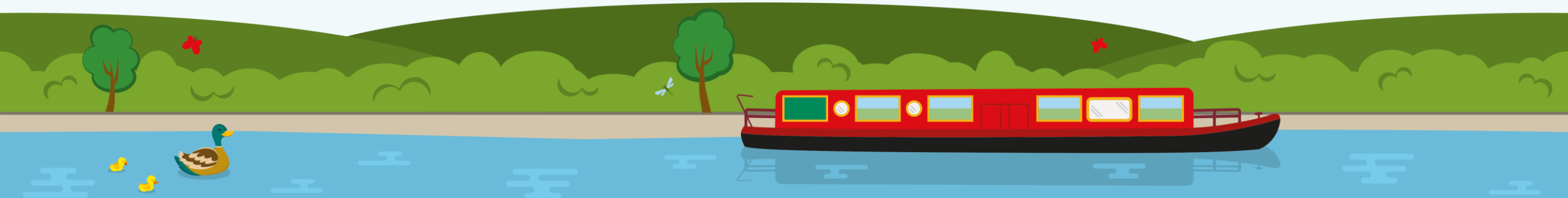
Continuing the Learning Journey At Home: Year 5

English – Our Text is 'Oliver Twist'

- Read a summary of Oliver Twist or watch the musical 'Oliver!' if you can.
- Write a story based on Oliver's life before he meets Fagin. Try to use:

1) Adverbials of time, place and manner - adverbials of time place manner - Bing images ; adverbials of time place manner - Bing images
2) Subordinating and co-ordinating conjunctions - subordinating conjunctions - Bing images ; coordinating conjunctions - Bing images
3) Speech - KS2 English: Inverted commas with Mr Smith - BBC Teach



Continuing the Learning Journey At Home: Year 5

English – Our Text is 'Oliver Twist'

- Read about the Anglo-Saxon era and how they saw crime and punishment. Ring or email us and we will send over what you need.
- Write a story based in the Anglo-Saxon era. Think about what the landscape would look like? Who will be your main character? Try to use:

1) Adverbials of time, place and manner - adverbials of time place manner - Bing images ; adverbials of time place manner - Bing images
2) Subordinating and co-ordinating conjunctions - subordinating conjunctions - Bing images ; coordinating conjunctions - Bing images
3) Speech - KS2 English: Inverted commas with Mr Smith - BBC Teach
4) Expanded Noun Phrases - expanded noun phrases ks2 - Bing images



Continuing the Learning Journey At Home: Year 5

English – Our Text is 'Oliver Twist'

- You need to write a letter to a museum to explain that you have a diary entry from a child from a workhouse. In it, they have explained what their life was like. Try to use:

1) Formal language - formal language - Bing images
2) Adverbials of time, place and manner - adverbials of time place manner - Bing images ; adverbials of time place manner - Bing images

- You then need to write the diary entry itself. Explain what you do in the workhouse. How do you feel? Wat is the food like? What do you hope for? Try to use:

1) Informal language - formal language - Bing images
2) Subordinating and co-ordinating conjunctions - subordinating conjunctions - Bing images ; coordinating conjunctions - Bing images
3) Expanded Noun Phrases - expanded noun phrases ks2 - Bing images



Continuing the Learning Journey At Home: Year 5

Maths

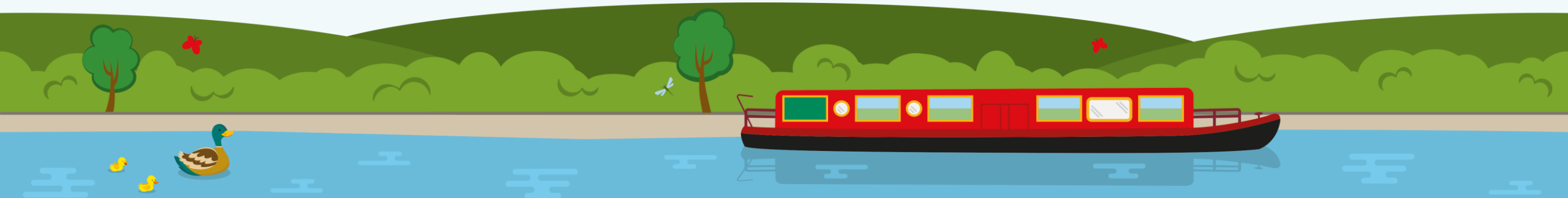
- **Decimals**
- Rounding decimals.

