Ysgol Gelliswick School
Gelliswick Church in Wales VC Primary School

Year 5

PRINTABLE Learning Pack -

WB June 1st 2020

Included:

All Literacy, Maths and Topic

task ideas and **answers**

for the week…

Please post, send and share any pictures of work with your teacher for feedback.

READING

Monday:

Premium Property For Sale!

Fresh on the market today we have a stunning, vintage property, built around 1,500 years ago on the edge of a dense, extensive forest. With stiff, wooden walls and a roof thatched with the finest straw, this house oozes with natural charm and faces south to make the most of the daylight hours.

Made of only one room, you can eat, cook, sleep and entertain all from the same space – you are never too far away from the fireplace. Boasting the latest features, such as eye-holes to watch through for enemies and a luxury carpet made from local plants, this property will be snapped up quickly by any eager Anglo-Saxon. It is yours to live in today for only 240 silver pennies.

Quick Questions

1. What do you think 'eye-holes' are?
2. How many rooms does this property have?
3. What is the purpose of this text?
4. Find three phrases which show how the author has made normally boring features sound more appealing.

Tuesday:

Defeat or Retreat?

We had almost made it to Britain after a horrendous journey – my tunic was soaked and the iron studs of my caligae kept slipping around on the wet floor of the boat.

At 20,000 legionaries strong and our greatest general, Caesar, at the helm, we thought we could conquer and settle on these new shores; I would finally get the land I was promised for my family after all this time...

But as we approached the coast, the waves violently lapped over the sides of the boat. Atop the cliffs stood thousands of warriors, painted in blue woad, wielding long swords and firing arrows from finely crafted bows.

Defeating them, especially in this weather, would be impossible – we would surely perish. Caesar gave the command; we headed back to Gaul.

Quick Questions

1. Through whose eyes is this story told?
2. Find and copy two words or phrases which tell you that the journey was unpleasant.
3. What do you think caligae are? Explain your answer.
4. What do you think happened in the months after this event?

Wednesday:

Unusual Olympic Sports

Throughout its history, the Olympic Games have held a range of strange and unusual competitions that we no longer take part in today.

Rope Climb: Stopped in 1932, this was an event in which competitors had to climb up a rope as quickly and as stylishly as possible. The most impressive winner was George Eyser in 1904, who won gold despite having a wooden leg!

Tug of War: At every Olympic Games until 1920, teams of eight men would have to pull their opponents six feet over a line on the floor. The British team, containing lots of police officers, were very good at this event.

Swimming Obstacle Race: This event only happened in the 1900 Olympics. Swimmers had to climb over a pole and a row of boats, before swimming under another row of boats towards the finish line.

Quick Questions

1. Find and copy two adverbs which describe how competitors had to climb up the rope.
2. In what year did the only Swimming Obstacle Race take place?
3. Why was George Eyser's gold medal win the 'most impressive'? Explain your answer.
4. How do these sports compare to Olympic events we see today?

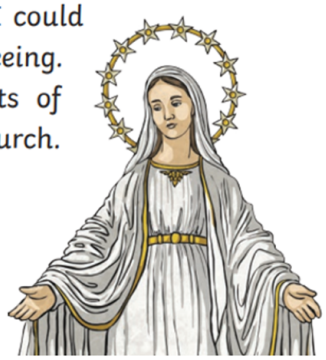
Thursday:

The Miracle at Knock

21st August 1879,

Dear Diary,

This evening, I was walking back home with my friend Mary. The rain was terrible so we took a short cut around the back of the town church. As soon as we turned the corner, we saw the most glorious sight: stood against the wall of the church was the Blessed Virgin Mary. With her was Saint Joseph, Saint John and an altar with a lamb and a cross on it. Mary and I could not believe what we were seeing. We started to shout and lots of other people came to the church. They could see it too!



Quick Questions

1. What year did this event happen in?
2. 'They could see it too!'
   What does this sentence tell you about what the girls might have been thinking at first?
3. How do you think the people felt when they saw this? Explain your answer.
4. What do you think the girls did next?

Friday:

Incredible Invertebrates!

