Monday 13th 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

Mark Beaumont: World Adventurer

Mark Beaumont - Around the World in 80 Days

About Mark Beaumont

A world record holder and devoted professional sportsman, Mark Ian Macleod Beaumont was born in Scotland in 1983, went to school in Dundee and later to university in Glasgow.

Planning to use his education to become an accountant, he instead decided to pursue his passion for cycling and adventure. His dedication and enthusiasm for setting goals has been inspirational to many people around the world.

Having already ridden the length of Britain at just 15 years old, he has continued to break records with some amazing challenges, becoming famous for his courageous expeditions. Using his own video diaries, TV documentaries have been made of his previous cycling challenges along with the publication of best-selling books. Along the way, he has helped to raise thousands of pounds for charities and continues to be an inspiring speaker at events all over the world.
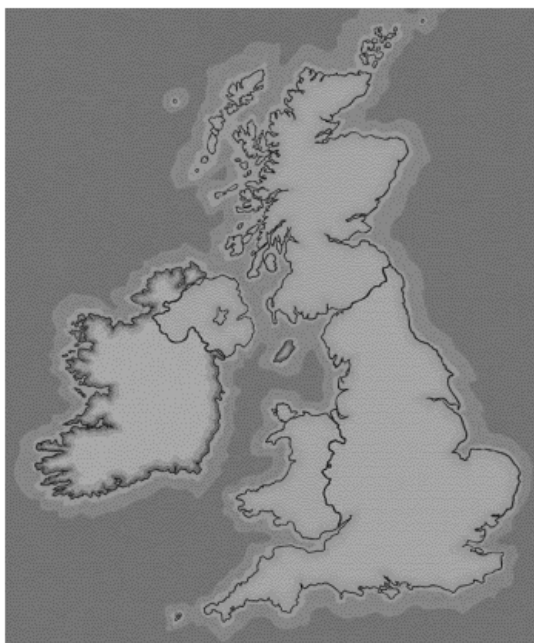
His challenges so far...

Mark is an endurance athlete which means that he sets himself hugely ambitious targets that require enormous amounts of prolonged hard work for several days, weeks or months. One of his early accomplishments was to cycle the length of Great Britain, from John O'Groats to Land's End.

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Cycling Around the World

In 2008, he first achieved the Guinness World Record for cycling around the world unsupported. This was a distance of over 18 000 miles, which he completed in 194 days and 17 hours, averaging around 100 miles per day. During the trip, he suffered broken wheels while crossing Europe then had to battle through deserts, mountains and through exhausting heat or headwind.

Cycling Across America

Mark pedalled his way across America, completing another incredible achievement in 2010. As well as the solo cycle journey, he also added a mountaineering challenge along the way. He interrupted his riding to climb the two highest mountain peaks in North and South America! The entire journey took 268 days and was a distance of 13 000 miles.

Cycling the Length of Africa

More recently, in 2015, Mark broke the World Record for the fastest time cycling from Cairo (Egypt) to Cape Town (South Africa) in 42 days and 8 hours. That was a distance of 10 000km. In this epic adventure, he faced adversity in the form of sandstorms and lonely deserts, pushing himself to the limit both physically and mentally.

As well as his passion for two wheels, Mark has also attempted unbelievable challenges involving swimming, rowing, mountaineering and running. He was part of the first team to reach the North Pole by rowing boat and attempted to row across the Atlantic Ocean but capsized and his crew all had to be rescued from the sea.

Questions

1. In what year was Mark Beaumont born?

   _____

2. Which two cities did he attend school and university?

   _____

3. Complete the table to show which years Mark completed some of his challenges:

Year	Challenge
	Cycled Around the World
2010	
	Cycled the Length of Africa

4. Look at the section 'About Mark Beaumont'. **Find** and **copy** a word which means 'follow or chase'.

   _____

5. How long did it take Mark to cycle from Cairo to Cape Town?

   _____

6. Look at the phrase: '**becoming famous for his courageous expeditions**'. What do the words 'famous' and 'courageous' tell you about these expeditions?

   _____

   _____

   _____

7. Where did Mark begin and end when cycling the length of Great Britain?

   _____

8. According to the text, what kind of problems did Mark face when cycling around the world? Give two different examples.

   _____

   _____

   _____

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9. Look at the sentence ending with '...**pushing himself to the limit both physically and mentally**'. What is meant by this phrase?

