

Wednesday 15th July

Hello again Year 5,

We can't believe that this is your last week - it's definitely not the ending we expected and we know just how amazing you have all been over the past few months. We do miss you and can't wait to see you again once we are all back at school after the summer holidays.

We've tried to make this week as fun as possible so we hope that you enjoy your learning. In maths we start the week looking at shape before moving onto position. There's also a number puzzle to complete the week! In English there's a reading comprehension, a writing activity, a SPaG puzzle and a lovely art activity. PSHE is focusing on our goals for the future and as always, there are a few other fun activities hidden throughout the week too!

If you have some spare time or want to do some extra learning, you could visit <https://www.bbc.co.uk/bitesize> or <https://www.thenational.academy/online-classroom> where there are lots of lessons and activities to choose from.

As always, try to read for at least 20 minutes a day and take 'Accelerated Reader' quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password. To check that the book you are reading has a quiz, you can check it using [Accelerated Reader Bookfinder](#).

Whilst you have been learning from home, you have been able to access free books online using **myON** which is linked to our 'Accelerated Reader' scheme. These books can still be accessed for free but you will now need our school login details to do this. After reading a book, you can then click on the 'Take AR Quiz' option and login to your account using your usual 'Accelerated Reader' username and password.

Our **myON** login details are:

Go to myon.co.uk and enter:

- **School Name:** Howley Grange Primary School (*type the first few letters and select from the drop-down menu*)
- **Username:** howley136student
- **Password:** read
- Click on the **Sign In** button, select a book, and start reading!

This message has also been sent as a parentmail and there is a pdf attached to that which explains how to choose books using **myON**. If you have any problems with **myON** or questions about 'Accelerated Reader' you can contact Mrs Graham using the school email.

Have a super week and a great summer break,

Miss Savage, Mrs Montgomery and Mrs Graham

English Activity 3 - Welcome to Year 5 letter

You should have planned your letter yesterday and maybe started to write it. Before you start writing anything today, read through your planning to see if there is anything else you can add.

If you started writing yesterday, read through this carefully before continuing with the letter.

Today you need to complete your letter and then use the writing mats to check, edit and improve it.

Things to remember:

- Clear paragraphs focusing on one aspect of Year 5 (at least six paragraphs altogether).
- Full of information.
- Positive and re-assuring.
- Informal voice as you are writing to children.
- A range of sentence starters to keep the reader engaged.
- Accurate spellings.
- Accurate use of sentence punctuation.

Writing Mat

Working towards Year 5

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
,	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't
,	Commas to separate items on a list and to mark fronted adverbials and clauses.

Have you...

- made your verbs and subjects agree? was/were did/done
- written in the correct tense and person?
- written in paragraphs?
- included all the features of the genre?



visit [twinkl.com](https://www.twinkl.com)

Splendid Subordination!

Use these conjunctions to create super complex sentences:

if because as
before after until
unless since when

Can you use subordinate clauses in different places in your sentences?

After Superman arrived, the dangling bus was saved from the cliff top.

Expanded Noun

Phrases: **Get Descriptive!**

a magnificent, sparkling necklace with priceless diamonds
the ferocious, snarling beast inside the cage
the breath-taking, scenic view beyond the valley

Can You Sneak in an Extra Clause?

Use 'which' or 'who' to add extra information! Be careful with your commas!
The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

Marvellous Modals!

Include modal verbs to show possibility:

can/ cannot could/ could not
should/ should not might/ might not
must / must not may/ may not
would/ would not will/ will not
ought/ ought not

Spellings... I need to know many of these:

accident(ally)	consider	grammar	natural	question
actual(ly)	continue	group	naughty	recent
address	decide	guard	notice	regular
although	describe	guide	occasion	reign
answer	different	heard	occasionally	remember
appear	difficult	heart	often	sentence
arrive	disappear	height	opposite	separate
believe	early	history	ordinary	special
bicycle	earth	imagine	particular	straight
breath	eight	increase	peculiar	strange
breathe	eighth	important	perhaps	strength
build	enough	interest	popular	suppose
business	exercise	island	position	surprise
busy	experience	knowledge	possess(ion)	therefore
calendar	experiment	learn	possible	though
caught	extreme	length	potatoes	thought
centre	famous	library	pressure	through
century	favourite	material	probably	various
certain	February	medicine	promise	weight
circle	forward(s)	mention	purpose	woman
complete	fruit	minute	quarter	women

Front it Out!

Use fronted adverbials with a comma to help to link sentences and paragraphs:

Time At that moment, On Saturday, Finally,

Place Over the bridge, Inside the chest, Beyond the clouds,

Frequency Every few weeks, Never before, Occasionally, Often,

Manner/ Behaviour As quick as a flash, Breathing heavily,

Waiting anxiously, Without warning, Totally overwhelmed,

Writing Mat - Working towards writers

Marvellous Modals!

Include modal verbs to show possibility:

- can could should
- might must may
- would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

- surely possibly
- certainly perhaps

Super Suffixes!

- ation preparation sensation
- ous courageous curious serious
- ly gently angrily frantically

Super Subordination!

- Use these conjunctions to create super complex sentences:
- if because as
 - before after until
 - that since when

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday, Finally,

Place

Over the bridge, Inside the chest, Beyond the clouds,

Frequency

Every few weeks, Never before, Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

Spellings... I need to know most of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Expanded Noun Phrases:

Get Descriptive!
the ferocious, snarling beast inside the cage
the breath-taking, scenic view beyond the valley

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops.
!	Exclamation marks for exclamations or surprise.
?	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists , and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech. (Don't forget the commas too!)
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
()	Brackets for parenthesis.

Writing Mat

Greater Depth Year 5

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday, Finally,

Place

Over the bridge, Inside the chest, Beyond the clouds,

Frequency

Every few weeks, Never before, Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

It's All Relative!

Use a relative pronoun to add a relative clause.

who, which, where, when, whose, that

The Queen, who has reigned for 60 years, has four children.
Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

Marvellous Modals!

Include modal verbs to show possibility:

can	could	should
might	must	may
would	will	ought
(and their negative versions)		

Could you pop in an adverb of possibility?

surely	possibly
certainly	perhaps

Punctuation Reminders:

A

Capital letters for sentences, initials and proper nouns.

.

Full stops.

!

Exclamation marks for exclamations or surprise.

?

Question marks.

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Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.

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()

Brackets for parenthesis.

Splendid Subordination!

Use these conjunctions to create super complex sentences:

if	because	as
before	after	until
unless	since	when

Can you use subordinate clauses in different places in your sentences?

Check for tense, subject/verb

agreement, person, paragraphs and genre features!

Spellings... I need to know all of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Super Suffixes!

-ation e.g. preparation **-ous** e.g. courageous
-ly e.g. frantically

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

MATHS 10-4-10

1. $32 \times 4 =$
2. $1052 + 432 =$
3. $49 \div 7 =$
4. $\frac{3}{4} - \frac{1}{4} =$
5. $776 \div 8 =$
6. $2.34 \times 100 =$
7. $\frac{1}{5} + \frac{4}{5} =$
8. $4671 + 9175 =$
9. $48 \times 26 =$
10. $1\frac{2}{5} - \frac{3}{5} =$

Remember - ten questions in ten minutes.

If you find one tricky, just move on to the next and come back to any you have missed at the end.

Maths Activity - Reflection

This week we are learning about shape and position.


Today we are focusing on reflection. There is a new knowledge organiser on slides 7 and 8 to help you if needed.


For today's lesson, use the following link to White Rose Maths Home Learning and watch the video for Summer Term - Week 11 - Lesson 3 - Reflection.


<https://whiterosemaths.com/homelearning/year-5/>

The video explains the concept in different ways; you can pause the video and complete questions on the sheet or in your homework books, or you may prefer to watch the whole video first before completing the sheet. If you feel you want to just go ahead and complete the sheet, then feel free to do so. You can then check your answers to see how you got on (answers are at the end of the presentation).

Again you should have a go at completing the questions you feel confident to. Remember, don't worry, just try your best.

Questions 1 - 3 

Questions 1 - 4 

Questions 1 - 5 

Key Vocabulary

coordinate

quadrant

x-axis

y-axis

reflection

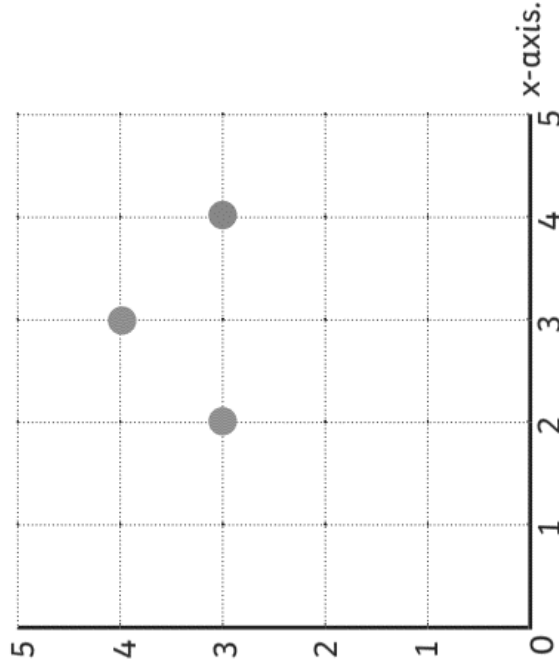
mirror line

translation

horizontal

vertical

y-axis.