Invertebrates are a species of animal that do not have a back bone. Mammals, amphibians, reptiles, fish and birds do not fit into this category because they all have vertebrae (spinal bones), but these animals make up less than 4% of all the animal species on Earth. This means that around 96% of animal species alive are invertebrates. These include marine invertebrates and molluscs, such as sponges, jellyfish and oysters, as well as crustaceans and insects, such as crabs, shrimp and butterflies.

The largest invertebrate ever recorded was a giant squid that measured 13m long. The smallest invertebrates are so tiny that they cannot be seen by the naked eye.

Quick Questions

1. Write a short definition of the word 'invertebrate'.
2. What percentage of animals on Earth actually have spinal bones?
3. Who do you think this information is for?
4. Write two questions that you could find the answers to in this text.

READING ANSWERS:

Monday: Reading Answers

Premium Property For Sale! Answers

1. What do you think 'eye-holes' are?
   Accept: windows.

2. How many rooms does this property have?
   Accept: one.

3. What is the purpose of this text?
   Accept answers relating to persuading people to buy the property, describing the property or informing people about the property's sale.

4. Find three phrases which show how the author has made normally boring features sound more appealing.
   Accept any reasonable extract from the text, including the following: dense, extensive forest / stiff, wooden walls / thatched with the finest straw / all from the same space / never too far away / eye-holes to watch through for enemies / luxury carpet made from local plants.

Tuesday: Reading Answers

Defeat or Retreat? Answers

1. Through whose eyes is this story told?
   Accept: a Roman soldier's / a legionary's.

2. Find and copy two words or phrases which tell you that the journey was unpleasant.
   Accept: horrendous / tunic was soaked / wet floor of the boat / waves violently lapped / especially in this weather.

3. What do you think caligae are? Explain your answer.
   Accept a reasonable inference, such as shoes/ boots or a piece of equipment which fits into the context of the story, providing justification is made.

4. What do you think happened in the months after this event?
   Accept any reasonable answer which predicts a re-attempt, the invasion of another place or further training.

Wednesday: Reading Answers

Unusual Olympic Sports Answers

1. Find and copy two adverbs which describe how competitors had to climb up the rope.
   Accept: quickly and stylishly.

2. In what year did the only Swimming Obstacle Race take place?

   Accept: 1900 only.

3. Why was George Eyser's gold medal win the 'most impressive'? Explain your answer.
   Accept any answer which explains how difficult it might have been to climb the rope with a wooden leg and still be the fastest competitor.

4. How do these sports compare to Olympic events we see today?
   Accept any valid similarity or difference provided, such as 'we don't have an obstacle swimming race but we do still have swimming races', or 'we do not have any events which involve using a rope anymore'.

Thursday: Reading Answers

The Miracle at Knock Answers

1. What year did this event happen in?
   Accept: 1879.

2. 'They could see it too!'
   What does this sentence tell you about what the girls might have been thinking at first?
   Accept answers which discuss the fact that the girls thought they could have been mistaken, imagining it or they were the only people who could see it.

3. How do you think the people felt when they saw this? Explain your answer.
   Accept any relevant emotion, such as shocked, delighted, confused, provided that a reasonable explanation is also given to accompany.

4. What do you think the girls did next?
   Accept any reasonable prediction in line with the events in the story, e.g. 'went into the church to tell the priest', 'ran home to tell their parents'.

Friday: Reading Answers

Incredible Invertebrates! Answers

1. Write a short definition of the word 'invertebrate'.
   Accept any definition that states that invertebrates are creatures without spinal bones.

2. What percentage of animals on Earth actually have spinal bones?
   4%

3. Who do you think this information is for?
   Accept an answer which states for children / those who do not know about invertebrates / people interested in the animal species.

4. Write two questions that you could find the answers to in this text.
   Accept any questions that are correctly punctuated and whose answers can be directly retrieved from the text.

LITERACY: Monday: SPaG Task

Popping Punctuation: Missing Punctuation

Add the correct punctuation to these sentences. Use the balloons below to help you.

1. What could possibly go wrong
2. It was dark outside the sun had set hours ago.
3. The weather overcast did not spoil the day.
4. Stop right there! the security guard called.
5. He could only think about one thing his exams.

Tuesday: Reading Comprehension Task

The Story of the Banana

Questions

After reading about the journey of the banana, answer the questions below.