_____

_____

_____

10. Which of Mark's challenges do you think was the most difficult? Give evidence from the text to support your answer.

_____

_____

_____

MATHS 10-4-10

1. 738 + 100 =
2. 244 x 2 =
3. 3.4 + 0.5 =
4. 564 – 9 =
5. 3.5 + 0.05 =
6. 3 x 5 x 2 =
7. 5^2 =
8. 40,400 – 500 =
9. 100 x 200 =
10. 1704 ÷ 12 =

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 – Regular and irregular polygons

This week we are learning about shape and position.

Today we are learning about shape. Use the knowledge organiser on slides 7 and 8 to help if you need to. If you have a protractor at home to measure angles that would be great, but don't worry if you haven't as it's only for questions 1 and 2.

For today's lesson, use the following link to White Rose Maths Home Learning and watch the video for Summer Term - Week 11 - Lesson 1 – Regular and irregular polygons.

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 – 4 ☆

Questions 1 – 5 ☆☆

Questions 1 – 6 ☆☆☆

Knowledge Organiser

Properties of 3D Shapes

Name	Surfaces		Edges		Vertices	Picture
	Flat	Curved	Flat	Curved		
sphere	0	1	0	0	0	
cube	6	0	12	0	8	
cuboid	6	0	12	0	8	
cone	1	1	0	1	0	
cylinder	2	1	0	2	0	
square-based pyramid	5	0	8	0	5	
tetrahedron	4	0	6	0	4	
triangular prism	5	0	9	0	6	
pentagonal prism	7	0	15	0	10	
hexagonal prism	8	0	18	0	12	
octagonal prism	10	0	24	0	16	
octahedron	8	0	12	0	6	

A cone has an apex. This is because a vertex is the point where two straight edges meet and a cone has no straight edges.

Regular and Irregular Polygons

Regular	Irregular

A polygon is any two-dimensional shape formed with straight lines.

In a regular polygon, all the sides and angles are equal.

In an irregular polygon, the sides and angles are not equal.

Representations

Cube models can be drawn as 2D representations using different elevations.

Plan

Front Elevation

Side Elevation

Front Elevation

Plan

Side Elevation
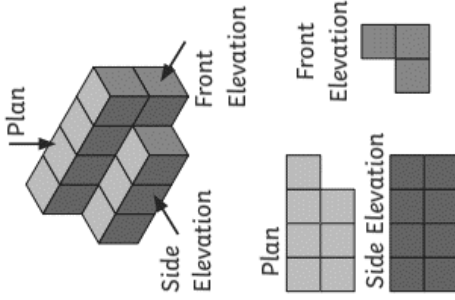
A shape net is a 2D drawing of an unfolded 3D shape. When you are drawing or reasoning about shape nets, think carefully about where the edges of the faces meet.
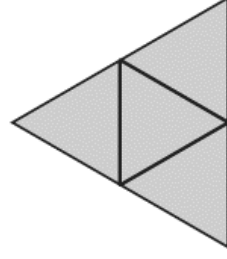
Shape net of a tetrahedron.

Key Vocabulary

angle
right angle
acute
obtuse
reflex
protractor
horizontal
vertical
parallel
perpendicular
polygon
regular
irregular
two-dimensional
three-dimensional
flat face
curved surface
edge
curved edge
vertex
apex
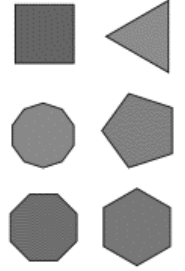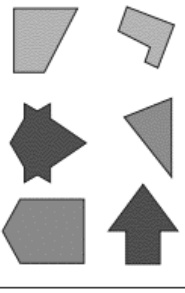
Identifying Angles

Acute Angles

Any angle that measures less than 90° is called an **acute** angle.

63°

117°

Angles on a straight line always total 180°.

Obtuse Angles

Any angle that measures greater than 90° and less than 180° is called an **obtuse** angle.

60°

205°

65°

30°
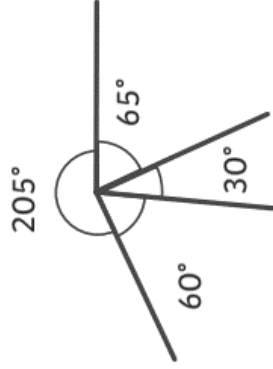
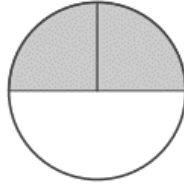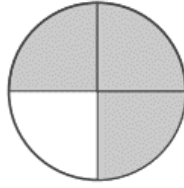Angles around a point always total 360°.