Coordinates are a useful way to locate a position on a map or grid.

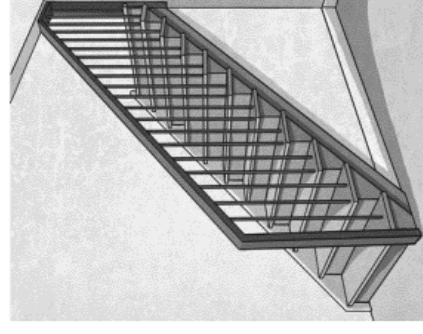
The numbers across the horizontal line of the grid are on the **x-axis**.

The numbers on the vertical line of the grid are on the **y-axis**.

We always read or write the number on the x-axis before the y-axis.

The x and y position are written in brackets with a comma.

The coordinate of the orange spot is **(3, 4)**.



To help you remember which point to read or write first, simply remember to move 'along the corridor and up the stairs'.

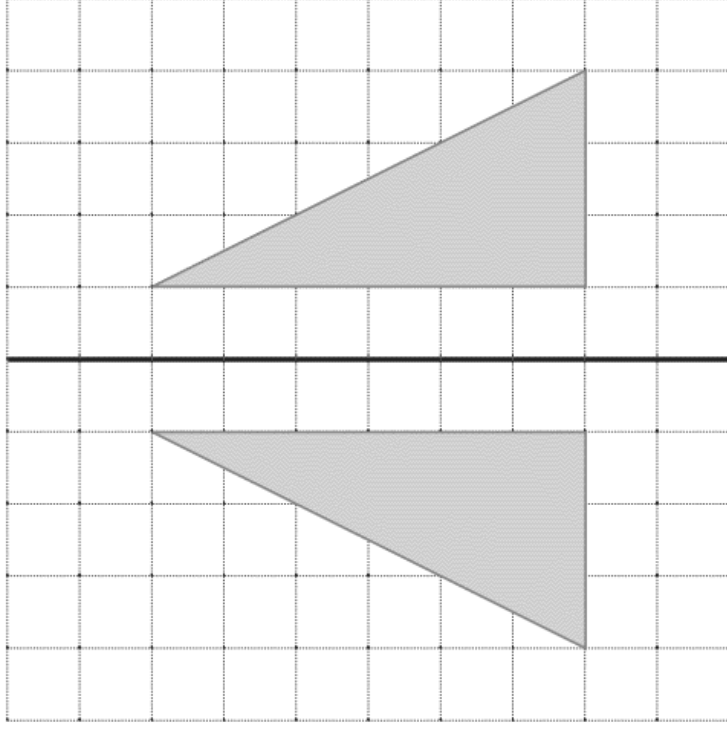
In other words, move on the **x-axis** and then move on the **y-axis**.

Reflection

A shape is reflected when it is flipped over a mirror line.

The reflected image is congruent to the original. This means that the measurements of the sides and angles have not changed.

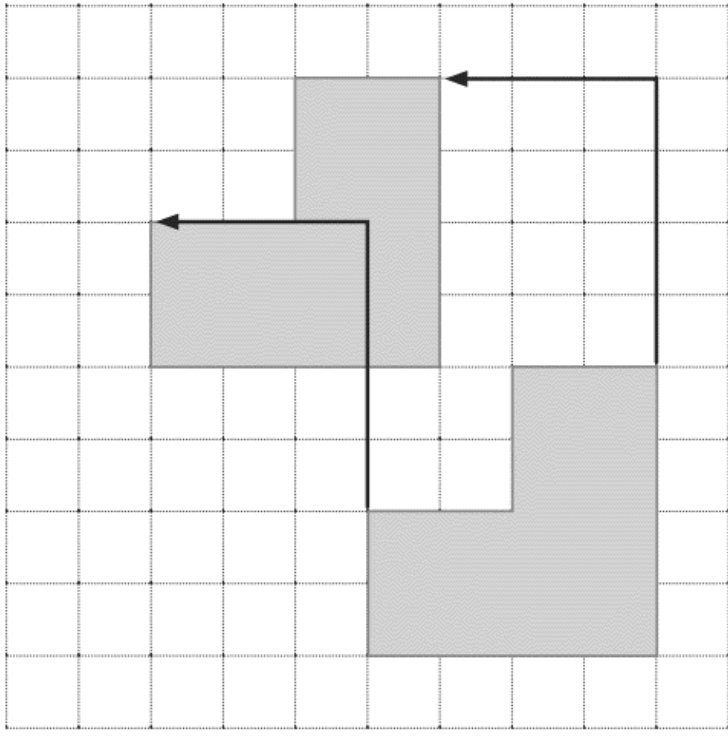
Each point of the reflected shape is the same distance from the mirror line as the original shape.



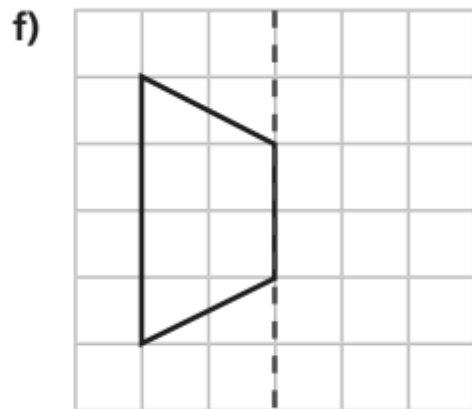
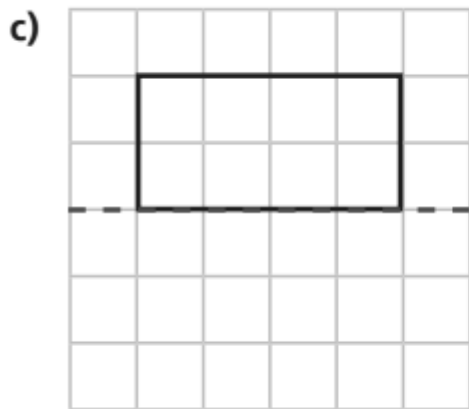
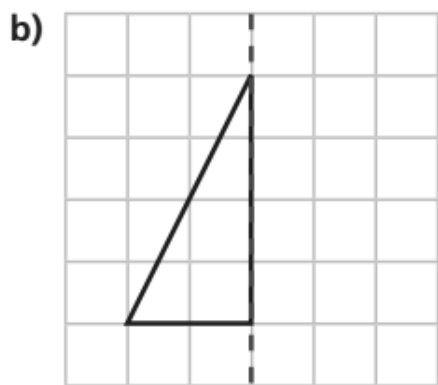
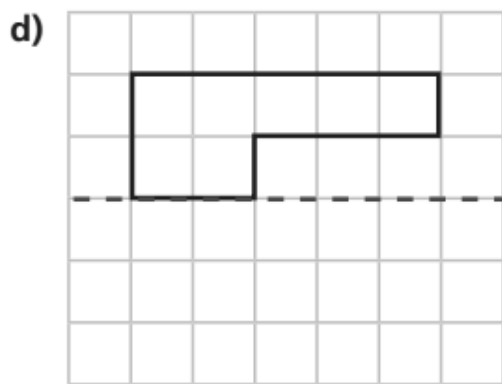
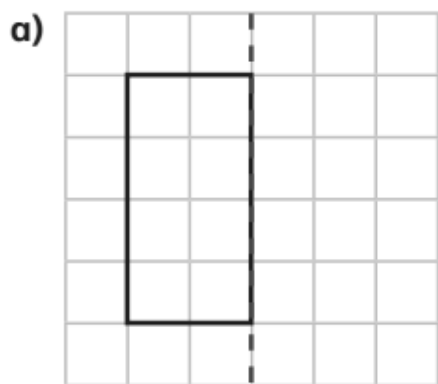
Translation

In maths, translation means moving an object on a grid. The object is moved without changing the size, turning or reflecting it.