1. Which of these fruits and vegetables is **not** grown in the UK?
   - ○ tomatoes
   - ○ strawberries
   - ○ bananas
   - ○ potatoes

2. Which of these countries can bananas be grown in? Tick **Two**.
   - ○ Brazil
   - ○ The United Kingdom
   - ○ France
   - ○ Costa Rica

3. What does the word 'imported' mean?
   - ○ Goods brought in from another country to be sold.
   - ○ Packing fruits into boxes and trays.
   - ○ A long journey across an ocean.
   - ○ Something that is very important.

4. What is the name of the special type of knife that is used to cut bananas from the plant?

5. Number these events from 1 to 5 to show the order they happen:
   - ☐ The bananas are stored in a cool room so they do not ripen too quickly.
   - ☐ The bananas are grown and cut from the plant with a machete.
   - ☐ The bananas are unloaded and sent to supermarkets to be sold.
   - ☐ The bananas are loaded onto ships which sail to other countries.
   - ☐ The bananas are packed into boxes and containers.

6. How tall can a banana plant grow?

7. Why can't bananas grow in the UK?

Tuesday: Reading Comprehension Task

The Story of the Banana

The story of the banana is a very interesting one. In the United Kingdom, we can grow delicious fruits and vegetables such as strawberries, raspberries, blackberries, apples, tomatoes, potatoes, carrots, turnips and many more. However, the cold and changeable weather in the UK means that some fruits and vegetables are not able to grow here. To get these fruits and vegetables, they need to be **imported**. Imported means that goods or services are brought into a country from abroad to be sold.

Bananas are one of the fruits that are brought into the UK. Bananas grow on banana plants in very hot, wet climates. Countries that grow bananas include Costa Rica, Honduras, Colombia, Ecuador, Panama, Brazil and the Ivory Coast.

The following are the steps the banana takes on its journey.

1. The bananas grow on a banana plant in these countries which can grow up to five metres in height and it can take a year for the banana plant to produce bananas that are ready for the farmer.
2. The farmer cuts the bananas from the plant when they are still hard and green. He uses a special type of knife called a machete. The bananas are stored in a cool room straight away so they do not ripen too quickly.
3. The bananas are then washed and packed into boxes and trays. They are kept in a cool place so that they do not ripen too quickly.
4. When the boxes are full, they are put into containers and brought to huge ships and loaded onto them. Workers on the ship called seafarers make sure to keep the ship safe and clean. They look after the bananas and make sure everything is ok.
5. The ships make the long journey across the oceans until it reaches their destination. The ships are unloaded and the bananas are put into lorries. The lorries are brought to special warehouses where they ripen so that they are ready to eat.
6. Once the bananas are ready to be sold, they are loaded onto lorries. These lorries bring them to supermarkets and shops ready to be sold to their customers.

So next time you eat a banana think about the long journey it has made from growing on the banana plant to getting to you! Enjoy!

Wednesday: Writing Task

Task: Write a free verse personification riddle poem about nature

Bronze – at least 6 lines (or verses)

Silver – at least 8 lines (or verses)

Gold – at least 10 lines (or verses)

Choose something in nature; it could be a tree, flower, waterfall, tornado, the sun, the sky, a mountain, etc.

Think about the unique aspects of this thing in nature and write a short poem to describe it. Try to personify it when you are writing each line, or verse, in the poem. A personification is a description of something that makes it sound human. This is a really interesting way to describe things and make for excellent poetry!

Be creative and look at the **Success Criteria** below.

Remember, a free verse poem does not have to rhyme.

Have a look at the **WAGOLL** (what a good one looks like) for an example of how you might word your poem.

L.O: To write a free verse personification riddle poem about nature	
Success Criteria:	
1.	I have started each verse on a new line.
2.	I have used adventurous vocabulary.
3.	I have used personification in my poem.
4.	I have used similes in my poem.
5.	I have used interesting adjectives in my poem.

WAGOLL:

RAINBOW **(in red are examples of how personification is used in this poem)**

She **smiles** across the sunlit sky,
She is **invited** by a **friendly** drizzle,
She is never **awake** long from her **slumber**,
Her **beauty** is marvelled at by all,
She **lifts her head proudly** to the heavens,
People speak of the gold she **shelters at her feet**,
She brightens any **sad** sky and fills the hearts of many.