- To round, a number ending in 1, 2, 3 or 4 is rounded down

- To round, a number ending in 5, 6, 7, 8 or 9 is rounded up

- Use the example opposite to help you. Complete these calculations

Maths Genie - Rounding Practice Questions Write your answers and check after.



Continuing the Learning Journey At Home: Year 5

Maths

- **Rounding Decimals**

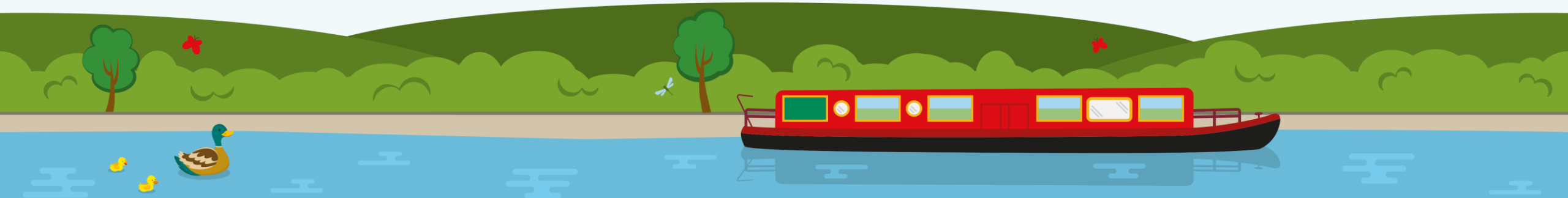
Which Answer?

What is **17.3** rounded to the **nearest whole number?**

7 | 17

What is **63.5** rounded to the **nearest whole number?**

63 | 64



Continuing the Learning Journey At Home: Year 5

Maths

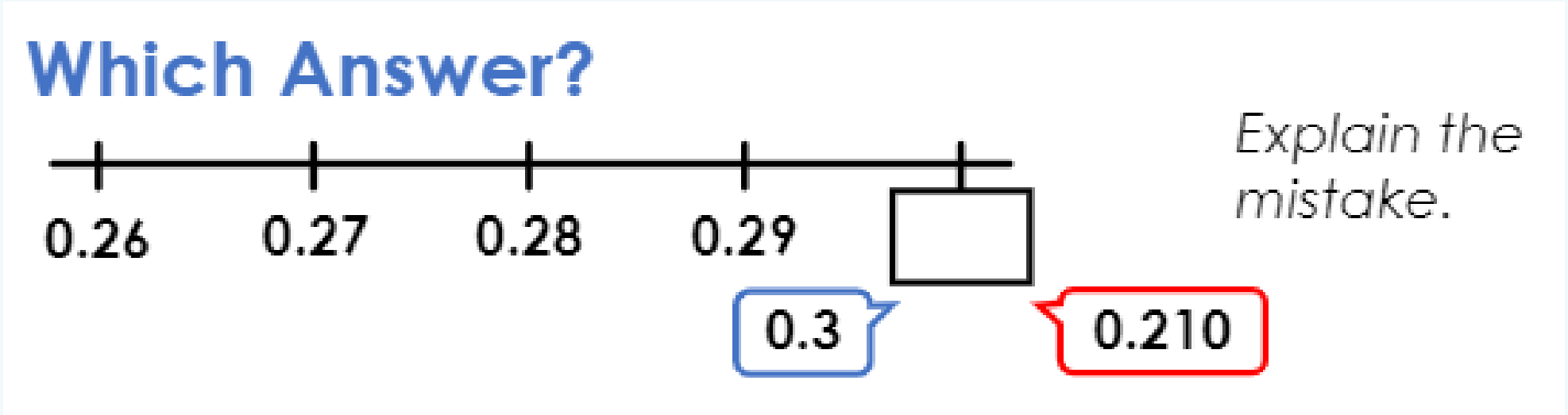
- **Decimals**
- Adding decimals.
- To add decimals, you need to make sure that you write the place value grid above
- Next, you write each number out using the strategy
- After, you need to follow the strategy for addition to complete the calculation subtracting decimals questions - Bing images
- Finally, check your answer on a calculator to monitor your work