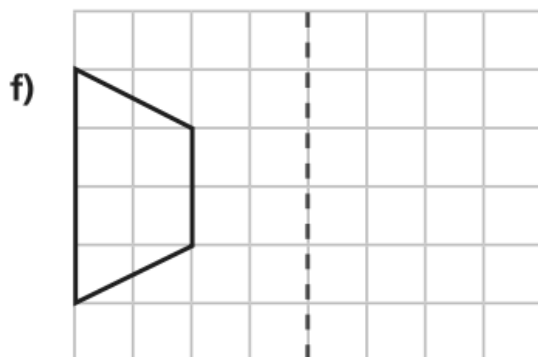
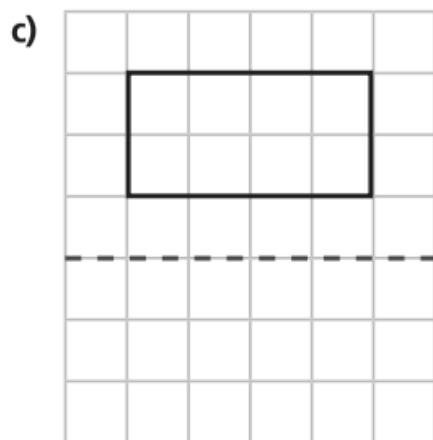
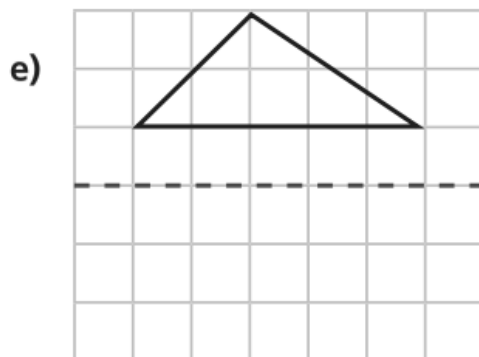
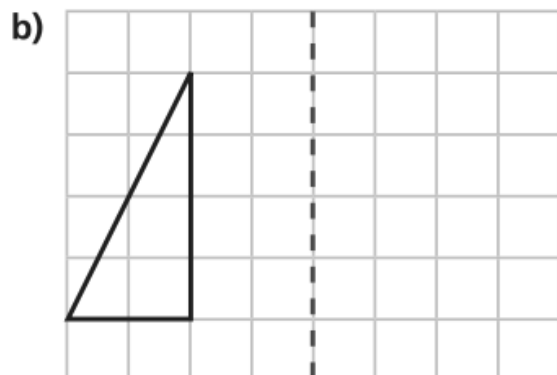
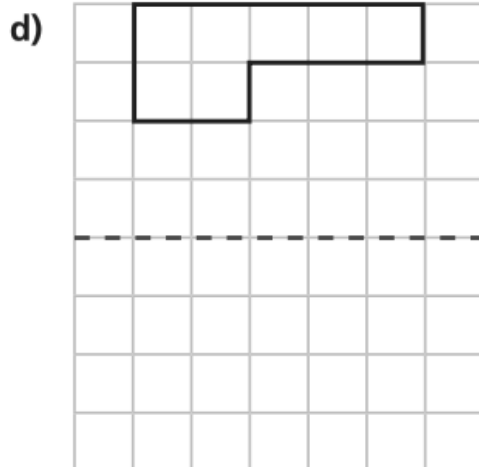
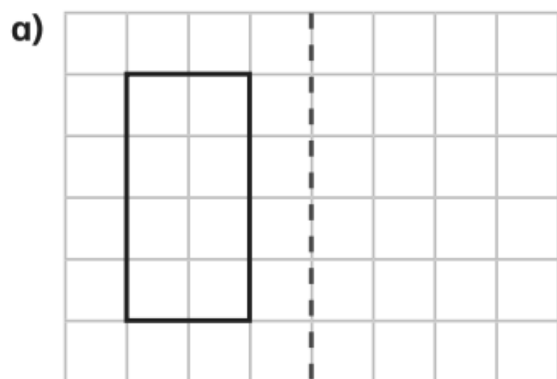
When translating an object on a grid, it can move up or down, left or right.



1 Reflect each shape in the mirror line.

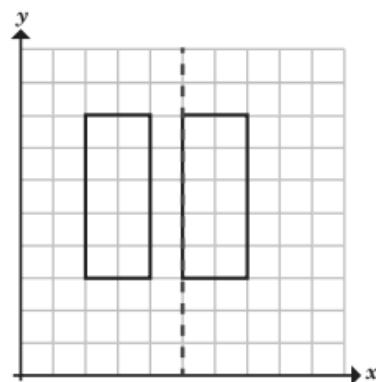
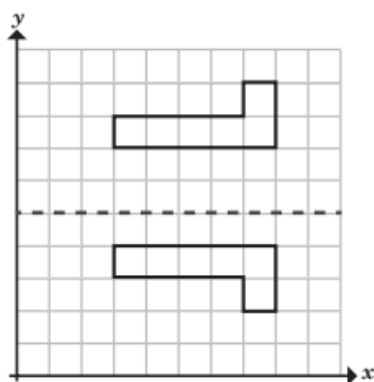
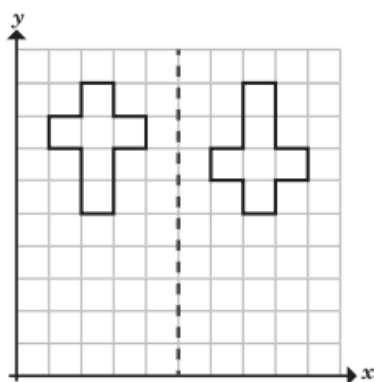


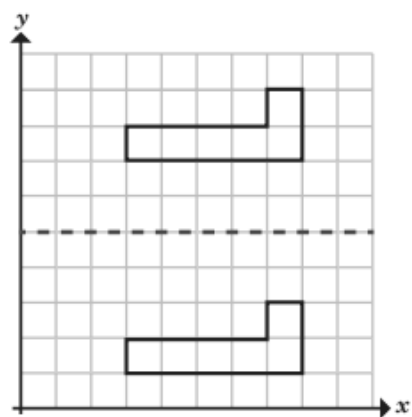
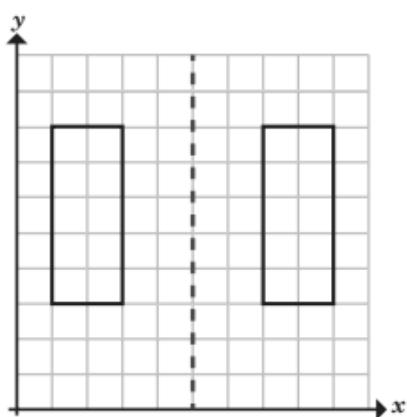
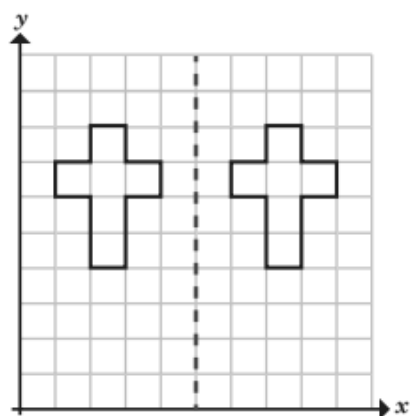
2 Reflect each shape in the mirror line.