Thursday: SPaG Task

Adjective Alphabet

Adjectives are describing words that are used to add more detail to nouns.

Can you think of an adjective for every letter of the alphabet?

a is for _____ n is for _____

b is for _____ o is for _____

c is for _____ p is for _____

d is for _____ q is for _____

e is for _____ r is for _____

f is for _____ s is for _____

g is for _____ t is for _____

h is for _____ u is for _____

i is for _____ v is for _____

j is for _____ w is for _____

k is for _____ x is for _____

l is for _____ y is for _____

m is for _____ z is for _____

Friday: Writing Task

Optional Story Starter:
If you would like to choose your own story prompt,
go to https://www.pobble365.com/ for more options...

Story starter!

Once, this place had been filled with colour and sunshine. Once, this place had seen thousands of people come and go. Once, this had been the happiest of places, filled with laughter and joy.

Now, everything was cold. Everyone was gone. Well, almost everyone...

Can you continue the story? What has happened to the palace? Who is it that remains?

LITERACY ANSWERS:

Monday: SPaG Task Answers

Popping Punctuation: Missing Punctuation Possible Answers

1. What could possibly go wrong?
2. It was dark outside; the sun had set hours ago.
   It was dark outside: the sun had set hours ago.
3. The weather (overcast) did not spoil the day.
4. "Stop right there!" the security guard called.
5. He could only think about one thing: his exams.
   He could only think about one thing – his exams.
   He could only think about one thing... his exams.

Tuesday: Reading Comprehension Answers

The Story of the Banana

Answers

1. Which of these fruits and vegetables is **not** grown in the UK?
   - ○ tomatoes
   - ○ strawberries
   - ✓ **bananas**
   - ○ potatoes
2. Which of these countries can bananas be grown in? Tick **Two**.
   - ✓ **Brazil**
   - ○ The United Kingdom
   - ○ France
   - ✓ **Costa Rica**
3. What does the word 'imported' mean?
   - ✓ **Goods brought in from another country to be sold.**
   - ○ Packing fruits into boxes and trays.
   - ○ A long journey across an ocean.
   - ○ Something that is very important.
4. What is the name of the special type of knife that is used to cut bananas from the plant?

   A machete
5. Number these events from 1 to 5 to show the order they happen:
   - [2] The bananas are stored in a cool room so they do not ripen too quickly.
   - [1] The bananas are grown and cut from the plant with a machete.
   - [5] The bananas are unloaded and sent to supermarkets to be sold.
   - [4] The bananas are loaded onto ships which sail to other countries.
   - [3] The bananas are packed into boxes and containers.
6. How tall can a banana plant grow?

   5 metres tall
7. Why can't bananas grow in the UK?

   Because the climate in the UK is too cold and changeable.

Wednesday: Writing Task **(No answers)**

Thursday: SPaG Task **(No answers)**

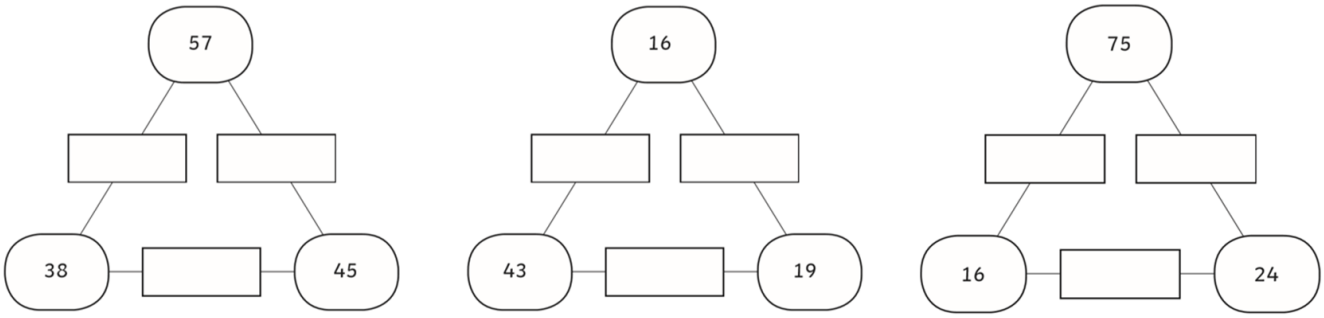
Friday: Writing Task **(No answers)**

MATHS

Monday: Warm-Up

Warm Up – Addition to 100 'Arithmagons'

Add the numbers from each corner to find the number in the box between them.



