

Task 1:

Year 5 Spring Term 1

4

a

Underline the modal verbs in the following sentence:

The crime scene investigator might find some vital evidence and then he could charge the man in custody.



c

Circle all the determiners in the sentence.

Three ripe plums fell from the tree.



e

Can you think of the words to match the definitions?
(Clue: They are all words with an 'ei' letter pattern.)

To be sent something _____

The top of a room _____

b

Poor Mr Whoops can't work out whether to add 'cious' or 'tious'. Can you help him with these words?

ambi _____

deli _____



d

Can you think of an adverb of frequency and a verb beginning with...

the letter r?	
adverb of frequency	verb

the letter o?	
adverb of frequency	verb

f

Underline the subordinate clause in this sentence:

Ramesh and Jennifer emptied out their picnic basket before they started eating.



Task 2:

Live lesson- explore complex sentences

Watch the video below

[To explore complex sentences \(thenational.academy\)](https://www.thenational.academy/)

English:

Starter:

Rewrite the sentence below, adding a **subordinate clause**.
Remember to punctuate your answer correctly.

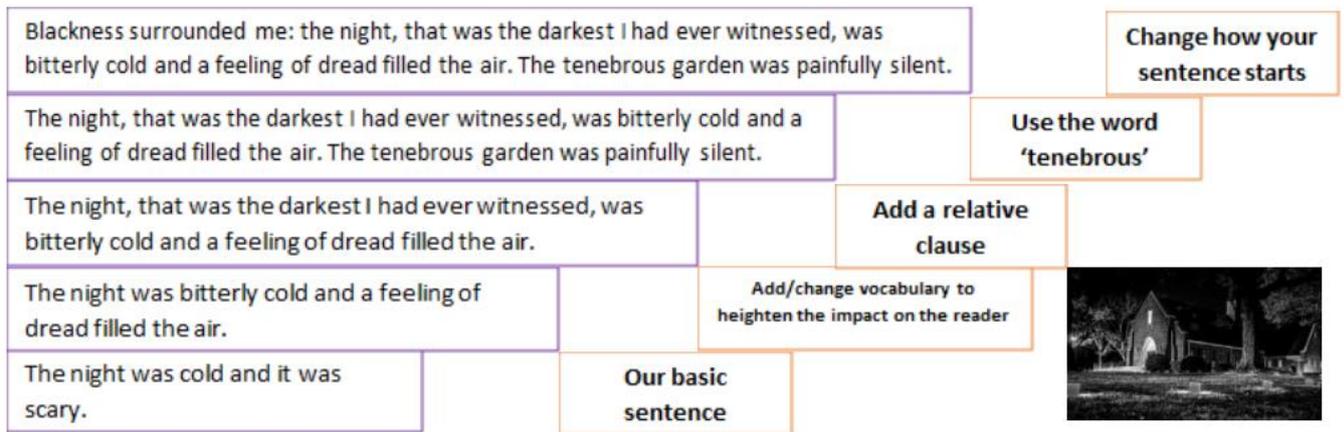
The children played on the swings.

1 mark

WALT: Use sentence stairs to build detail.

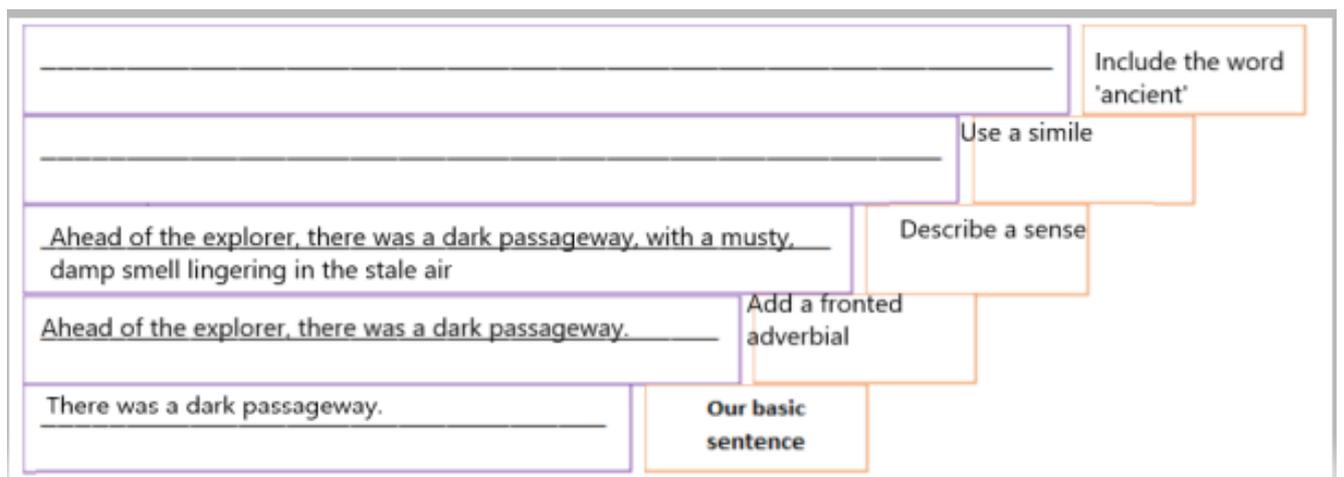
Today, you are going to focus on building a simple sentence into a detailed, descriptive sentence, using the skills that you have learnt this week to help you build your description and add detail to write a setting description tomorrow.