Multiples of 90° can be used as descriptions of a turn.
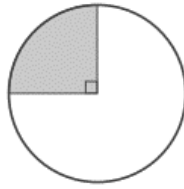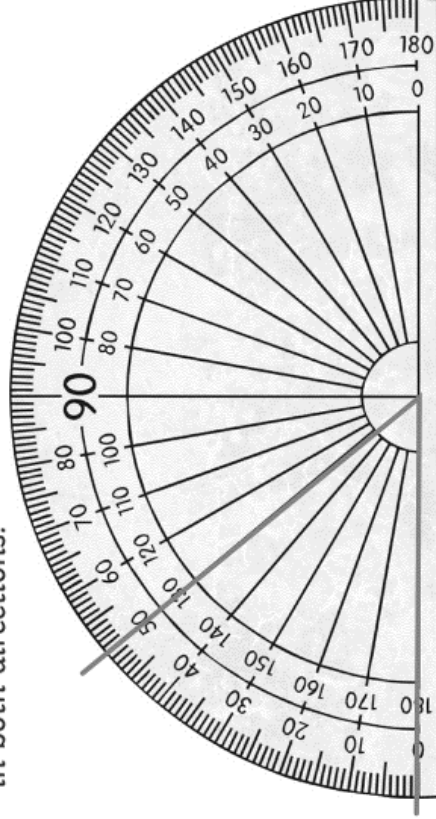
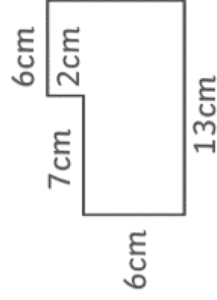$\frac{1}{4}$ turn = 90°

$\frac{1}{2}$ turn = 180°

$\frac{3}{4}$ turn = 270°

1 turn = 360°

Reflex Angles

Any angle that measures greater than 180° is called a **reflex** angle.
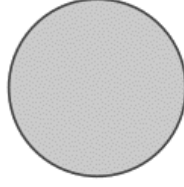
Measuring and Drawing Angles

To measure angles, we use a protractor. Look carefully at how the numbers on the scale count from 0° to 180° in both directions.
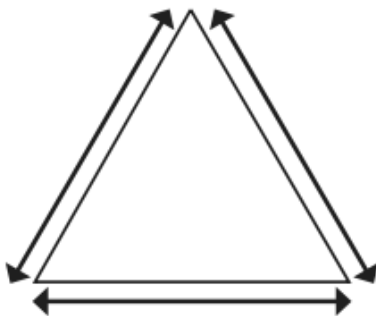
Using Properties of Rectangles

6cm

7cm

2cm

8cm
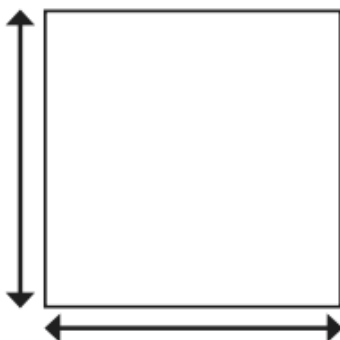
6cm

13cm

6cm + 2cm = 8cm

7cm + 6cm = 13cm

1 Measure and label the sides and angles of each shape.

a)

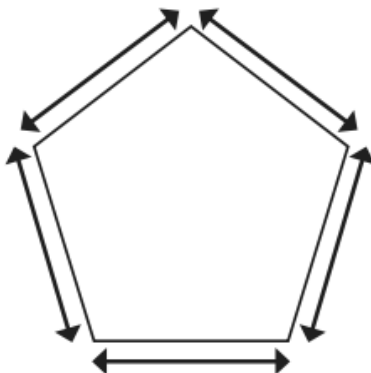> If you haven't got a protractor – don't worry. You can still measure the length of each side and then look at the angles very carefully.

b)

c)

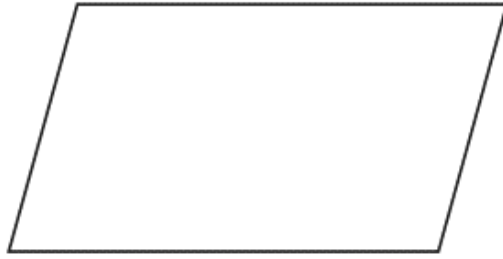What do you notice about your answers?

These are all examples of regular polygons.