Monday: Task

Comparing Fractions

Can you compare the fractions below by putting an inequality sign (or an equals sign) between them?
Remember, when using < and >, we use the sentence *'the crocodile eats the bigger number/fraction'* to remind us which one to use.

Use the fraction wall to help you. Click here for the fraction wall.

Two examples are shown below.

$\frac{1}{3} \square \frac{1}{5}$ $\frac{1}{3} > \frac{1}{5}$

$\frac{2}{4} \square \frac{4}{6}$ $\frac{2}{4} < \frac{4}{6}$

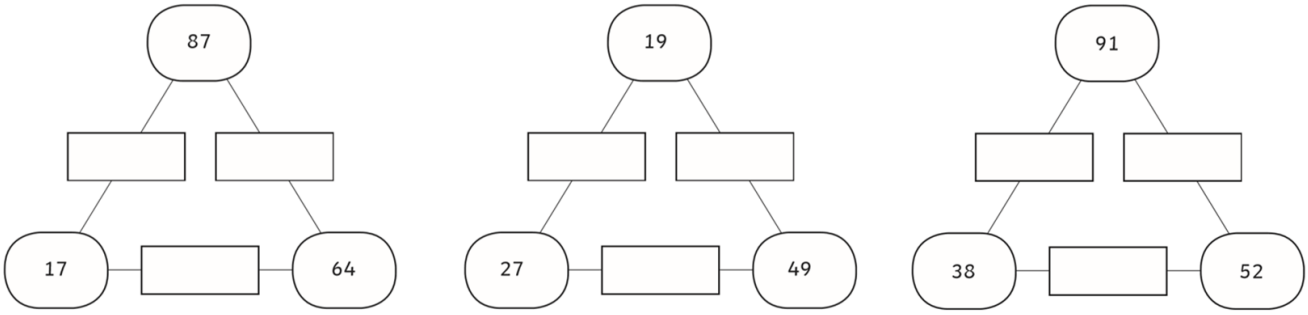
Questions

1. $\frac{1}{5} \square \frac{1}{8}$
2. $\frac{1}{12} \square \frac{1}{3}$
3. $\frac{1}{2} \square \frac{1}{24}$
4. $\frac{1}{24} \square \frac{1}{3}$
5. $\frac{1}{2} \square \frac{1}{4}$
6. $\frac{1}{4} \square \frac{1}{5}$
7. $\frac{1}{12} \square \frac{1}{24}$
8. $\frac{1}{2} \square \frac{1}{3}$

Tuesday: Warm-Up

Warm Up – Subtraction within 100 'Arithmagons'

Find the difference between the numbers at each corner to find the number in the box between them.

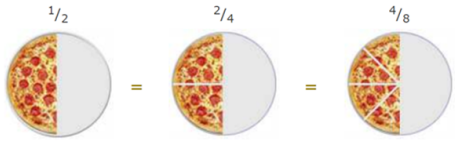


Tuesday: Task

Finding Equivalent Fractions

Equivalent fractions have the same value, even thought they look different.
These fractions are really the same:

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$



Can you complete these questions by finding an equivalent fraction for the fraction given? Meaning, find another fraction that equals the same amount.

Use the fraction wall to help you. Click here for the fraction wall. Also watch the help videos on the 'Tips, Tricks and Additional Resources' slide.

Here is an example:

$\frac{2}{4} = \frac{\ }{6}$ $\frac{2}{4} = \frac{3}{6}$

Questions

1. $\frac{1}{4} = \frac{\ }{8}$
2. $\frac{1}{12} = \frac{\ }{24}$
3. $\frac{2}{6} = \frac{\ }{3}$
4. $\frac{8}{24} = \frac{\ }{3}$

Wednesday: Warm-Up

Division

Use your 3 and 4 times tables knowledge to answer the following division questions.