Here is an example of how to use sentence stairs:



Can you explain how the sentence above has improved from a basic sentence to the top of the stairs? What does it do?

Can you have a go at filling this one out below?



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_____	Use the word 'formidable'
_____	Use a simile or a metaphor
_____	Describe a sense
_____	Apply a fronted adverbial
The winding staircase.	Our basic sentence

_____	Use the word 'foreign'
_____	Use a simile or a metaphor
_____	Describe a sense
_____	Apply a fronted adverbial
The walls were inscribed with _____ messages.	Our basic sentence

_____	Use the word 'symbol'
_____	Use a simile or a metaphor
_____	Describe a sense
_____	Apply a fronted adverbial
The room glistened with treasure.	Our basic sentence

What would happen if we were only to use basic sentences?

What would happen if we only used complex, detailed sentences?

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What should we use a mixture of to make a good piece of descriptive writing?

Reading:

Read through the text and answer the VIPERS questions:

Life Cycle of a Flowering Plant

Most plants need to be pollinated to reproduce. Flowering plants do this by producing flowers that are designed to entice insects or other animals towards them, so that they can spread their pollen to other plants. This is why so many flowers are colourful and scented; they are designed to attract pollinators.

Seed Distribution

Once the fruit had ripened, the seeds are ready to be distributed. It is vital that they are spread as far as possible. Different plants use many different ways to distribute the seeds: wind, water and animals eating them are just a few examples.



Germination

With enough light and water, the seed will germinate. The emerging shoots need lots of light, but get most of their nutrients from the seed.



Growing leaves

As the plant grows, it requires more nutrients from the soil. If seeds grow too close together, they will compete for water and nutrients and not grow as strongly.



Fruit

If a flower is pollinated, it will turn into a fruit. All flowering plants produce fruit, but not all fruits are edible nor do they all look like traditional fruits. Some fruits turn into seed pods: you can see this with poppies or marigolds.



Pollination

All flowering plants rely on animals or insects to pollinate them. Mostly, this is done by insects; however, some plants make use of birds. Each flower needs to be pollinated with pollen from another flower.



Flowering

When the flower matures, it will start to produce flowers. These contain both male and female parts. If it is pollinated, this flower will eventually turn into a fruit.



VOCABULARY FOCUS

1. Which word means to create a new generation?
2. What does the word "emerging" mean?
3. Find a word that means "needs".
4. If a plant "relies" on an insect or bird to do something, what does that mean?
5. What does the word "edible" tell you about something?

VIPERS QUESTIONS

S	What happens to a seed after it has been distributed?
R	What do all flowering plants produce?
I	Why do flowers go to so much effort to attract pollinators?
S	When does a plant start to produce flowers?
R	What do seeds need in order to germinate?



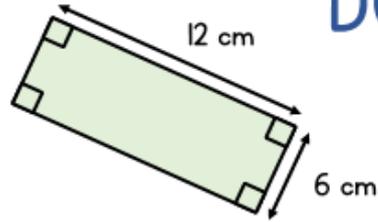
Flashback

4

Year 5 | Week 10 | Day 4

DCCC

- 1) Work out the perimeter of the rectangle.



- 2) Work out $47,000 \div 100$

- 3) How many girls are there in total?