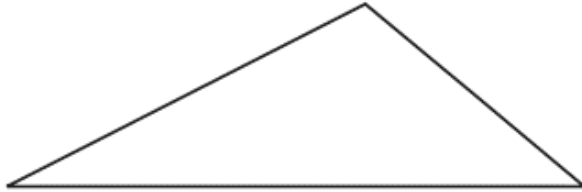Explain in your own words what a regular polygon is.

9

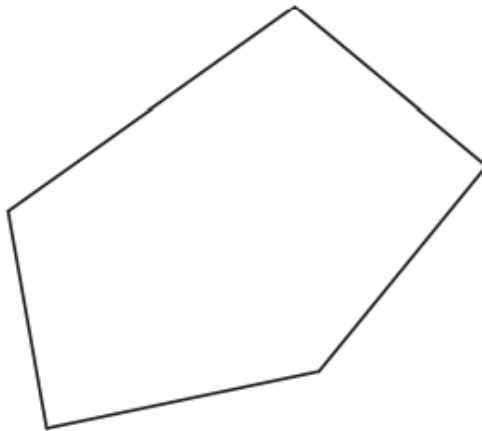**2** Measure and label the sides and angles of each shape.

a)

> If you haven't got a protractor – don't worry. You can still measure the length of each side and then look at the angles very carefully.
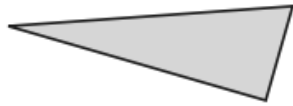
b)

c)

What do you notice about your answers?

These are all examples of irregular polygons.

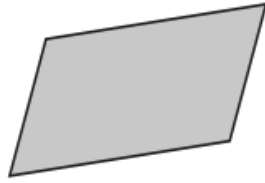Explain in your own words what an irregular polygon is.

_____

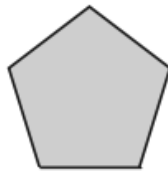_____

10

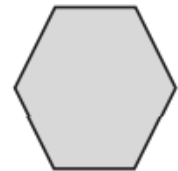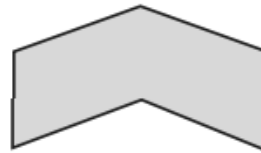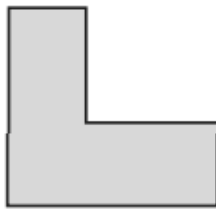**3** One polygon in each set is regular. Tick the regular polygon.

a)

b)

c)

d)

How did you know which one was regular without measuring?

4 Draw two regular and two irregular polygons on the grid.

What is the same and what is different?

5 Here is a rhombus.
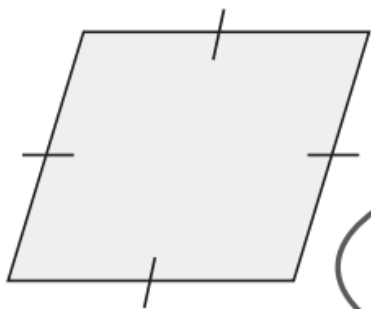
This is a regular polygon because all the sides are the same length.

Do you agree with Ron? _____

Explain your answer.

_____

_____

6 Eva has drawn a square and a regular pentagon.
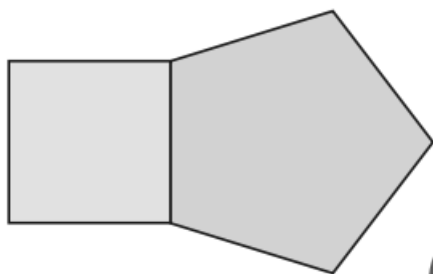
The compound shape is regular because both of the shapes I drew were regular.

Do you agree with Eva? _____

Explain your answer.

_____

_____

What would you like to achieve in the next year? Five years? Ten years?

What steps can you take to help you achieve your goals?

Discuss your thoughts with someone at home.

We all have dreams and goals for the future. These are the things that we would like to do or achieve.

Everyone has different goals. Even if it is something that you are not interested in or something you think is easy, it is important to respect everyone's goals.

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PSHE Activity 1 - One Year, Five Years, Ten Years...

Some goals might be things you hope to achieve very soon. Perhaps you hope to achieve a high score in a game or hope to get all your 10-4-10 right this week.

Some goals are ones that we hope to achieve in a few years' time. Perhaps your goal was to go to a particular secondary school or join a club.

Other goals we have are for quite a long way off in the future. You might have a certain job in mind that you want to do when you are grown up or you might have been thinking of skills you would like to achieve when you are older, such as learning to drive.