12 ÷ 4 =	3 ÷ 3 =	28 ÷ 4 =	15 ÷ 3 =	40 ÷ 4 =
36 ÷ 3 =	24 ÷ 4 =	9 ÷ 3 =	16 ÷ 4 =	30 ÷ 3 =
8 ÷ 4 =	24 ÷ 3 =	36 ÷ 4 =	33 ÷ 3 =	4 ÷ 4 =
21 ÷ 3 =	20 ÷ 4 =	12 ÷ 3 =	44 ÷ 4 =	27 ÷ 3 =

Example: 30 ÷ 10
Count in 10s until you reach 30. You will have counted 3 times, so the answer is 3.

Wednesday: Task

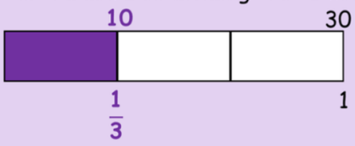
Finding Fractions of Amounts

The **denominator** tells us how many parts to divide into.

Finding $\frac{1}{3}$ of an amount is the same as dividing that amount by **3**.

So $\frac{1}{3}$ of 30 = 10

30 ÷ 3 = 10

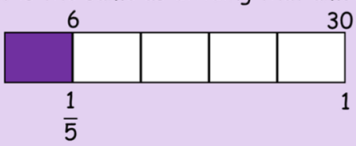


The **denominator** tells us how many parts to divide into.

Finding $\frac{1}{5}$ of an amount is the same as dividing that amount by **5**.

So $\frac{1}{5}$ of 30 = 6

30 ÷ 5 = 6



Read the examples above and then answer the questions below.

1. $\frac{1}{5}$ of 20

2. $\frac{1}{3}$ of 12

3. $\frac{1}{3}$ of 18

4. $\frac{1}{4}$ of 24

5. $\frac{1}{10}$ of 60

Thursday: Warm-Up

Warm Up—Maths Facts

It is important to be able to answer simple maths facts with fluency and accuracy. This will help with more difficult calculations. Answer the basic maths facts below.

For an additional challenge, set a 3 minute timer and see how many you are able to answer. Could you do it a second time and improve your score?

5+7=	6x10=	4+9=	8x5=	6+7=
4x10=	7x5=	6x5=	2x10=	8x10=
4x2=	5+6=	5+9=	2x2=	4+8=
8+9=	3x5=	9x10=	3x10=	7x10=
5x2=	6+8=	4x5=	5x10=	3+8=
6+9=	5x5=	4+7=	3x2=	7x2=
6x2=	7+8=	9x2=	7+9=	2x5=
3+9=	9x5=	5+8=	8x2=	5+4=

Thursday: Task

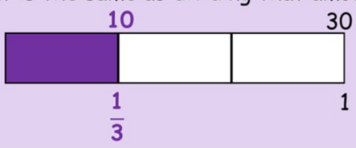
Finding Fractions of Amounts

The denominator tells us how many parts to divide into.

Finding $\frac{1}{3}$ of an amount is the same as dividing that amount by 3.

So $\frac{1}{3}$ of 30 = 10

30 ÷ 3 = 10

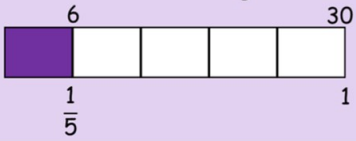


The denominator tells us how many parts to divide into.

Finding $\frac{1}{5}$ of an amount is the same as dividing that amount by 5.

So $\frac{1}{5}$ of 30 = 6

30 ÷ 5 = 6



Read the examples above and then answer the questions below.

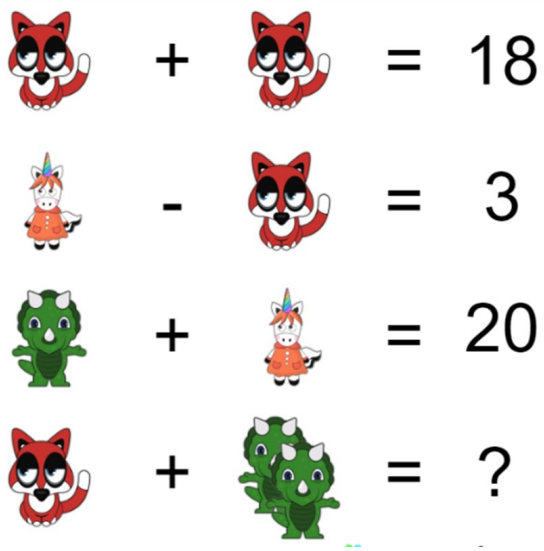
$\frac{1}{5}$ of 45 = _____ $\frac{1}{10}$ of 90 = _____ $\frac{1}{11}$ of 77 = _____

$\frac{1}{4}$ of 44 = _____ $\frac{1}{6}$ of 36 = _____

Friday: Warm-Up

Warm Up

Can you compete this Solvemoji?



