

# Year 5's Home Learning Letter

Wednesday 6<sup>th</sup> May

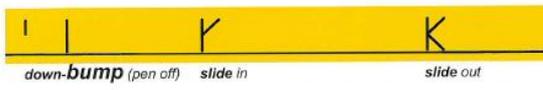
If you have any questions about your learning, want to show me what you've done or would just like to say hello, you can get in touch using: [year5teacher@kingsapps.co.uk](mailto:year5teacher@kingsapps.co.uk) I'd love to hear from you!

|                 |   |  |   |
|-----------------|---|--|---|
| Halton's Hello! | <p>"Do you have a favourite saying?" asked the boy.</p> <p>"Yes" said the mole.</p> <p>"What is it?"</p> <p>"If at first you don't succeed, have some cake."</p> <p>"I see, does it work?"</p> <p>"Every time!"</p>  | <p>Good morning my favourite Year Fives! I just wanted to send you a little reminder that you're all amazing and I am very proud of each and every one of you. If you're finding your learning tricky, don't worry! You're doing your best and that's what's important. And remember, if at first you don't succeed, there's always cake! Keep smiling you lovely lot; I think you're all wonderful.</p> <p>Love Miss Halton xxx</p> | <p>"Well hello"</p>  |
|-----------------|---|--|---|

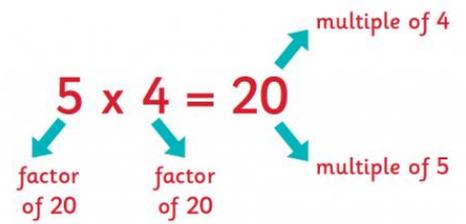
|          |  |
|----------|--|
| Spelling | <p><b>Rule:</b> Homophones (words that sound the same but have a different meaning)</p> <p><b>Sentence:</b> My <b>father</b>, who was a <b>guest</b> at my athletics competition, jumped <b>farther</b> than anyone; I'd never have <b>guessed</b> he would win!</p> <p>Practise your spelling sentence and the other year 5 words on Spelling Shed.</p> |
|----------|--|

| Reading Clarifying vocabulary                                    | <p>Think about the vocabulary that could be tricky in the poem. Create a vocabulary grid for 5 of the words you're not sure about.</p> <table border="1" style="width: 100%;"> <tr> <th style="width: 30%;">Word</th> <th>Definition</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td colspan="2">Use in a sentence</td> </tr> </table> | Word | Definition |  |  | Use in a sentence |  | <p>Here's an example:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">rover</td> <td>a person who spends their time wandering</td> </tr> <tr> <td colspan="2">The rover strolled through the town without a care in the world.</td> </tr> </table> | rover | a person who spends their time wandering | The rover strolled through the town without a care in the world. |  |
|--|---|------|------------|--|--|-------------------|--|---|-------|--|--|--|
| Word   | Definition  |      |            |  |  |                   |  |   |       |  |  |  |
|  |   |      |            |  |  |                   |  |   |       |  |  |  |
| Use in a sentence  |   |      |            |  |  |                   |  |   |       |  |  |  |
| rover  | a person who spends their time wandering  |      |            |  |  |                   |  |   |       |  |  |  |
| The rover strolled through the town without a care in the world. |   |      |            |  |  |                   |  |   |       |  |  |  |

|   |  |  |  |   |                         |  |  |
|---|--|--|--|---|-------------------------|--|--|
| Writing:  | <p>Use the text to complete the explain, change and create activities</p> <p>Shortly after the Shopper sets out on a trip (or 'mission'), compressed air expressed through nozzles is used to jettison a panel on either side of the main compartment. <b>This allows</b> for the <u>deployment of two fully articulated arms and hands</u>, which are controlled through a set of gears, pulleys and actuators on either side. Overall navigation and command <b>is performed by</b> remote from 'mission control' (the cellar of <b>62 West Wallaby Street</b>).</p> |  |  |   |                         |  |  |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Explain</b> the author's use of:</td> <td>1) Why does the author use causal conjunctions? (e.g. which)<br/>2) Why does the author use brackets?</td> </tr> <tr> <td><b>Change</b> the underlined sections:</td> <td>3) Replace the phrase underlined in green with an alternative technical description</td> </tr> <tr> <td><b>Create</b> your own:</td> <td>4) Imitating the author's style, rewrite the first two sentences for a remote-controlled car with wings.</td> </tr> </table> | <b>Explain</b> the author's use of:  | 1) Why does the author use causal conjunctions? (e.g. which)<br>2) Why does the author use brackets? | <b>Change</b> the underlined sections: | 3) Replace the phrase underlined in green with an alternative technical description | <b>Create</b> your own: | 4) Imitating the author's style, rewrite the first two sentences for a remote-controlled car with wings. |  |
| <b>Explain</b> the author's use of:   | 1) Why does the author use causal conjunctions? (e.g. which)<br>2) Why does the author use brackets?   |  |  |   |                         |  |  |
| <b>Change</b> the underlined sections:  | 3) Replace the phrase underlined in green with an alternative technical description  |  |  |   |                         |  |  |
| <b>Create</b> your own:   | 4) Imitating the author's style, rewrite the first two sentences for a remote-controlled car with wings.   |  |  |   |                         |  |  |

|             |  |   |
|-------------|--|---|
| Handwriting | <p>Z </p> <p>K </p> <p>Y </p> | <p>Write each letter out 3 times quickly to practise your fluency and then 3 times carefully to practise your letter formation. Then, write five words which start with these letters. Don't forget to draw your trees!</p> |
|-------------|--|---|

**Step One:** 1) What are the first five multiples of 8?  
 2) What are all the factors of 24?  
 3) Find a common factor of 36 and 12 (a number that is a factor of 36 and also a factor of 12).