Continuing the Learning Journey At Home: Year 5

Maths

- **Adding Decimals**



Continuing the Learning Journey At Home: Year 5

Maths

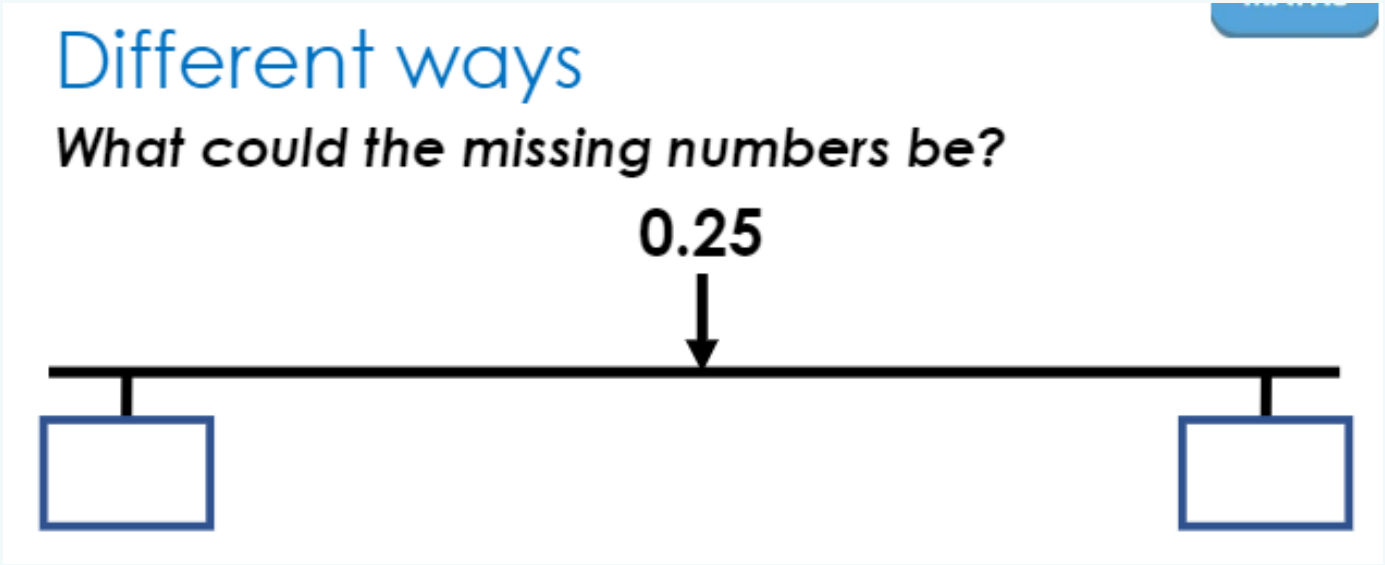
- **Decimals**
- Subtracting decimals.
- To subtract decimals, you need to make sure that you write the place value grid above
- Next, you write each number out using the strategy
- After, you need to follow the strategy for subtraction to complete the calculation adding decimals questions - Bing images
- Finally, check your answer on a calculator to monitor your work