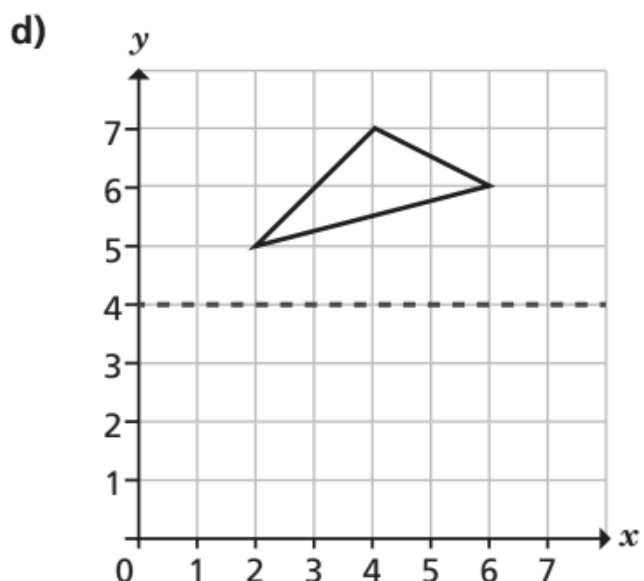
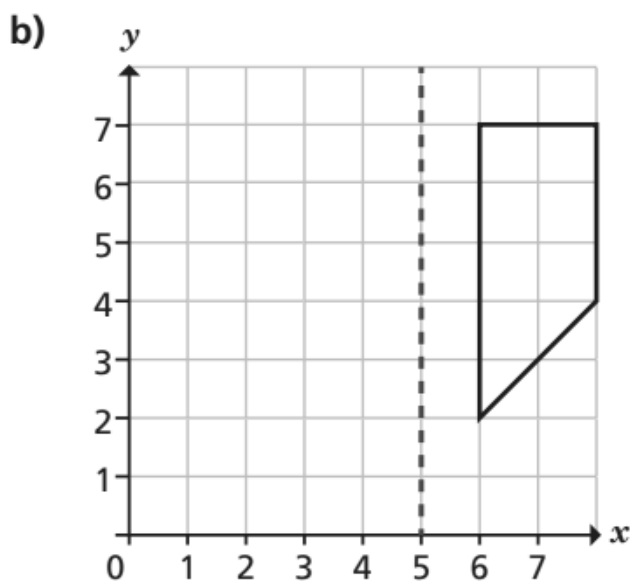
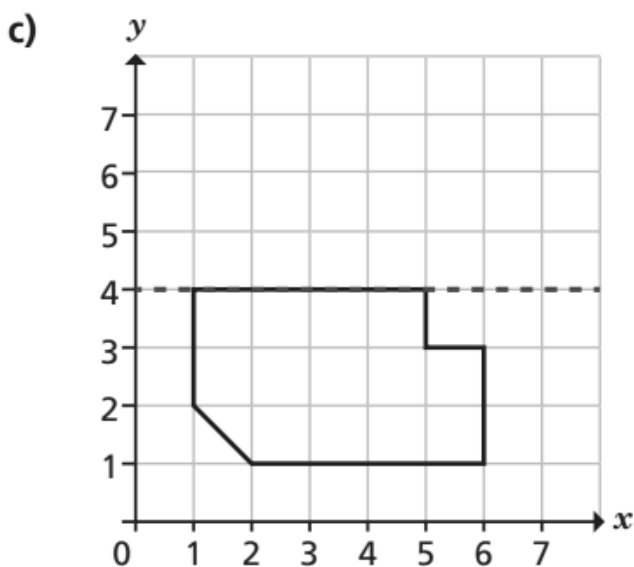
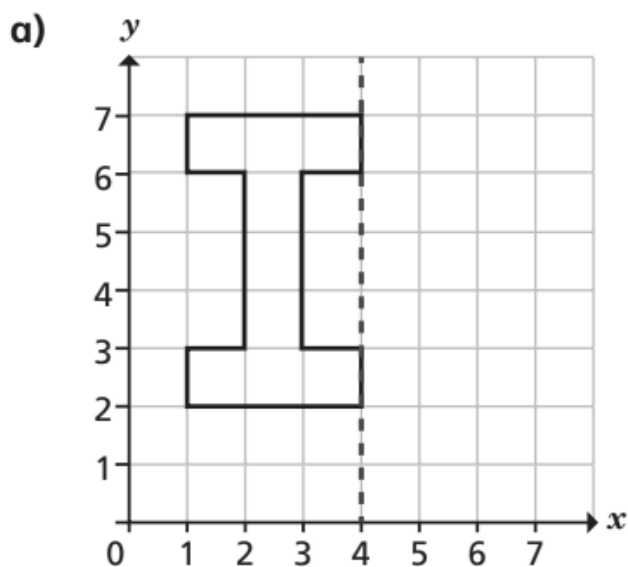
3 Which diagrams show a correct reflection in the given mirror line?

Tick your answers.



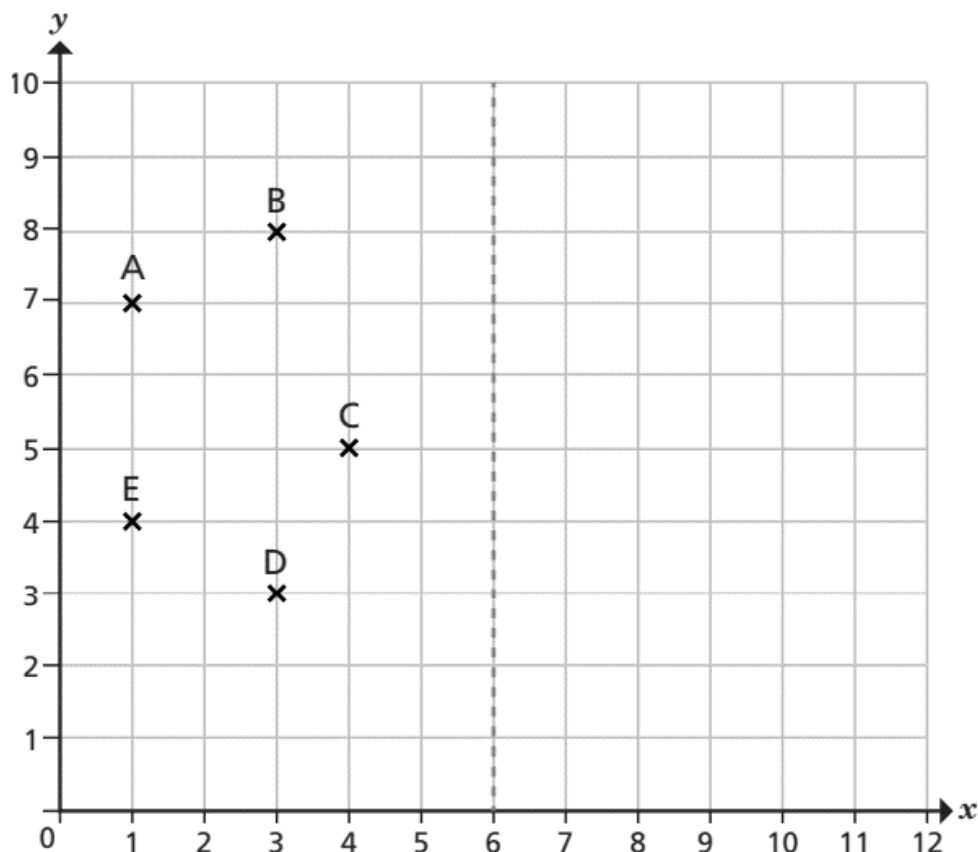


4 Reflect the objects in the given mirror lines.



5

Five points are plotted on a coordinate grid.



- a) Join the points to form a polygon. This is the object.

What type of polygon is the object? _____

- b) Reflect the object in the given mirror line.

What type of polygon is the image? _____

- c) Label the reflected vertices P, Q, R, S and T.

Write the new coordinates.

P (,)

Q (,)

R (,)

S (,)

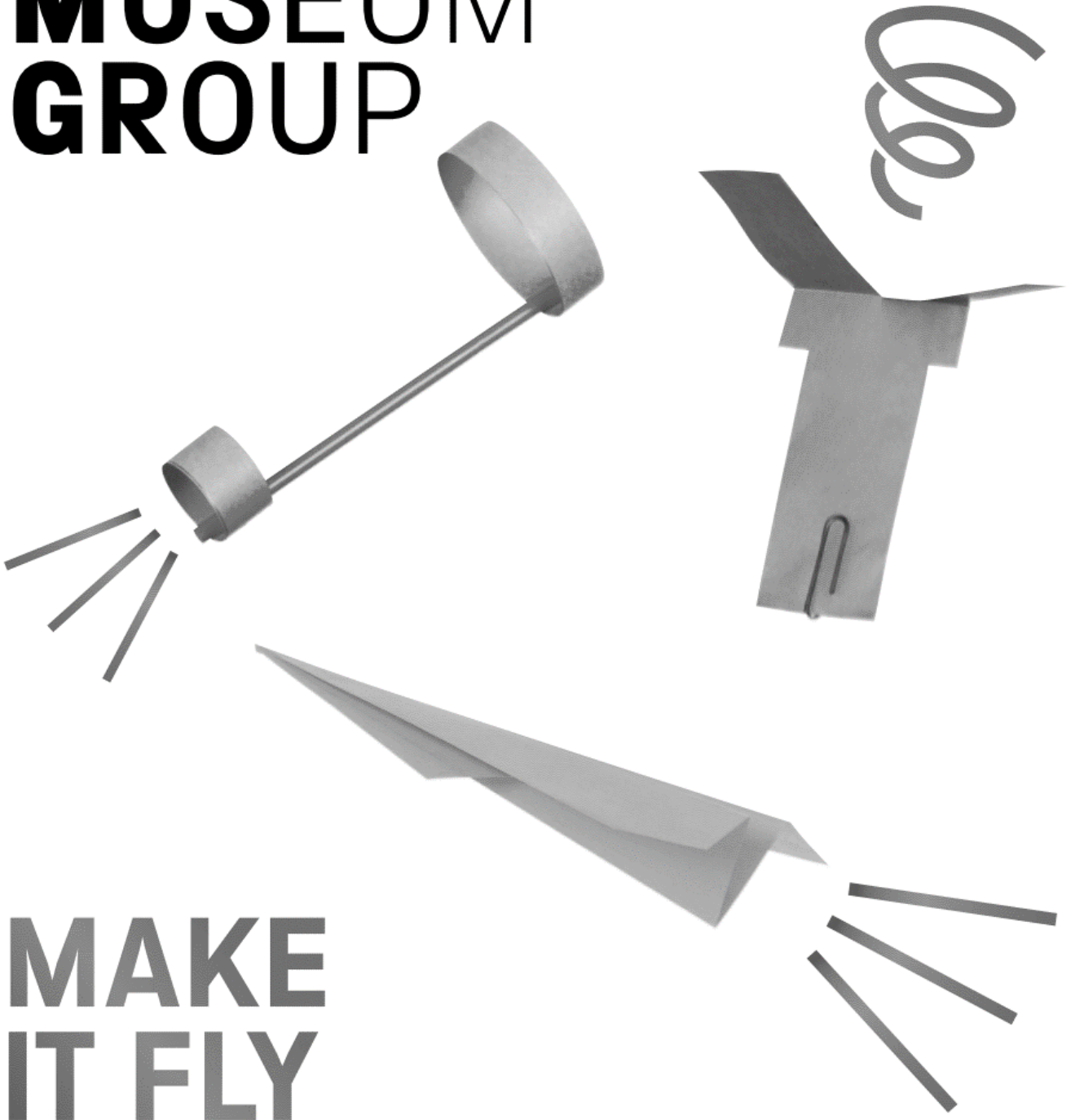
T (,)