**Step Two:** Here is Kayla's method for finding pairs of factors:

|   |    |
|---|----|
| 1 | 36 |
| 2 | 18 |
| 3 | 12 |
| 4 | 9  |
| 5 | X  |
| 6 | 6  |

Why has she put a cross next to 5?  
 How many factors does 36 have?  
 Use Kayla's method to find all of the factors of 64.

**Step Three:** Is this always, sometimes, or never true?  
 1) The product of two even numbers is a multiple of an odd number.  
 (e.g. the product of 4 and 3 is 12. Is 21 the multiple of an odd number?)  
 2) The product of two odd numbers is a multiple of an even number.  
 (e.g. The product of 3 and 7 is 21. Is it a multiple of an even number?)

*If you're finding the maths on our learning sheet too easy or too tricky, you can always try the maths on this website instead! You could try the maths from other year groups too if you'd like.*  
<https://whiterosemaths.com/homelearning/>

**Maths:**  
 Multiplication  
 and Division

**Wider Curriculum**

**VE Day**  
 During wartime, ingredients were rationed and so meals were tricky to cook using only simple ingredients. Have a go at trying a wartime recipe. Here's a recipe for carrot cake, or you can find a different one online! Carrots were often used as a replacement for sugar in many cake and biscuit recipes during war time.  
**Ingredients** 8oz (225g) self-raising flour, 3oz (90g) margarine, 3oz (90g) sugar, 4oz (110g) finely grated carrot, 2oz (60g) sultanas, a little milk or water, a reconstituted egg, or fresh egg if available.  
 1. Preheat the oven to 220°C or Gas Mark 7.  
 2. Sift flour into a mixing bowl.  
 3. Rub in the margarine, add the sugar, carrot, sultanas and egg.  
 4. Mix together then add in a small amount of water or milk, to make the mixture sticky.  
 5. Pour mixture in to a lined baking tin and cook until golden in colour.

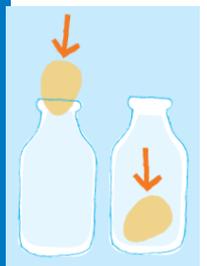
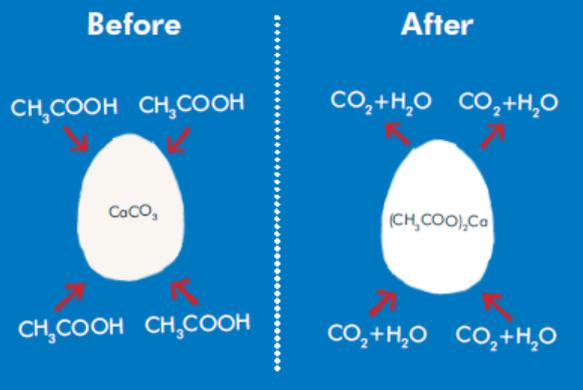
**Choose one or more of the activities for today:**

**Science**  
 Make an egg fit into a bottle without breaking it!  
 1. Submerge the egg in a glass of vinegar for two days: the shell will become rubbery.  
 2. Heat the bottle in hot water – remember to use gloves or a tea towel when handling it.  
 3. Rest the egg on the neck of the bottle.  
 4. As the air inside the bottle cools down, it will contract and suck the egg down!

**How does it work?**

Eggs are rich in protein. When heat is applied, chemical bonds within the protein molecules are broken, and new bonds are formed between adjacent molecules. This creates a network of inter-connected proteins which causes the egg to go hard.

Vinegar contains acetic acid ( $\text{CH}_3\text{COOH}$ ) that dissolves the calcium carbonate ( $\text{CaCO}_3$ ) shell but leaves behind the egg's springy membrane.



**PE**  
 Go for a walk, bike ride or run. Track your progress on a map and time how long it takes you!

**Final Fun Fact!**



The fingerprints of a koala are so similar to those of human humans that they have on occasion been confused at a crime scene!

Did you know koalas aren't actual bears?  
 They don't meet the koalifications...



Wallace's 'Shopper' is a remote-controlled, automated shopping device comprising a conventional shopping trolley to which has been added a motor driving the two rear wheels, a front wheel for steering, a video camera, two articulated arms and associated control components and wiring. The model shown here is 'Shopper 13', this being the device's 13th trip to the shops.

Shortly after the Shopper sets out on a trip (or 'mission'), compressed air expressed through nozzles is used to jettison a panel on either side of the main compartment. This allows for the deployment of two fully articulated arms and hands, which are controlled through a set of gears, pulleys and actuators on either side. Overall navigation and command is performed by remote from 'mission control' (the cellar of 62 West Wallaby Street).



On arrival at the shops, Shopper 13's mission is to locate and retrieve the 'big cheese', and this is achieved using the on-board video camera (for target identification) and the articulated arms and hands. Once safely grasped, the cheese is stowed in the main trolley compartment for the return journey.

Unfortunately, during the mission not everything goes according to plan. The cheese (a large edam) proves too heavy; the Shopper's frame starts to buckle under the load and one of the rear driving wheels falls off. The one remaining driving wheel causes the Shopper to circle helplessly in the middle of the shopping aisle. However, following some quick thinking back at mission control, a quickly extended arm grabs a nearby French stick, and uses it to stabilise the Shopper. The mission is able to continue with the Shopper using the French stick as a crutch in place of the missing wheel.

After hobbling back to West Wallaby Street, 're-entry' appears to be successful, but while scaling the doorstep to the house the Shopper becomes unstable and falls over, causing the cheese to roll out of the main trolley compartment and back down the path towards the gate.

With the edam now stranded, Wallace (as mission director) has one last option and he launches the 'probe' to try and retrieve it.