Continuing the Learning Journey At Home: Year 5

Maths

- **Subtracting Decimals**



Continuing the Learning Journey At Home: Year 5

Maths

- **Tip: All percentages are out of 100.**

Use the table to help



Continuing the Learning Journey At Home: Year 5

Maths

1. Fill in the chart below

Fraction	Decimal	Percentage
½		
		25%
¾		
	0.2	
		1%

2. What is 50% of,

90 _____ 30 _____ 34 _____

£11 _____ £46 _____ £62 _____

3. What is 25% of,

120 _____ 60 _____ 100_____

32p _____ 20p _____ 80m _____

4. What is 75% of,

100 _____ 24 _____ 44 _____

£ 60 _____ 200m _____ £2.40 _____



Continuing the Learning Journey At Home: Year 5

Maths

1) The compass is being sold with 20% off. What is the new sale price?

2) Take 60% off the drill. What does it cost now?

3) The hammer now costs just 5% of the price. What is the new price?



Continuing the Learning Journey At Home: Year 5

Science – How does it change?

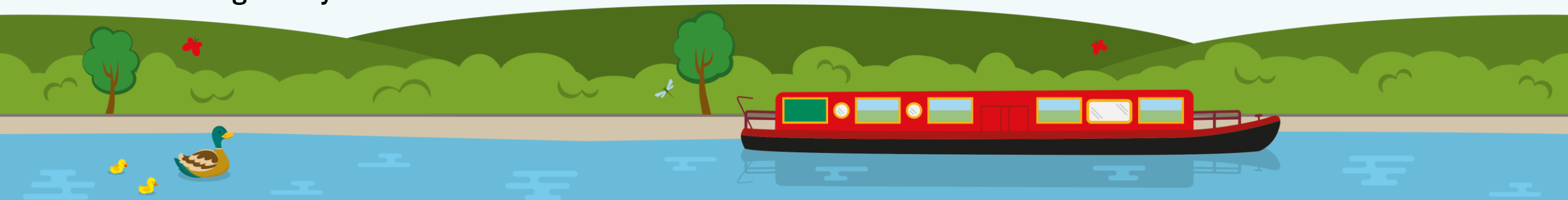


- **Changing States Investigation:**

This experiment has two parts.

Part 1:

1) Get a small(ish) container with a lid
2) Nearly fill the container with milk
3) Put it out on the side but NOT in direct sunlight
4) On a piece of paper, write 'My Experiment'. Underneath, write the state that the milk is currently in: solid, liquid or gas
5) On your piece of paper, make a prediction about what you think will happen. Will the milk remain in the same state or will it change? Why?



Continuing the Learning Journey At Home: Year 5

Science – How does it change?

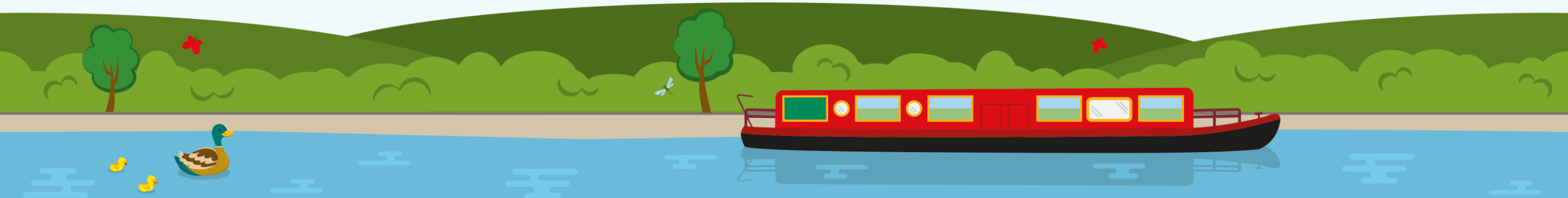


- **Changing States Investigation:**

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4) On a piece of paper, write 'My Experiment'. Underneath, write the state that the milk is currently in: solid, liquid or gas
5) On your piece of paper, make a prediction about what you think will happen. Will the milk remain in the same state or will it change? Why?
6) Leave for 4 to 5 days. Check the milk each day to see if it has changed



Continuing the Learning Journey At Home: Year 5

Science – How does it change?



