b>constant</b>	<b>elegance (noun)</b> <b>elegant</b>	<b>transparency (n)</b> <b>transparent</b>

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

- 2 Match the decimals to the correct value of the underlined digit.

0.84

0.48

48

84.2

4 ones

4 hundredths

4 tenths

4 tens

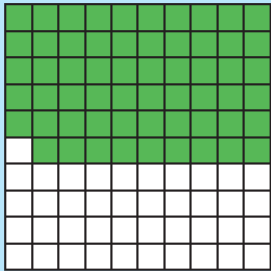
- 6 There are 1,000 people at a concert.

391 of the people are women.

What fraction of the people are women?

Write the fraction of women as a decimal.

- 3 Here is a hundred square.



What percentage of the square is shaded?

 %

What fraction of the square is shaded?

- 5 Four children are measuring their height.

Aisha	1.39 metres
Teddy	1.37 metres
Scott	1.4 metres
Kim	1.43 metres

Order the children from tallest to shortest.

\_\_\_\_\_

Filip is taller than Scott but shorter than Kim.

How tall could Filip be?

 m

- 8 Tommy has £300

He spends £110 on a jacket and £40 on some shoes.



What fraction of his money has Tommy spent?

Tommy spends 20% of his remaining money on a computer game.

How much money does Tommy have left?

