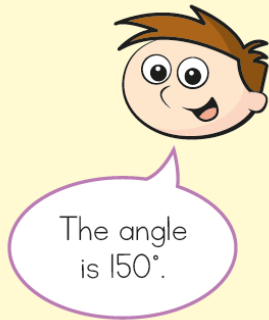
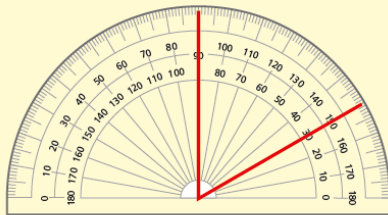


Home learning activities		Engayne Primary School Year Five		Children in Y5 should aim to spend at least two hours on home learning per week	
Summer 2024				Work for Week 29	Date set: 19/4/24
Subject	English or Topic		Maths		
Purpose	To support skills for a future lesson. Research to be used within a 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	<p>Homework task: This needs to be returned to school by Wednesday. The children will be writing non-chronological reports next week in class. It could be about a particular rainforest or about a completely different environment e.g. desert or mountain in South America. They should research for information about climate, vegetation and animals found there.</p> <p>Next week in class, the children will be making shelters as part of our DT project. If the children have any materials at home that they would like to use, e.g. cardboard boxes, please could these be sent in by Tuesday.</p>		<p>Log into TTrockstars. Play on the Studio setting, which will record the times tables you now know. Log into Numbots. Use the story or challenge settings.</p> <p>The children have been looking at angles. Please see the questions below to complete.</p>		
Outcome	This work will be looked at/marked/ used as part of a lesson next week.				
Reading		Spelling		Vocabulary challenge	Activity Passport
<p>Complete at least three reads at home and record them in your diary.</p> <p><u>Types of reading</u> School colour banded books, Bug Club, books from home, Ready Steady Read challenges. School/class library books. Class book: Holes by Louis Sachar</p> <p>Topics this half term: Geography: South America Science: Plants and life cycles RE: Islam PE: Athletics</p>		<p>Spellings</p> <p>The children have two weeks to learn twenty words. They will be tested on Thursday 2nd or Friday 3rd May. They are learning list 8 (highlighted below). <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></p>		<p>Word challenge for this week: speckled</p> <p>Idiom challenge for this week: Challenge the children to try to use it when they speak this week. That's the last straw</p>	No activity set this week.

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

15	---e + '-ous' Can turn nouns into adjectives	<i>fame</i> famous	<i>nerve</i> nervous	<i>ridicule</i> ridiculous	<i>pore</i> porous	<i>adventure</i> adventurous
16	'-ant' / '-ent' can turn nouns into adjectives	<i>ignorance (noun)</i> ignorant	<i>efficiency (noun)</i> efficient	<i>constancy (n)</i> constant	<i>elegance (noun)</i> elegant	<i>transparency (n)</i> transparent
17	Revision. 'al' used as a prefix and a suffix.	although	already	universal	original	physical
18	Suffixes. Words that end in '-ary or '-ic'	athletic	momentary	energetic	necessary	realistic
19	Letter string revision. Words using -tion	function	competition	circulation	prescription	exclamation
20	Commonly misspelt words	February	definite	similar	category	jewellery

- 2 Teddy has measured the angle.
Give a reason why Teddy is **not** correct.



- 3 Complete the sentences.

There are 90° in a _____

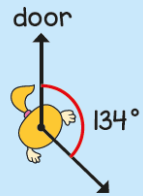
Angles on a straight line add up to

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5 Eva is facing a door.

She turns 134° clockwise.

How many more degrees clockwise will she need to turn before she faces the door again?



11 Calculate the sizes of angles a and b .