- d) The image and the object are identical polygons.



Is this statement true or false? _____

Talk about it with a partner.

SCIENCE MUSEUM GROUP



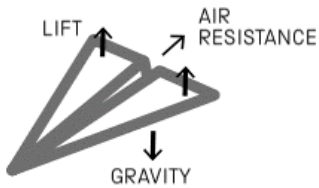
MAKE IT FLY

MAKING 	Age 7-11	Topic FORCES	 30 MIN
	Skills used CREATIVE PROBLEM-SOLVING • CURIOSITY		

Overview for adults

A paper aeroplane, glider or helicopter falls to the ground much more slowly and more gracefully than a scrunched-up piece of paper – as the designs in this activity show. It's all thanks to the forces generated by air pressing on and moving over the surface of the paper.

What's the science?



Gravity pulls everything downwards. But as they move towards the ground, the wings of the aeroplane, the wings of the glider and the blades of the helicopter create higher air pressure underneath than on top. This creates a lift force that counteracts some of gravity's pull and makes them fall more slowly. Moving through air also creates a kind of friction called air resistance, or 'drag', which tends to slow down anything moving through the air.

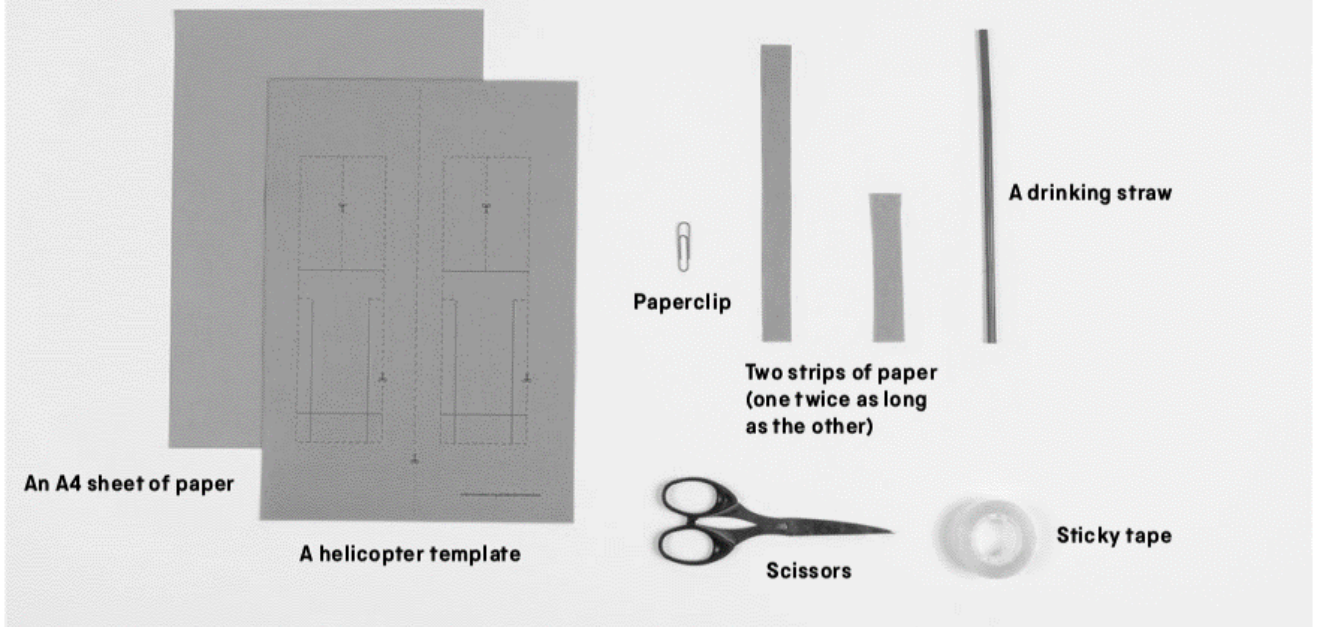
Science in your world

Real aeroplanes create lift in the same way as paper gliders – but they have powerful engines that push them through the air, so the lift is generated continuously. Real helicopter rotors turn, generating lift that stops them from falling out of the sky.

Did you know...?

In December 2010 a paper aeroplane thrown by Takuo Toda in Hiroshima, Japan, stayed in the air for 29.2 seconds – a world record.

You will need...



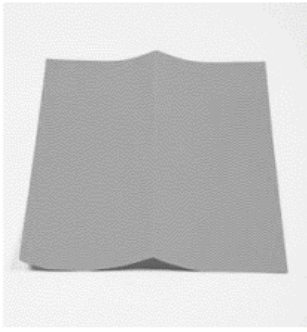
Think and talk about...

- Which design travels fastest and why do you think this is?
- Why do these designs behave differently to a scrunched-up piece of paper?
- How do your paper planes compare with the shapes of real planes you've seen?

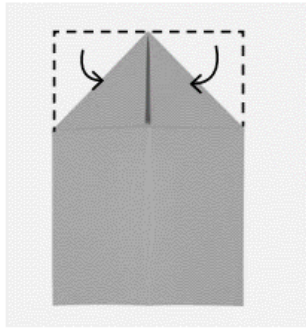
Investigate...

- Which way does the helicopter spin? Can you make it spin the other way?
- What do you notice if you make the front of the plane heavier?
- Make your own plane design and see if you can make it travel further than the others.

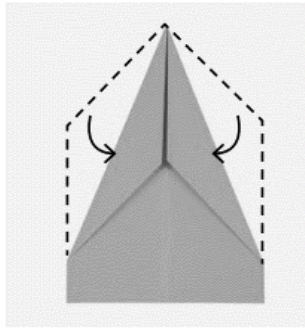
Follow these steps...



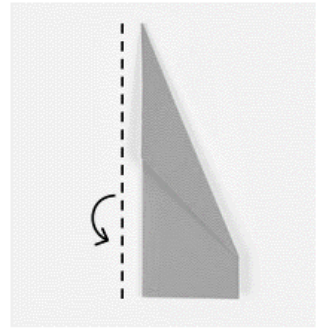
1 Take the A4 sheet of paper. Fold it in half, as shown, then unfold it.



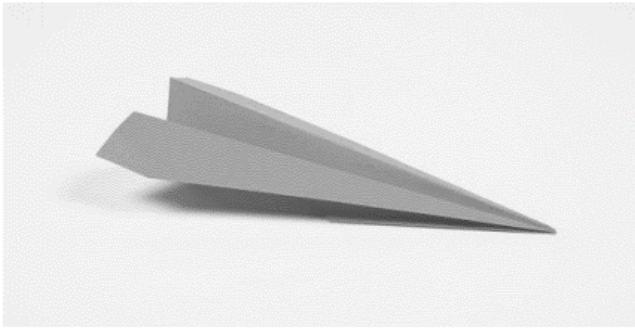
2 Fold the two top corners in to make a point.



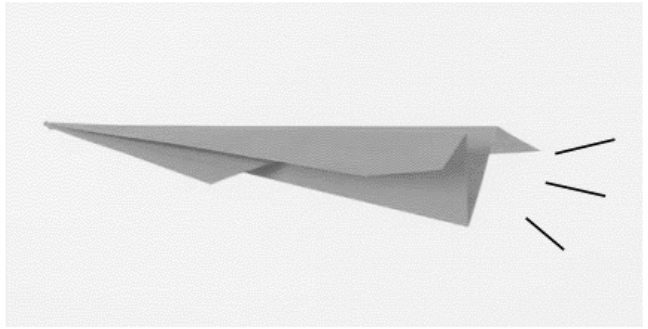
3 Now fold the edges in again so they meet in the middle from the tip.