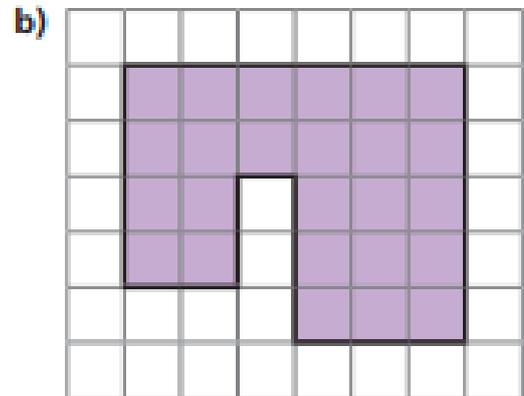
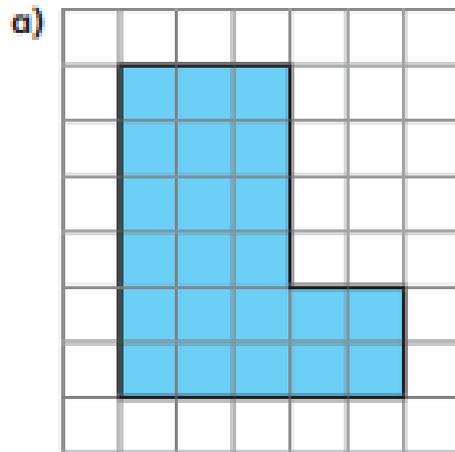
	Red	Blue	Yellow	Total
Girls	12	21	18	51
Boys	25	8	16	49
Total	37	29	34	100

- 4) Dora spends £3.96
How much change will she get from £10?

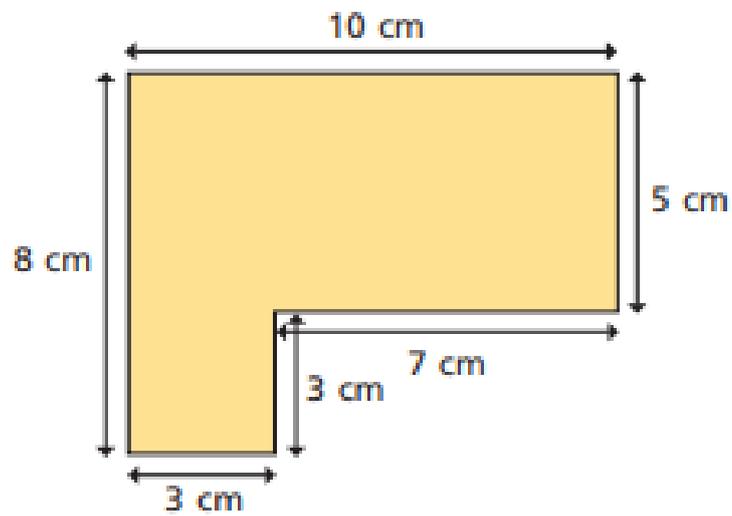


Watch the video and complete the worksheets. <https://vimeo.com/477528259>

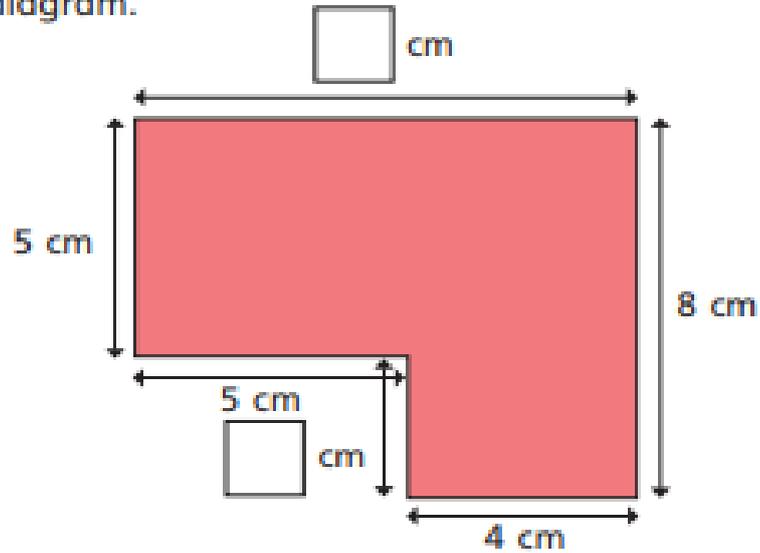
- 1 The length of each square on the grid is 1 cm.
Work out the perimeter of the shapes.



- 2 Work out the perimeter of the shape.