Friday: Task

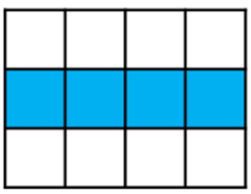
Problems of the Day

1 Ron has these digit cards.

He uses two of the cards to make a 2-digit number.

How many even 2-digit numbers can he make?

2 One third of the shape is shaded.
True or false?

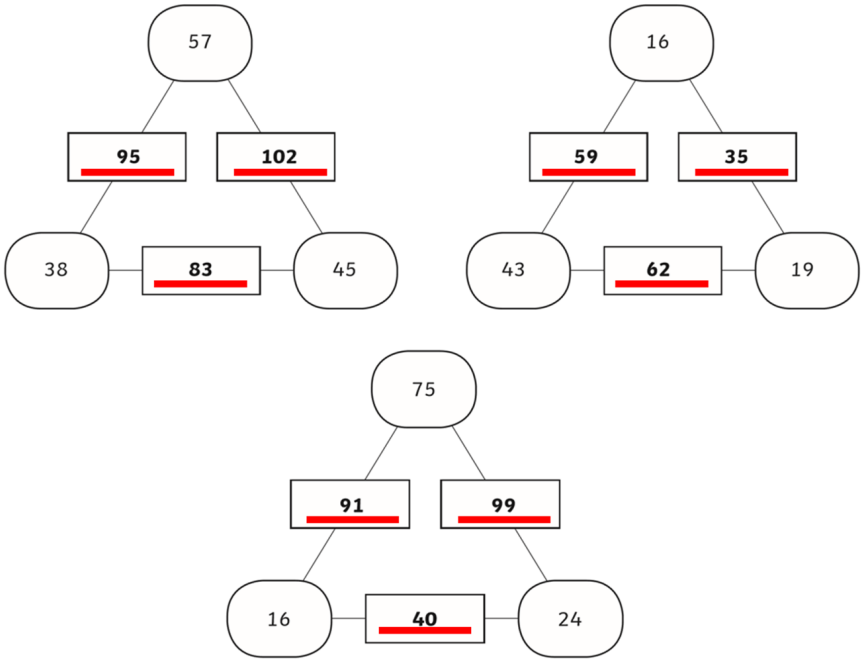


3 Tick all the calculations that have an answer greater than 40

- $43 + 39$
- $35 - 6$
- $23 + 28$
- 10×7
- $24 \div 2$

Did you tick any without working them out?

