

Wednesday 6th January
2021

Year 5



Happy New Year!

Try your best with the work set today and remember, we are available to contact via email should you need us.

year5@leightonprimary.net

- Work your way through the work within this PowerPoint and complete your answers / work into your lined work books that you took home during the last bubble closure. If you do not have these, complete on any paper or a word document (if you have access to a laptop).
- Most devices (iPads, Tablets, Mobile Phones, Smart TVs and Playstation / Xbox web browser apps) should allow you to look at this PowerPoint.
- We have tried to avoid you having to open any other documents and to only have to use this PowerPoint each day. However, there are some links for you to click on which will give you more activities and videos to help with some of the lessons.

Today we will:

Session 1	Physical Activity
Session 2	Reading
Session 3	Writing
	Break
Session 4	Maths
	Lunch Break
Session 5	Art
Session 6	Quiet Reading

Physical Activity

Get your morning going by joining in with the Super Movers!

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc>



Reading -

Read through the text and answer the questions over the next few slides.

Lucy Looks into a Wardrobe

Lucy and her brothers and sister are playing hide and seek. Lucy decides to hide in an old wardrobe and she discovers something very unusual!

'This must be a simply enormous wardrobe!' thought Lucy, going still further in and pushing the soft folds of the coats aside to make room for her. Then she noticed that there was something crunching under her feet. 'I wonder is that more moth-balls?' she thought, stooping down to feel it with her hand. But instead of feeling the hard, smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold. 'This is very queer,' she said, and went on a step or two further.

Next moment she found that what she was rubbing against her face and hands was no longer soft fur but something hard and rough and even prickly. 'Why, it is just like branches of trees!' exclaimed Lucy. And then she saw that there was a light ahead of her; not a few inches away where the back of the wardrobe ought to have been, but a long way off. Something cold and soft was falling on her. A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air.

Lucy felt a little frightened, but she felt very inquisitive and excited as well. She looked back over her shoulder and there, between the dark tree trunks, she could still see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out. (She had, of course, left the door open, for she knew that it is a very silly thing to shut oneself into a wardrobe.) It seemed to be still daylight there. 'I can always get back if anything goes wrong,' thought Lucy. She began to walk forward, crunch-crunch over the snow and through the wood towards

the other light. In about ten minutes she reached it and found it was a lamp-post. As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next, she heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamp-post.

He was only a little taller than Lucy herself and he carried over his head an umbrella, white with snow. From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goat's hoofs.

The Lion, the Witch and the Wardrobe.



Understanding the text

- 1 Why did Lucy go into the wardrobe?
- 2 At first, she felt fur coats. What did she feel next?
- 3 Where did Lucy find herself?
- 4 What was the light she saw?
- 5 What was unusual about the 'strange person'?

Exploring the story

- 8 What are the two settings in the extract?
- 9 We are told Lucy feels 'inquisitive' and 'excited'. Explain why you think she feels like this.
- 10 How does Lucy think she can get back 'if anything goes wrong'?
- 11 How do you think Lucy felt when she saw the 'strange person'?
- 12 What do you think:
 - a Lucy said to the strange person?
 - b the strange person said to Lucy?
- 13 What kind of person is Lucy? Explain why you think this.

Writing - compound sentences

Useful Information

A sentence that expresses two complete thoughts is a compound sentence.

In a compound sentence, two independent clauses can be joined by a comma and a conjunction. Each clause has a subject and a verb.

When you are writing, it would be strange to only use short, simple sentences. Instead, try making some compound sentences.

'I do not like eating meat.' is a simple sentence.

'I love vegetables.' is also a simple sentence.

By putting the two sentences together and joining them with a conjunction, we can make a much more interesting compound sentence.

'I do not like eating meat' + but + 'I love vegetables.'

'I do not like eating meat, but I love vegetables.'

Remember, commas are not conjunctions and they should never be used to join two sentences together. (Commas are not sticky, so you can't use them to stick information together!)

Join the following sentences together to make compound sentences. Choose a suitable conjunction.

1. I enjoy reading. I don't enjoy cooking.
2. Ben is thoughtful. He always plays with me when I'm lonely.
3. Kate walked home from school slowly. She was tired.
4. Babies cry all the time. They can get some attention from their mum.
5. Year Five is a hardworking class. All of the children want to do well at school.
6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Further grammar activities:

<https://www.topmarks.co.uk/Search.aspx?q=sentences>

Maths - rounding to 10, 100 and 1,000

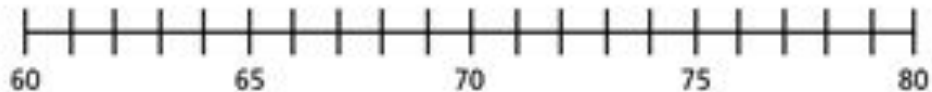
Before you start, recap some of your learning so far by using BBC Bitesize to help.

<https://www.bbc.co.uk/bitesize/topics/zh8dmp3/articles/zpx2qty>

Now have a go at some of the following questions:

Rounding to 10, 100 and 1,000

1 Use the number line to help you complete the sentences.



63 rounds to to the nearest 10

74 rounds to to the nearest 10

67 rounds to to the nearest 10

78 rounds to to the nearest 10

2

Round each number to the nearest 10

a) 48 548

248 1,748

b) What do you notice about your answers in part a)?



3 Round each number to the nearest 100

a) 1,532 1,552
1,542 1,562

b) What do you notice about your answers in part a)?



4

Round the numbers to the correct values.

a)

743

to the nearest 10 is to the nearest 100 is to the nearest 1,000 is

b)

9,867

to the nearest 10 is to the nearest 100 is to the nearest 1,000 is

Extra Maths Activity

Can you explain your reasoning?

True or False ?

Round to nearest 10, 100 and 1,000

When rounded to the nearest thousand,
hundred, ten or whole,
 999.9 will round to 1000

White
Rose
Maths

Art

Here are some examples of still life paintings.



Can you use these to create your own still life drawing of something in your house? We'd love to see these, so please email them to us on:

year5@leightonprimary.net

Reading

- Please ensure you are reading as much as possible - take some time to relax, enjoy and escape in a book.
- Read up online about a topic you are really interested in.
- Share a book with someone in your house; could you read with a younger sibling?
- Write a book review of your favourite book.
- Try to aim for at least 15 - 20 minutes of reading a day.
- We will be organising books to be delivered.