What seems challenging for one person might be easy for another and what is interesting for one individual might be of no interest to someone else. This is because our goals are personal to us and we often tailor our goals to suit our strengths. Once we have personal goals in mind, we can then focus on developing the skills needed to achieve our goals.

Complete the 'My Life Journey' on slide 15 to help you to think about your goals for the future.

My life journey

At the age of 30 I would like...

At the age of 60 I would like...

At the age of 45 I would like...

At the age of 21 I would like...

At the age of 80 I would like...

At the age of 16 I would like...

At the age of 12 I would like...

twinkl www.twinkl.co.uk
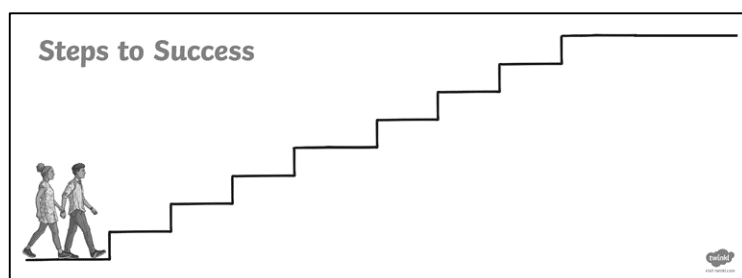
PSHE Activity 2 – Steps to Success

For some goals and for certain jobs we need specific skills and qualifications. We would need a driving license to be a bus driver, a law degree to be a lawyer and we would have to be able to speak another language to be a translator.

However, in order to succeed at anything there are some generic skills that everyone needs. Generic skills are skills that apply to everyone, no matter who they are or what it is they are trying to achieve.
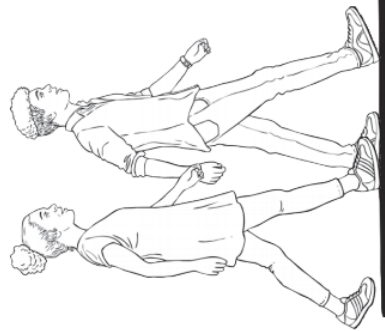
Think of as many ideas about things we all need to do in order to succeed at something, no matter who we are or what it is we are trying to achieve for example perseverance, confidence or planning...

These could be to do with our attitude towards learning, the way we overcome obstacles or the things we can do to help ourselves.

Write down as many different generic skills as you can think of on each step of the staircase to success using slide 17.

Steps to Success

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Steps to Success

Mark Beaumont - Around the World in 80 Days

Mark Beaumont has set himself the ultimate challenge of cycling around the world for over 18,000 miles in just 80 days, aiming to break the Guinness World Record and become the fastest person ever to complete the adventure.

Setting goals is a great way to achieve new things that we might not think are possible or to improve our confidence and ability in something by reaching a target. Here are some ideas for personal goals you could set yourself:

Physical Challenges
- Aim to run a new record distance
- Complete a target number of swimming lengths
- Achieve a skipping marathon record
- Try to hit a target number of bike rides or miles

Mental Challenges
- Learn or master a set of times tables
- Complete a spelling challenge of 100 words
- Research and learn a new set of facts about a topic
- See how many words you can learn in a new language

Work and Behaviour Challenges
- Complete a goal for a number of daily reading sessions
- Achieve a personal record for good behaviour
- Invent a goal for manners or politeness
- Keep up a regular number of homework challenges

Hobbies and Clubs Challenges
- Aim for a new target with your sports club
- Improve your skills or ability in a particular game
- Join or try a new club, group or activity
- Set up your own new club or recruit new members to your club

Healthy Lifestyle Challenges
- Aim to eat your 5-a-day fruit and vegetable portions
- Drink a recommended amount of water every day
- Complete a target amount of exercise for a number of times each week
- Walk or cycle to school each day for a set number of weeks

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Personal Goal Setting Challenge

Mark Beaumont has set himself the ultimate challenge of cycling around the world for over 18,000 miles in just 80 days, aiming to break the Guinness World Record and become the fastest person to ever complete the adventure.

Setting goals is a great way to build confidence, achieve new things that we might not think are possible or to improve our ability in something by reaching a target.

What personal goal could you set yourself?

My goal is:

_____
_____
_____

I aim to complete it by:

_____
_____

These are the things I will do to help me achieve my goal:

_____
_____
_____
_____

What will be difficult about achieving my goal?