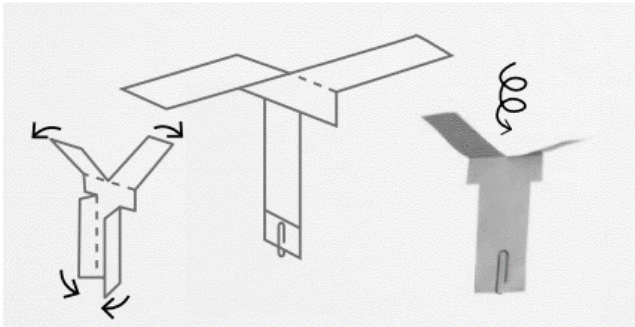
4 Fold the plane in half again.



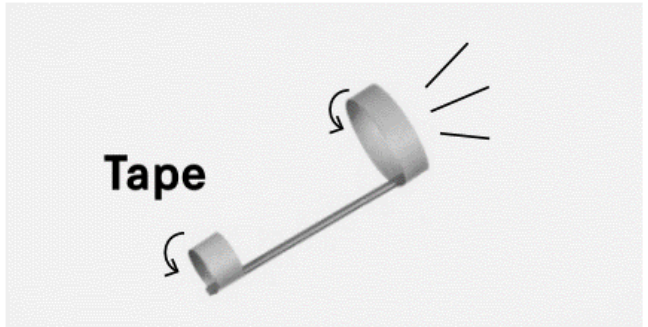
5 Now fold the diagonal edge down to meet the straight edge on each side, making the wings. Your plane is complete.



6 Test out your paper plane!



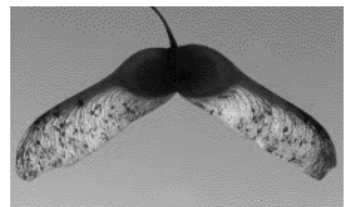
7 Use the template and the diagram to help you make a paper helicopter, and then drop it to see it spin.

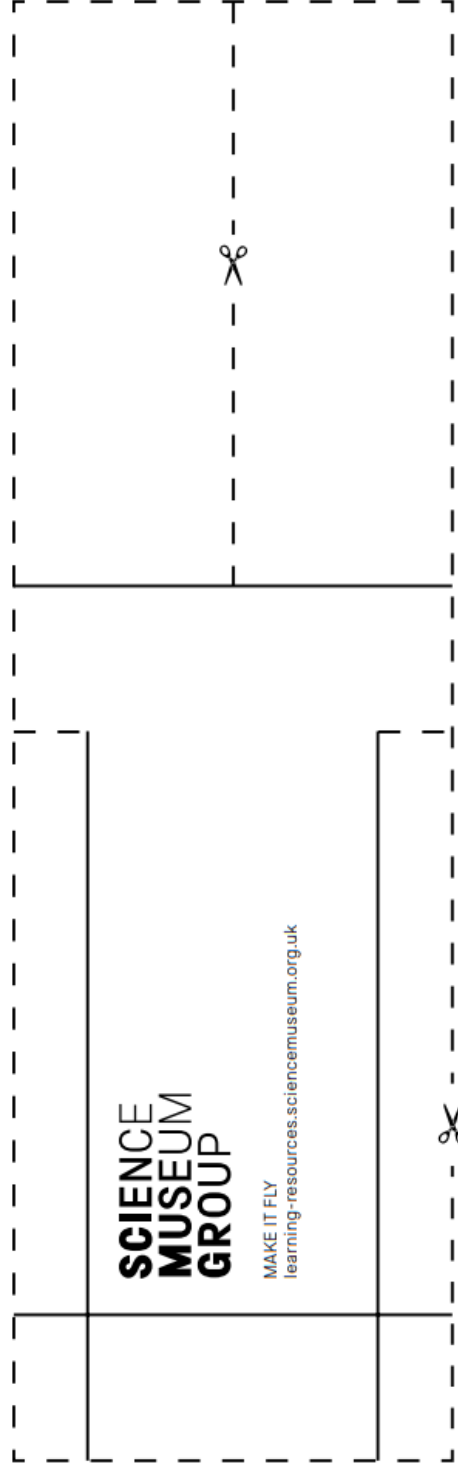
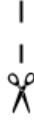
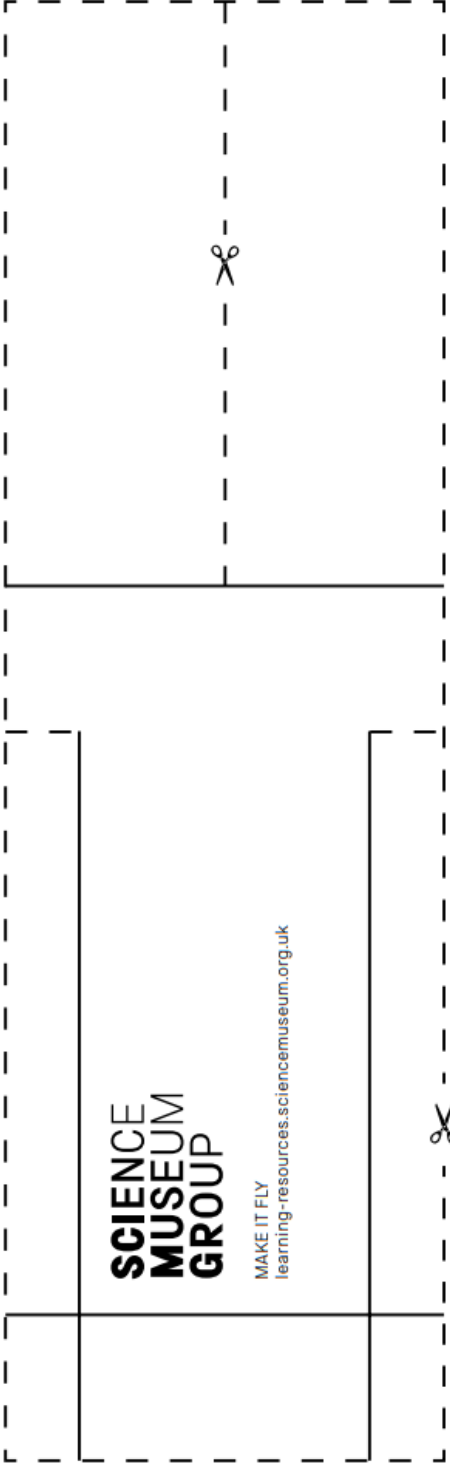


8 Curl the strips of paper into loops and tape them to each end of a straw to make a glider.

Science in your world

Real aircraft behave in very similar ways to your glider and paper plane – but they have powerful engines that keep pushing them through the air, so they stay up. Real helicopter blades are pushed around by powerful engines too. Look out for these designs in nature as well.