Monday: Warm-up Answers



Monday: Task Answers

1 $\frac{1}{5} > \frac{1}{8}$

2 $\frac{1}{12} < \frac{1}{3}$

3 $\frac{1}{2} > \frac{1}{24}$

4 $\frac{1}{24} < \frac{1}{3}$

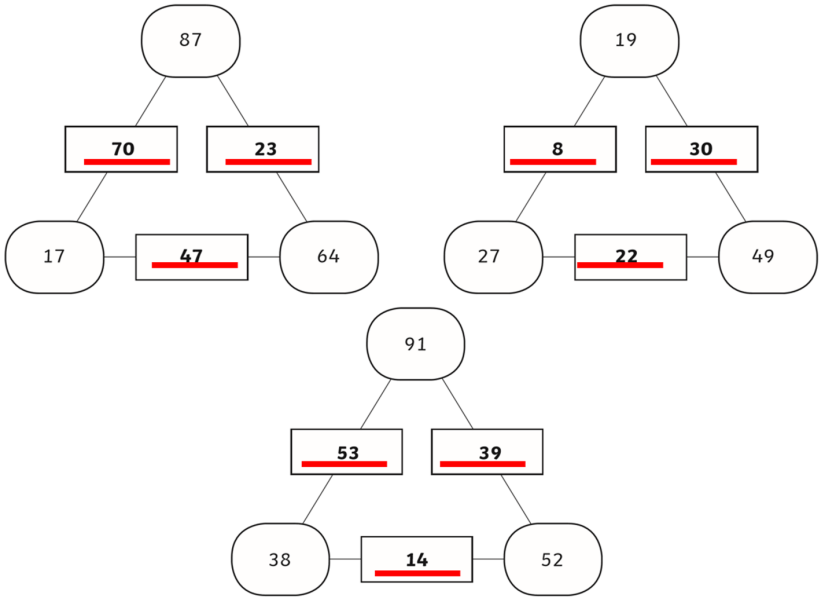
5 $\frac{1}{2} > \frac{1}{4}$

6 $\frac{1}{4} > \frac{1}{5}$

7 $\frac{1}{12} > \frac{1}{24}$

8 $\frac{1}{2} > \frac{1}{3}$

Tuesday: Warm-Up Answers



Tuesday: Task Answers

1

$$\frac{1}{4} = \frac{2}{8}$$

2

$$\frac{1}{12} = \frac{2}{24}$$

3

$$\frac{2}{6} = \frac{1}{3}$$

4

$$\frac{8}{24} = \frac{1}{3}$$

Wednesday: Warm-Up Answers

12 ÷ 4 = 3	3 ÷ 3 = 1	28 ÷ 4 = 7	15 ÷ 3 = 5	40 ÷ 4 = 10
36 ÷ 3 = 12	24 ÷ 4 = 6	9 ÷ 3 = 3	16 ÷ 4 = 4	30 ÷ 3 = 10
8 ÷ 4 = 2	24 ÷ 3 = 8	36 ÷ 4 = 9	33 ÷ 3 = 11	4 ÷ 4 = 1
21 ÷ 3 = 7	20 ÷ 4 = 5	12 ÷ 3 = 4	44 ÷ 4 = 11	27 ÷ 3 = 9

Wednesday: Task Answers

1 $\frac{1}{5}$ of 20 = 4

2 $\frac{1}{3}$ of 12 = 4

3 $\frac{1}{3}$ of 18 = 6

4 $\frac{1}{4}$ of 24 = 6

5 $\frac{1}{10}$ of 60 = 6

Thursday: Warm-Up Answers

5+7= 12	6x10= 60	4+9= 13	8x5= 40	6+7= 13
4x10= 40	7x5= 35	6x5= 30	2x10= 20	8x10= 80
4x2= 8	5+6= 11	5+9= 14	2x2= 4	4+8= 12
8+9= 17	3x5= 15	9x10= 90	3x10= 30	7x10= 70
5x2= 10	6+8= 14	4x5= 20	5x10= 50	3+8= 11
6+9= 15	5x5= 25	4+7= 11	3x2= 6	7x2= 14
6x2= 12	7+8= 15	9x2= 18	7+9= 16	2x5= 10
3+9= 12	9x5= 45	5+8= 13	8x2= 16	5+4= 9

Thursday: Task Answers

$\frac{1}{5}$ of 45 = 9 $\frac{1}{10}$ of 90 = 9 $\frac{1}{11}$ of 77 = 7

$\frac{1}{4}$ of 44 = 11 $\frac{1}{6}$ of 36 = 6

Friday: Warm-Up Answers

9 + 9 = 18

12 - 9 = 3

8 + 12 = 20

9 + 16 = 25

Friday: Task Answers

1 Ron has these digit cards.

1	4	6

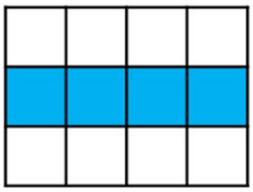
He uses two of the cards to make a 2-digit number.

How many even 2-digit numbers can he make? He can make 4 even 2-digit numbers: 14, 16, 46, 64

2 One third of the shape is shaded.

True or false?

True



3 Tick all the calculations that have an answer greater than 40

43 + 39 ✓

35 − 6

23 + 28 ✓

10 × 7 ✓

24 ÷ 2

Did you tick any without working them out?

e.g. I knew 43 + 39 because 43 is greater than 40

Optional Afternoon Activity Grid:

WHAT A WONDERFUL WORLD

These are **optional** activities; you may choose to do one over the week or one each day.