_____
_____

What can I do to overcome the difficulties and conquer the challenges?

_____
_____

Who can help me to achieve my goal?

_____
_____

How can I measure or track the progress towards achieving my goal?

_____
_____

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PSHE Activity 4 – What the future holds...

No one can predict the future but we can have goals in mind. These are what we hope to achieve. We can then take steps to work towards those goals.

Our goals might change and we might meet unexpected challenges which change the outcome but understanding which skills we need to develop and planning ahead will really help every one of us to move onwards and upwards, towards success.

We are all different and our goals and how we achieve them will be different too. This is exciting!

Follow the instructions carefully on slide 21 to create a fortune teller and then respond to the questions with your own answers.

Personal Goals Fortune Teller
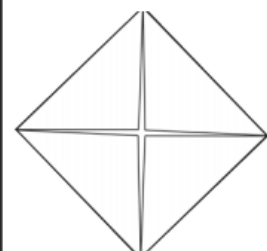
Instructions
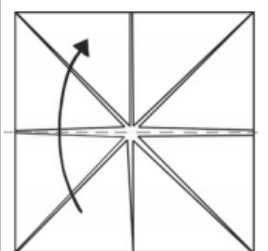
1 With pictures face down, fold on both diagonal lines. Unfold.

2 Fold all four corners to the centre.

3 Turn paper over.

4 Once again, fold all corners to the centre.

5 Fold paper in half and unfold.

6 Fold in half from top to bottom. Do not unfold.

7 Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.
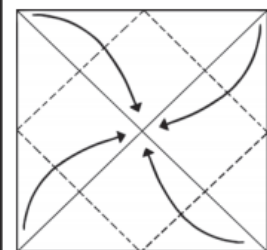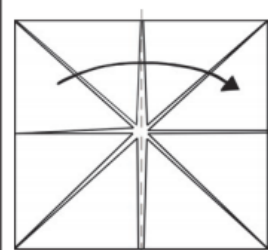
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In Ten Years' Time...

What skills will you be using in ten years' time?

What do you hope to achieve in the next year at school?

School Goals

Which skill will you focus on developing at school this year?

What might you be doing in ten years' time?

What obstacles to success might you encounter?

What does success look like to you?

Steps to Success

What mindset do you need to achieve success?

What will you do when you face a new challenge?

Challenges

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ANSWERS

1. In what year was Mark Beaumont born?
   Mark was born in 1983.

2. Which two cities did he attend school and university?
   Mark attended school in Dundee and university in Glasgow.

3. Complete the table to show which years Mark completed some of his challenges:

Year	Challenge
2008	Cycled Around the World
2010	**Cycled Across America**
2015	**Cycled the Length of Africa**

4. Look at the section 'About Mark Beaumont'. **Find** and **copy** a word which means 'follow or chase'.
   pursue

5. How long did it take Mark to cycle from Cairo to Cape Town?
   42 days and 8 hours

6. Look at the phrase: '**becoming famous for his courageous expeditions**'. What do the words 'famous' and 'courageous' tell you about these expeditions?
   The word 'famous' means well-known for something and 'courageous' means being brave.

7. Where did Mark begin and end when cycling the length of Great Britain?
   Mark began his journey in John O' Groats and ended it at Land's End.

8. According to the text, what kind of problems did Mark face when cycling around the world? Give two different examples.
   Broken wheels; battling through deserts and mountains; exhausting heat and headwind. Accept any combination of two different answers given.

9. Look at the sentence ending with '...**pushing himself to the limit both physically and mentally**'. What is meant by this phrase?

   Accept answers which indicate and understanding of: testing both his body and mind as far as they could go.

10. Which of Mark's challenges do you think was the most difficult? Give evidence from the text to support your answer.

    Accept any answer with reasonable supporting evidence, e.g.

    Cycling across the world because it was the longest distance of 18 000 miles / he crossed deserts and mountains.

    Cycling across America because he also included climbing the two highest mountain peaks.

    Cycling across Africa because he had to face sandstorms and lonely deserts.