- **Changing States Investigation:**

This experiment has two parts.

Part 2:

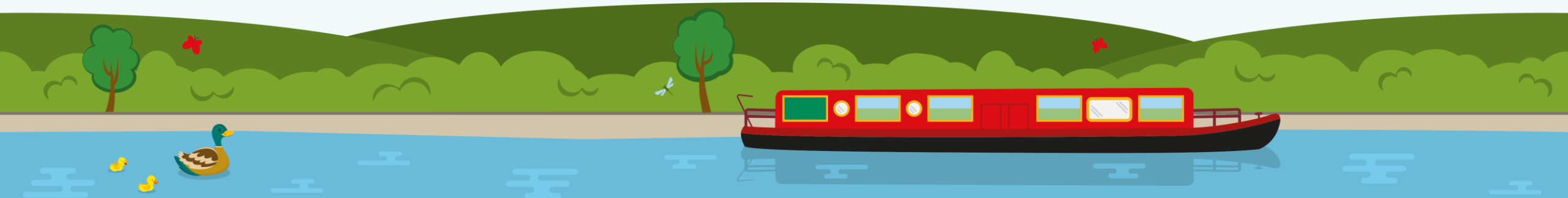
1) After 4 to 5 days, the experiment will be finished. It's best not to open the container!! You can shake the container to see what happens.

2) Write up your experiment using these headings:

- Method – what did you do?

- The results – what has happened to the milk over the 4 to 5 day period

- Conclusion – what have you learned? What state is the milk in now: solid, liquid or gas? Was your prediction correct?



Continuing the Learning Journey At Home: Year 5

History – Crime and Punishment



We will be time travelling through different periods of History to learn abo punishment.

- First, research what crime and punishment was like during the Roman Empire Crime and Punishment in Ancient Rome - BBC Bitesize

Create a fact file about crime and punishment in Ancient Rome. What was a crime? How were they punished?

- Next, use the internet to research crime and punishment in Anglo-Saxon times: Crime and Punishment in Anglo-Saxon times - BBC Bitesize
- Then, use the internet to research crime and punishment in the Tudor era Crime and Punishment in Tudor times - BBC Bitesize

Compare the Anglo-Saxon and Tudor era. Create a table: put headings of 'Similarities' and 'Differences'.

Write down the similarities and differences between the two eras.

Continuing the Learning Journey At Home: Year 5

History – Crime and Punishment



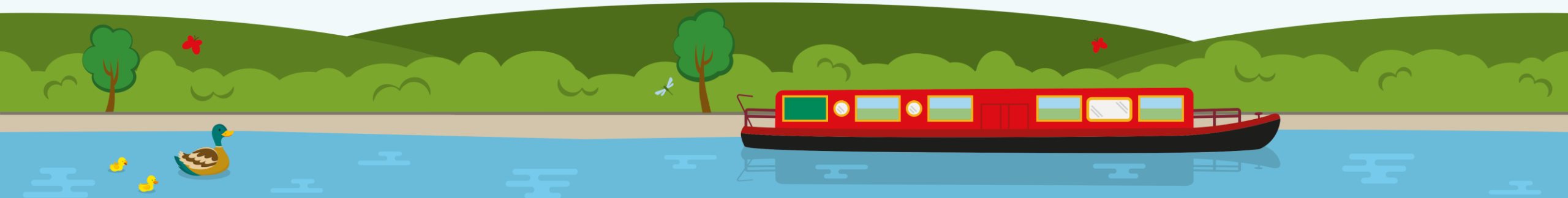
We will be time travelling through different periods of History to learn abo punishment.