ANSWERS

ANSWERS: 10-4-10

1. $32 \times 4 = 128$

2. $1052 + 432 = 1484$

3. $49 \div 7 = 7$

4. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ or equivalent

5. $776 \div 8 = 97$

6. $2.34 \times 100 = 234$

7. $\frac{1}{5} + \frac{4}{5} = 1$ or equivalent

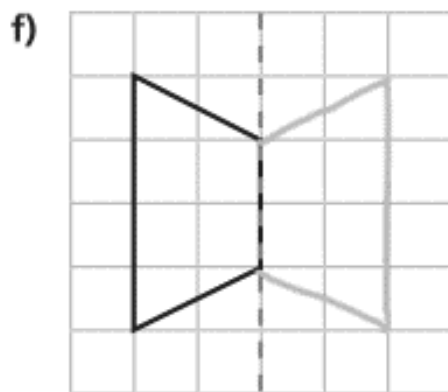
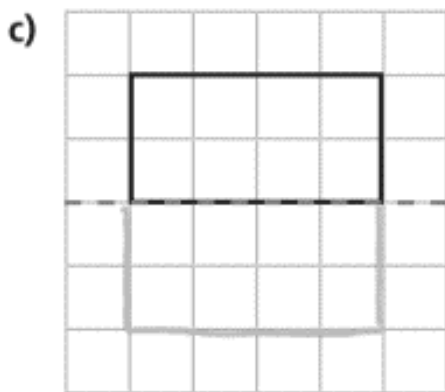
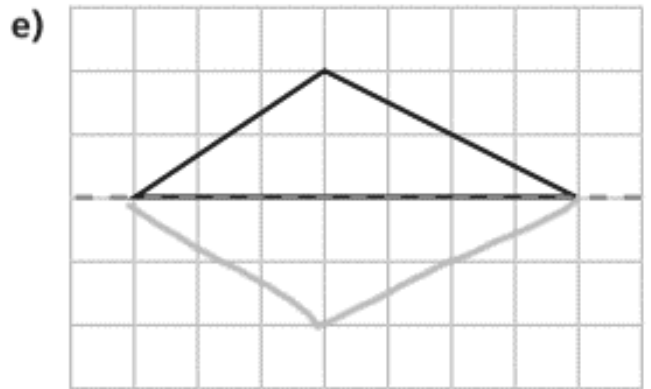
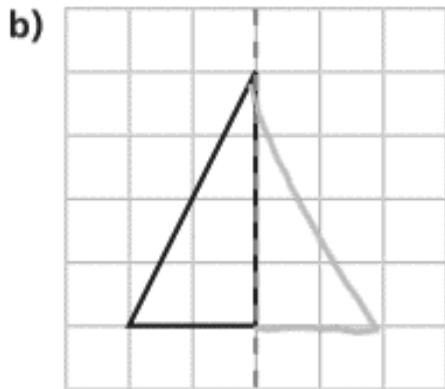
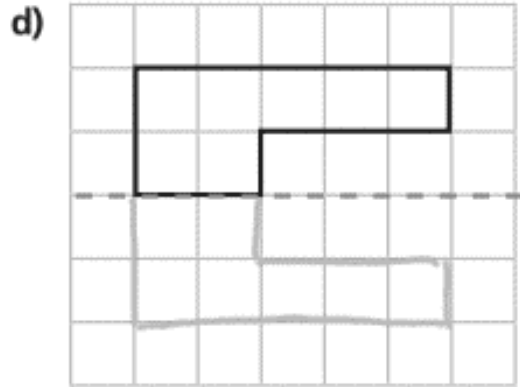
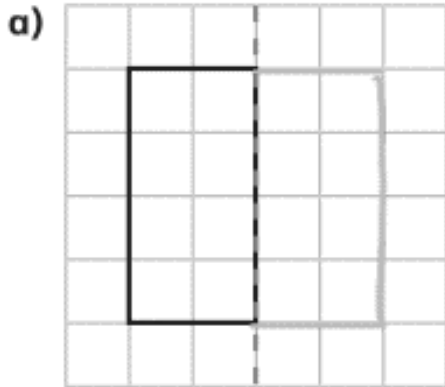
8. $4671 + 9175 = 13,846$

9. $48 \times 26 = 1248$

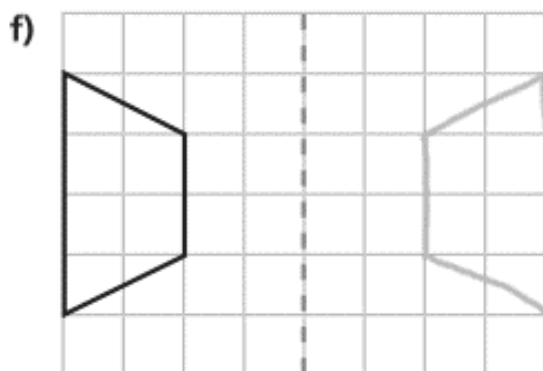
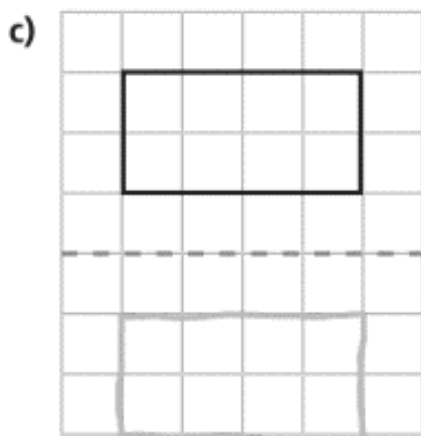
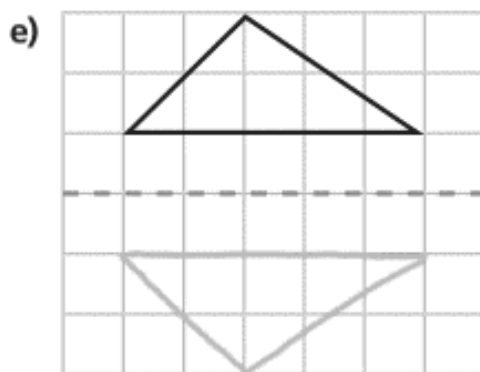
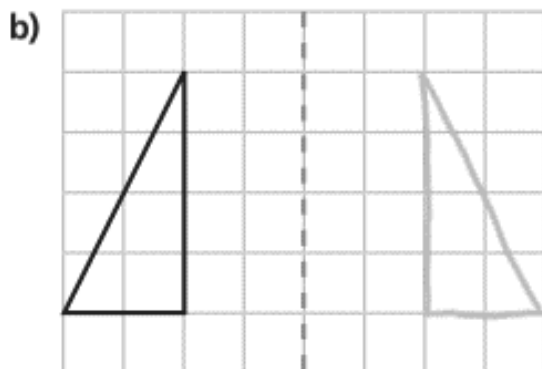
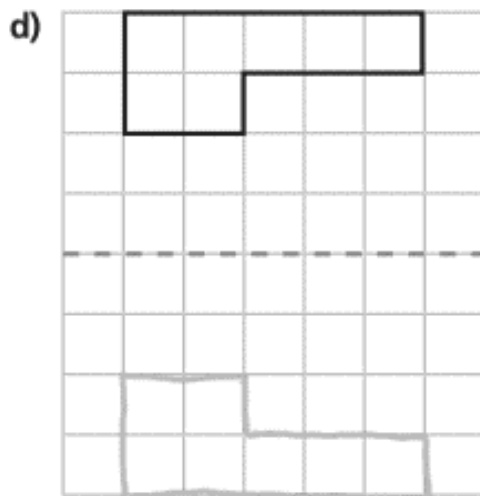
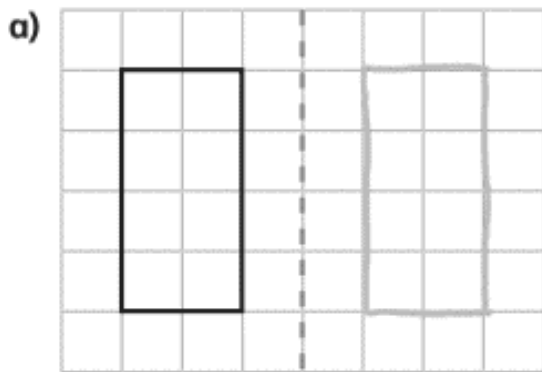
10. $1\frac{2}{5} - \frac{3}{5} = \frac{4}{5}$

ANSWERS: Maths Activity - Reflection

1 Reflect each shape in the mirror line.

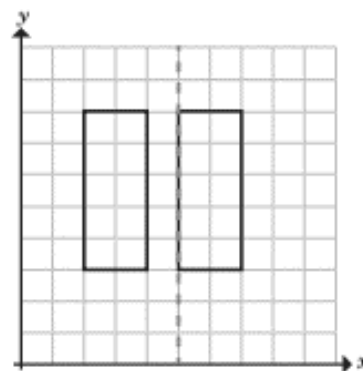
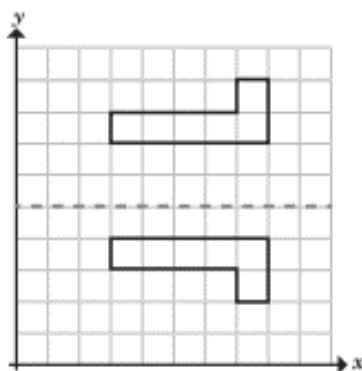
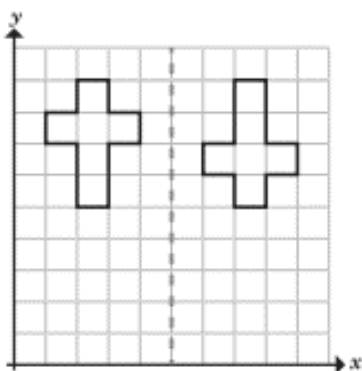


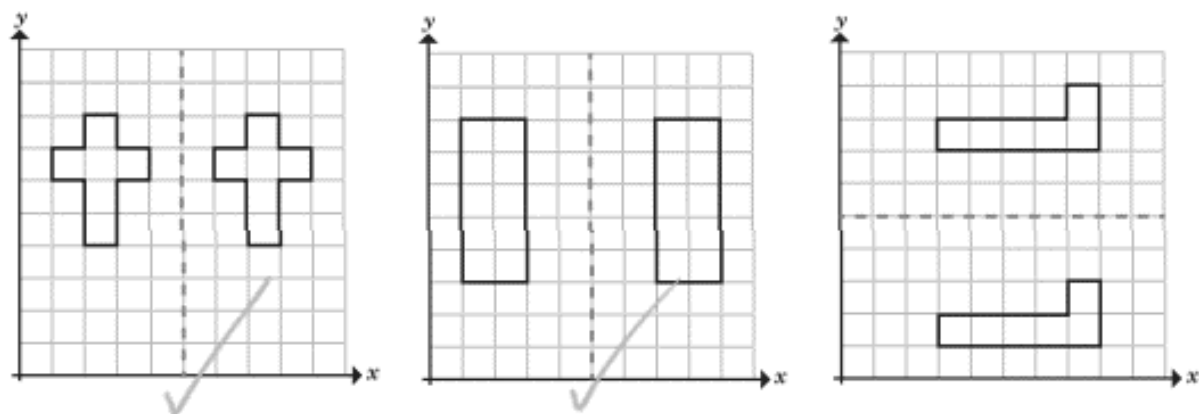
2 Reflect each shape in the mirror line.