1. 738 + 100 = 838
2. 244 x 2 = 488
3. 3.4 + 0.5 = 3.9
4. 564 – 9 = 555
5. 3.5 + 0.05 = 3.55
6. 3 x 5 x 2 = 30
7. 5^2 = 25
8. 40,400 – 500 = 39,900
9. 100 x 200 = 20,000
10. 1704 ÷ 12 = 142

1 Measure and label the sides and angles of each shape.

a)

60°

60° 60°

Side lengths depend on how the sheets are printed.

b)
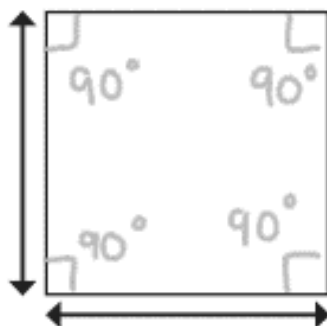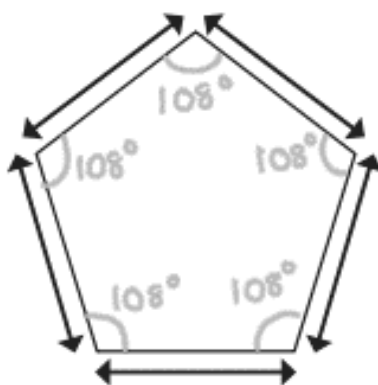
90° 90°

90° 90°

c)

108°

108° 108°

108° 108°

What do you notice about your answers?

These are all examples of regular polygons.

Explain in your own words what a regular polygon is.

27

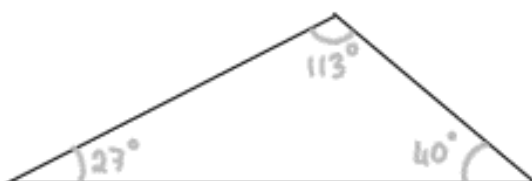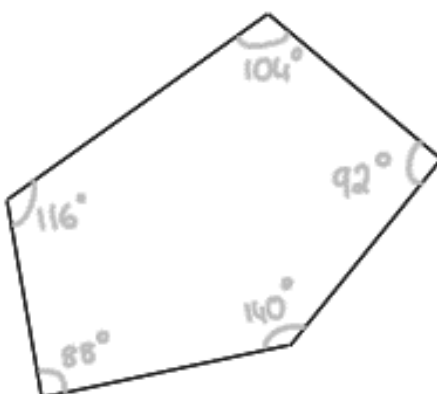Measure and label the sides and angles of each shape.

a)

105°   75°

75°   105°

b)

113°

27°   40°

c)