- Finally, research what happened in terms of crime and punishment in the Victorian Era

Crime and Punishment in Victorian times - BBC Bitesize

Create a fact file for how punishment changed during the Victorian Era.

- Finally, create a timeline of all of the eras that you have researched. Write about how crimes and punishments were the same and different throughout the times. What caused punishments to change?



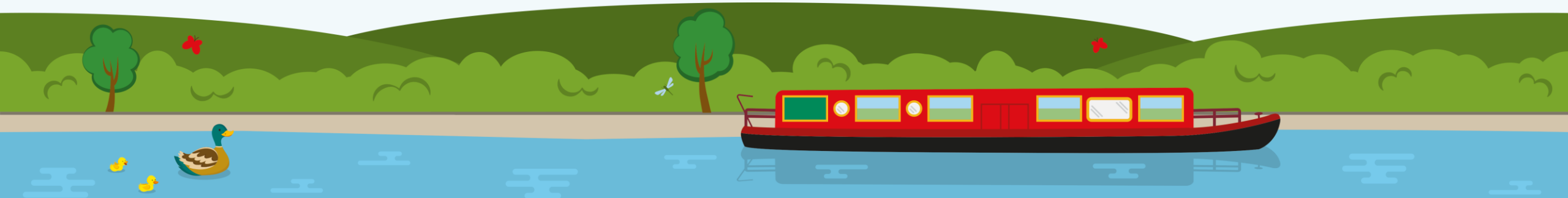
Continuing the Learning Journey At Home: Year 5

Art– Be a Police Sketch Artist!



- Research police sketch art online.
- Have a look at some examples of police sketches.
- Imagine that your best friend has committed a crime: what would their police sketch look like? Draw them.

Tip: *use your pencil to shade the sketch in the correct places*

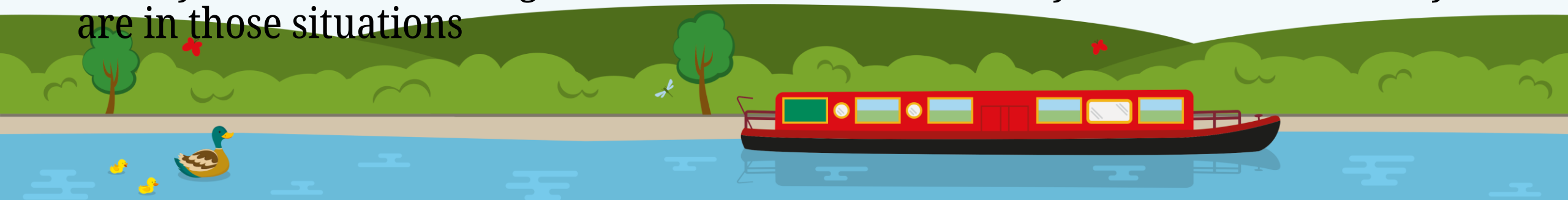


Continuing the Learning Journey At Home: Year 5

PSHE – Managing risk in different places



- Draw a table that has three columns. Write headings: 'Things that could go wrong', 'Managing risk' and 'What I will do'
- Make a list of the things that could go wrong when you go outside of your house; these could be either in the garden or out and about. Put them under the heading 'Things that could go wrong'
- Next, under the heading 'Managing risk', what could you do to stop things from going wrong. Discuss this with the adults in your house
- Finally, under the heading 'What I will do', decide what you will do next time you are in those situations



Continuing the Learning Journey At Home: Year 5

PE – Personal Challenge



- Identify an activity or skill that you want to improve. E.g a basketball, jogging, football skills, handstand
- Time yourself performing this skill/activity for as long as you can.
- Then challenge yourself to beat this time.

What small improvements do you need to make to improve your time?

After 5 attempts, calculate your average time. (add all the times together and then divide by the amount of attempts)