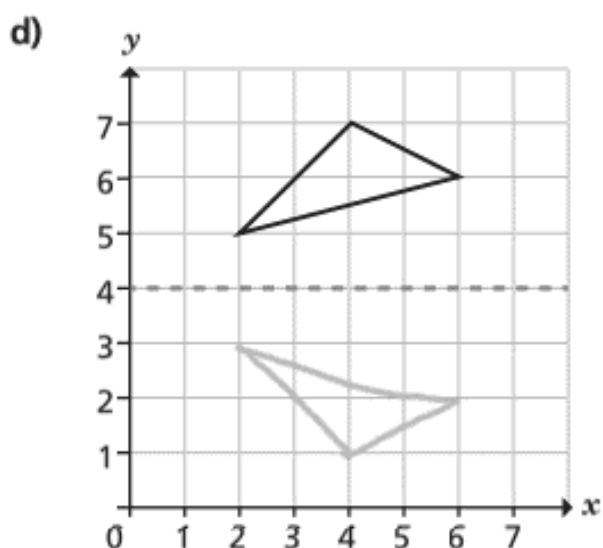
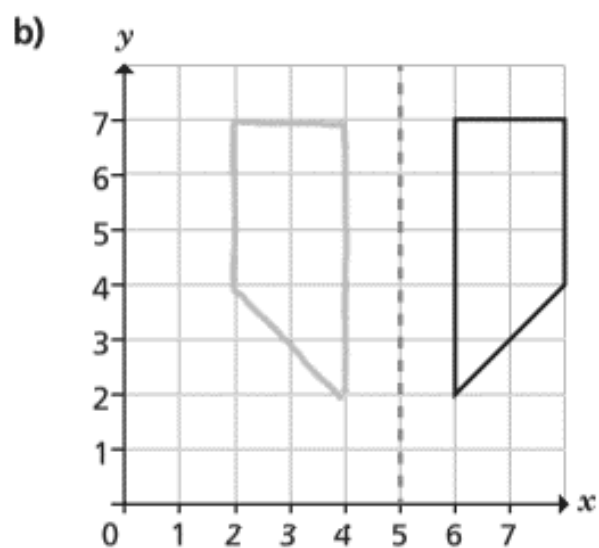
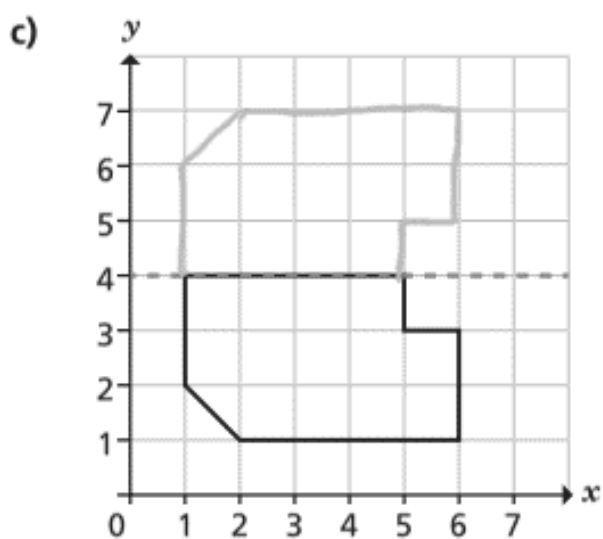
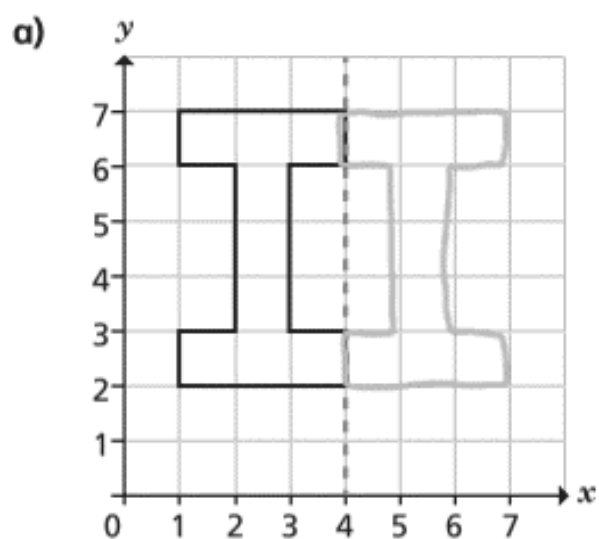
3 Which diagrams show a correct reflection in the given mirror line?

Tick your answers.



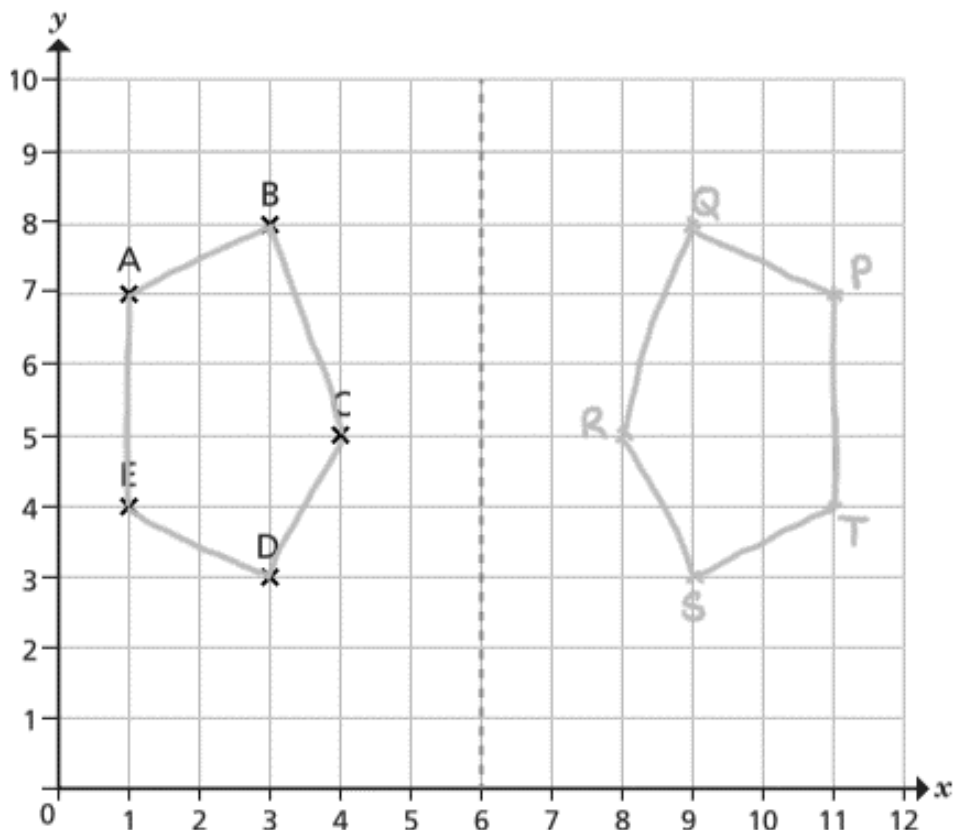


4 Reflect the objects in the given mirror lines.



5

Five points are plotted on a coordinate grid.



- a) Join the points to form a polygon. This is the object.

What type of polygon is the object?

pentagon

- b) Reflect the object in the given mirror line.

What type of polygon is the image?

pentagon

- c) Label the reflected vertices P, Q, R, S and T.

Write the new coordinates.

P (,)

Q (,)

R (,)

S (,)

T (,)

- d) The image and the object are identical polygons.

Is this statement true or false?

True

Talk about it with a partner.