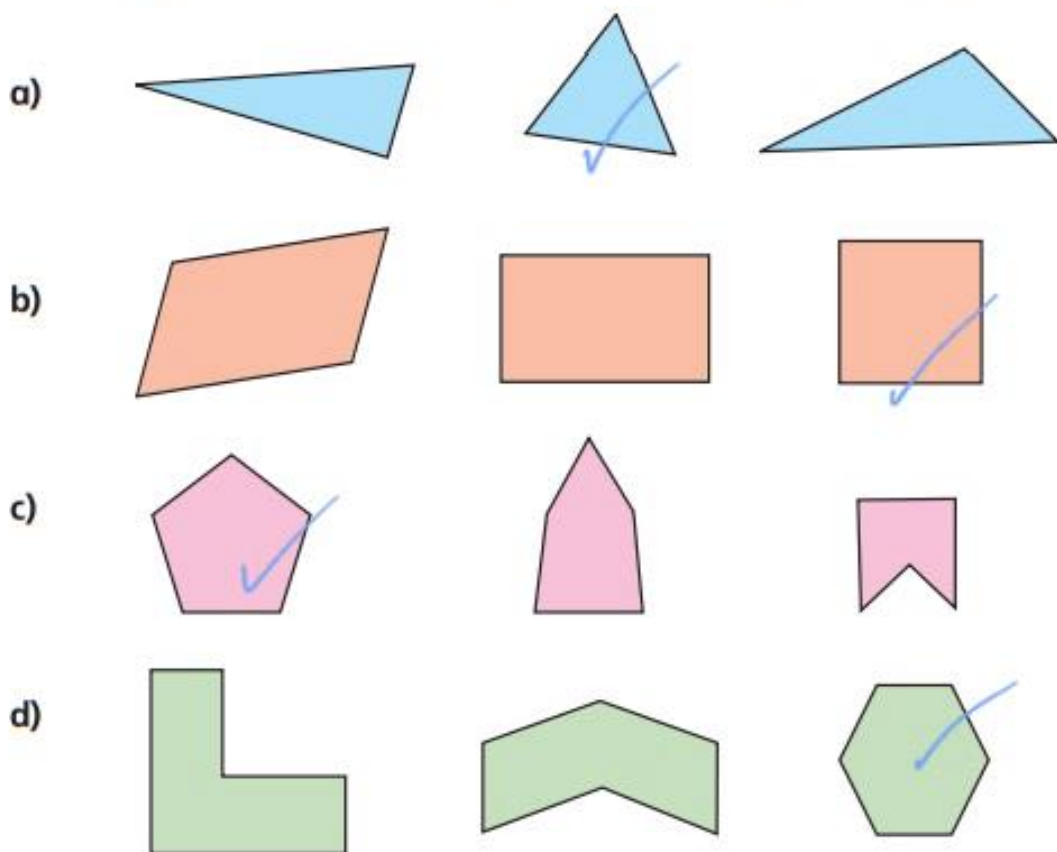104°

92°

116°

140°

88°

What do you notice about your answers?

These are all examples of irregular polygons.

Explain in your own words what an irregular polygon is.

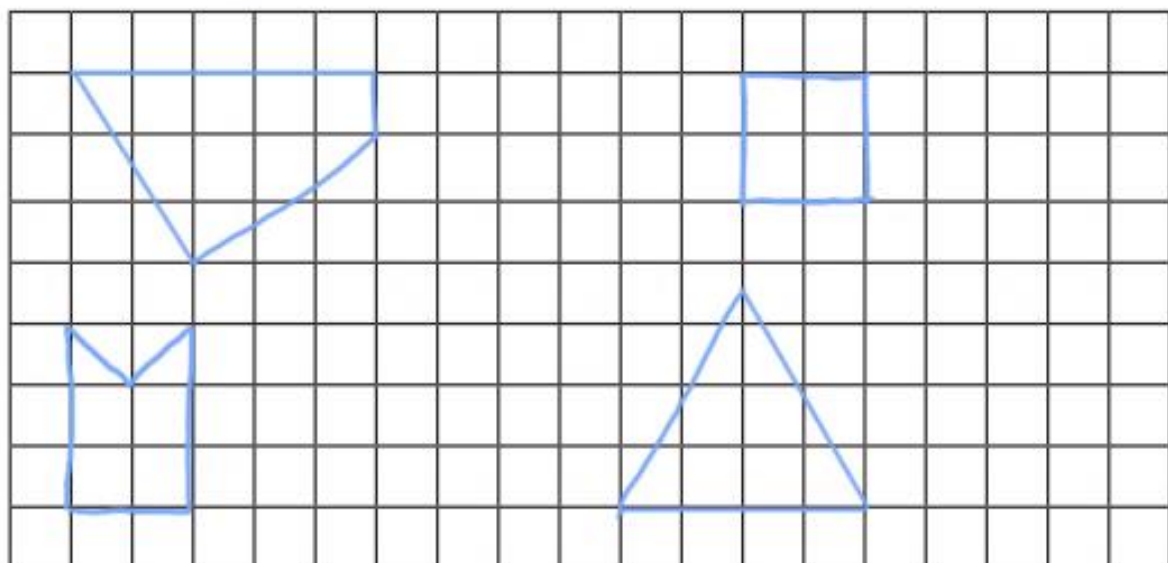A polygon where the sides and angles are not all equal.

3 One polygon in each set is regular. Tick the regular polygon.

a)

b)

c)

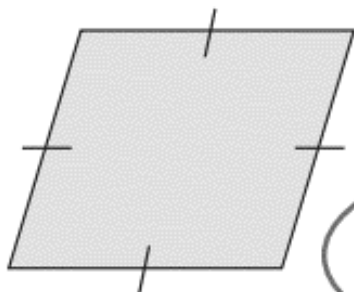d)

How did you know which one was regular without measuring?

4 Draw two regular and two irregular polygons on the grid.

e.g.

What is the same and what is different?

5 Here is a rhombus.

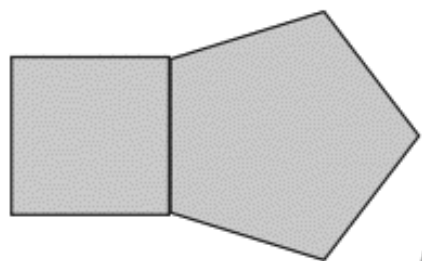This is a regular polygon because all the sides are the same length.

Do you agree with Ron? _No_

Explain your answer.

The angles are not all equal.

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6 Eva has drawn a square and a regular pentagon.

The compound shape is regular because both of the shapes I drew were regular.

Do you agree with Eva? _No_

Explain your answer.