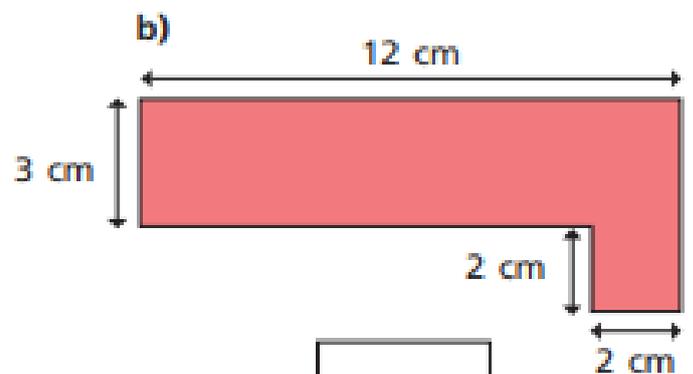
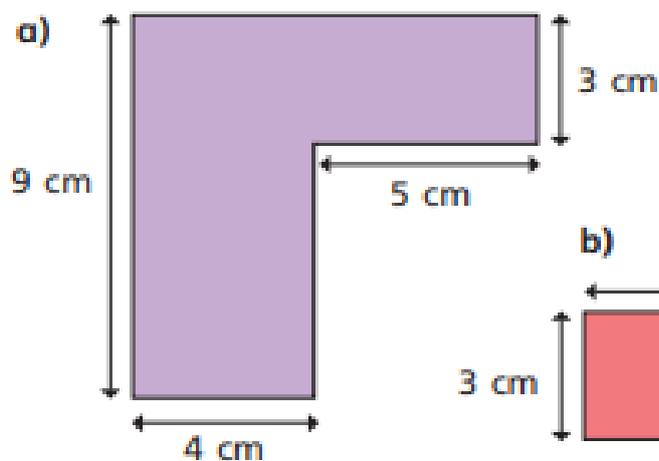


- 3 a) Work out the missing lengths and label them on the diagram.

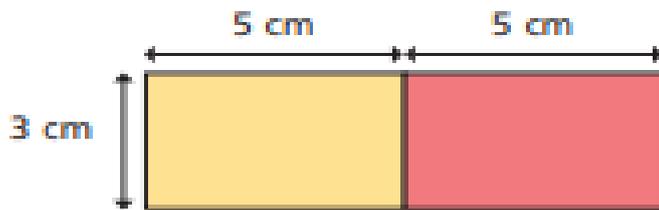


- b) What is the perimeter of the shape?

- 4 Work out the perimeter of each shape.



- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



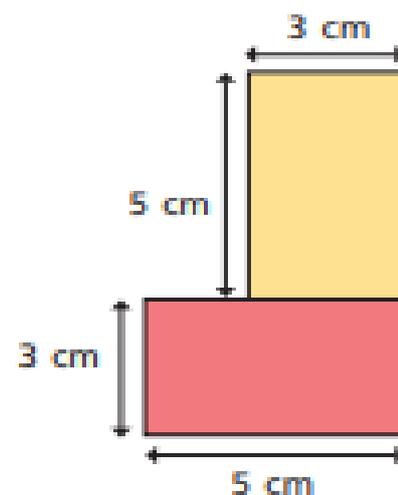
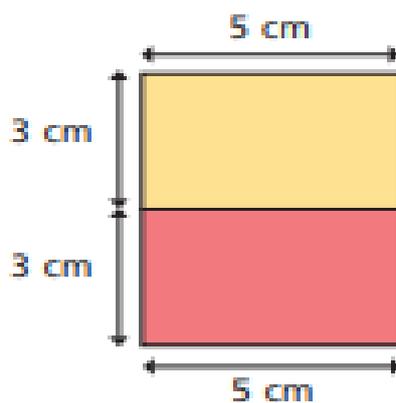
The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be $2 \times 16 \text{ cm} = 32 \text{ cm}$.

- a) Is Mo correct? _____

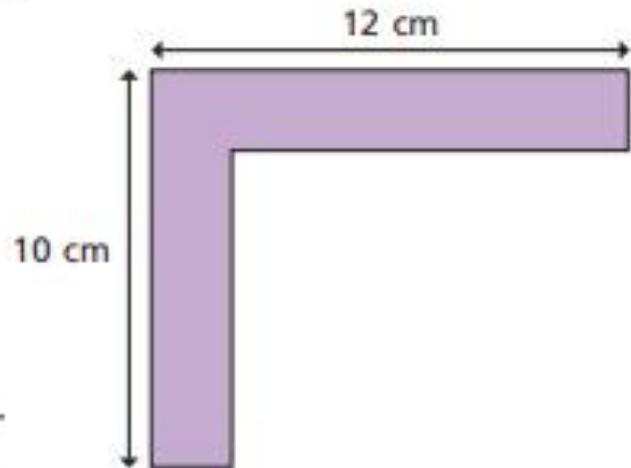
Work out the perimeter of the larger rectangle to check your answer.

- b) Mo puts the rectangles together in different ways.

Work out the perimeter of each large shape.



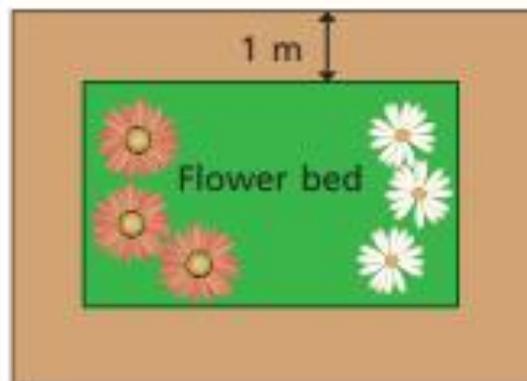
- 6 Dani thinks there isn't enough information to work out the perimeter of the shape.



Is Dani correct? _____

Explain your answer.

- 7 A rectangular flower bed is 5 m long and 3 m wide.
The path around the flower bed is 1 m wide.



- a) What is the perimeter of the flower bed?

- b) What is the perimeter of the outside of the path?

True or False ?

Perimeter of rectilinear shapes

The perimeter of the shape is 38 cm.

15 cm

6 cm

2 cm

7 cm

5 cm

3 cm

White Rose Maths

PE

PE With Joe workout

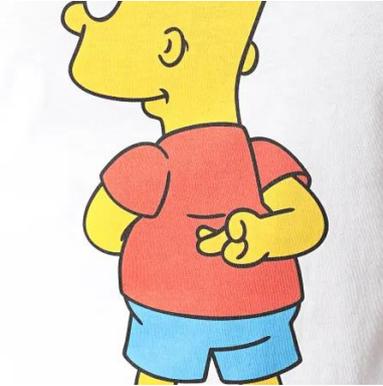
Exercise is an amazing tool to help us feel happier, more energised, and more optimistic. The workouts are fun and suitable for all ages and even adults can get involved. You don't need any equipment at all. Head to his YouTube channel here for all of the PE With Joe workouts.

RE:

Look at the images of the characters below:



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Do you think that the characters are being open, honest and truthful?

Explain your thoughts:

Is honesty only important when talking about big problems? Or is it important to show honesty through little everyday issues too?

Read Matthew 23:25-28 from the children's bible:

“How terrible for you, teachers of the law and Pharisees! You are hypocrites! You wash the outside of your cups and dishes. But inside they are full of things that you got by cheating others and pleasing only yourselves. Pharisees, you are blind! First make the inside of the cup clean and good. Then the outside of the cup can be truly clean. “How terrible for you, teachers of the law and Pharisees. You are hypocrites! You are like tombs that are painted white. Outside, those tombs look fine. But inside, they are full of the bones of dead people, and all kinds of unclean things are there. It is the same with you. People look at you and think you are good. But on the inside, you are full of hypocrisy and evil.

In this verse from the Bible, the Pharisees were a Jewish religious group who followed the religious laws and customs very strictly.

- What specific things does Jesus accuse them of?
- What does he liken them to?
- What does he call them?

Read Luke 7:37-42 from the Children's Bible:

³⁷A woman in that town who lived a sinful life learned that Jesus was eating at the Pharisee's house, so she came there with an alabaster jar of perfume. ³⁸As she stood behind him at his feet weeping, she began to wet his feet with her tears. Then she wiped them with her hair, kissed them and poured perfume on them.

³⁹When the Pharisee who had invited him saw this, he said to himself, "If this man

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were a prophet, he would know who is touching him and what kind of woman she is-that she is a sinner." ⁴⁰Jesus answered him, "Simon, I have something to tell you." "Tell me, teacher," he said. ⁴¹"Two people owed money to a certain moneylender. One owed him five hundred denarii, and the other fifty. ⁴²Neither of them had the money to pay him back, so he forgave the debts of both. Now which of them will love him more?"

Can you explain what you think this story teaches Christians from the bible?

What did Jesus mean when he answered Simon?
