

Year 5 Summer Holiday Homework Pack

Dear new Year 5,

We are all so excited for our new adventure from September! We want you to make sure that you keep safe and enjoy your holiday. It is important that you relax, spend time with your family and make sure that you are refreshed and ready for all the exciting learning we are going to do.

During your break, we want you to also make sure that you keep your brain going so that when we start in September, you are all ready for your year 5 adventure. Therefore, we have set some tasks for you to complete. Within this pack, we have included: a reading challenge, maths revision, SPAG revision and topic pre-loading. You should complete all the activities and return the work to school on the first day back: 2nd September 2021.

Below is a list of equipment and resources you will need for Year 5. When you come to school, in September, it is very important that you come to school with the correct equipment every day to avoid disruption in class and you need to make sure that all your resources are labelled with your name. You will need to bring:

- Pencils
- Rubber
- Sharpener
- Blue pen (Biro only)
- A green highlighter
- An orange highlighter
- Colouring pencil
- Water bottle
- Note book to complete your homework in
- Ring binder to put your homework in

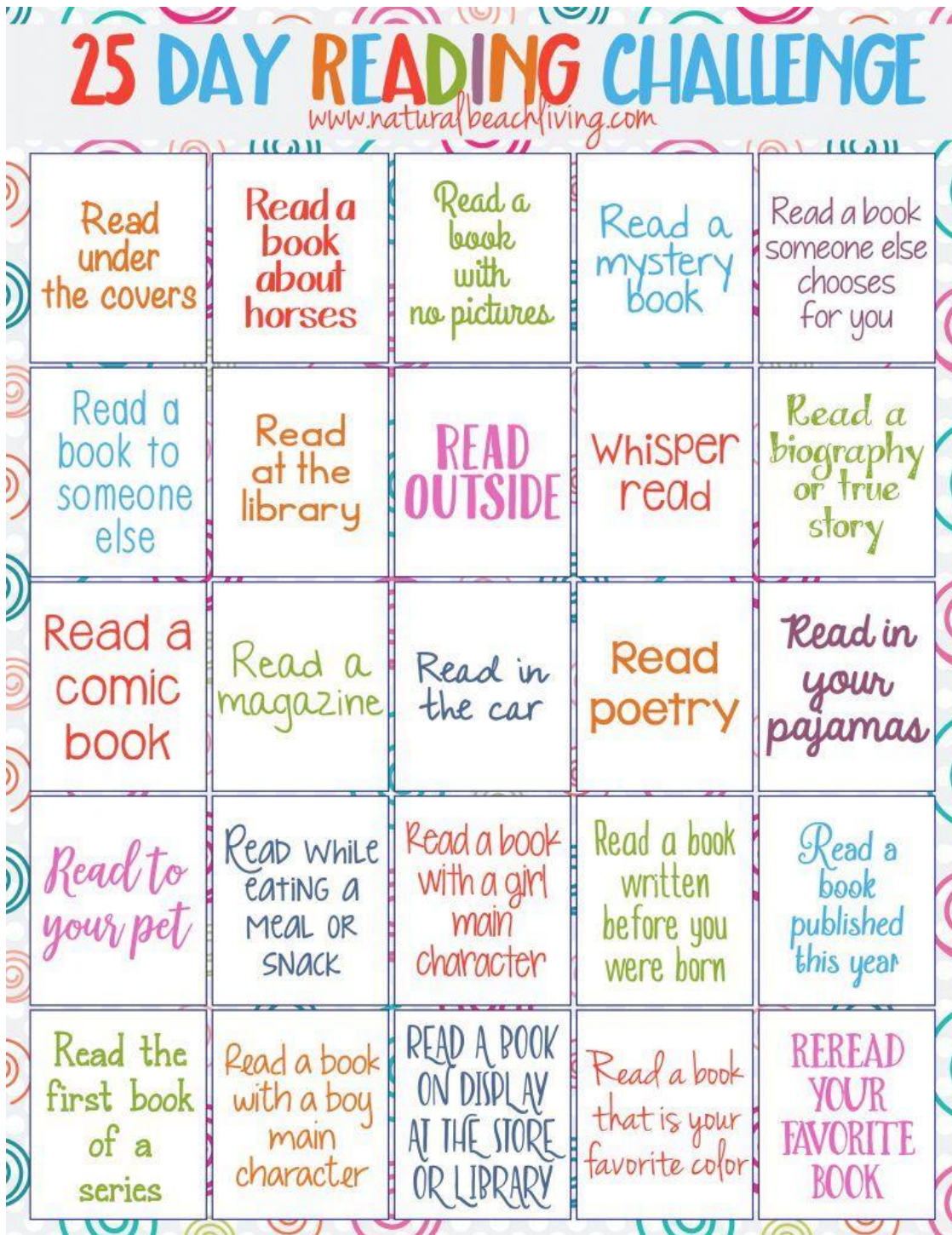
We hope that you have a very restful, well-deserved break!

See you all on the 2nd September!

All the year 5 teachers ☺



In year 5, we love reading! As a challenge, throughout the summer holidays, we want you to read every day and when you come back you will need to give your teacher a review of the books that you have read. To make reading exciting, we have found different ways and places where you could read, which we have attached below. Read in as many places as you can, take pictures of you reading and then you can share it with your class teachers in September on Class Dojo. Using your pictures, we are going to make an exciting display!





Here is a summary of the Year 4 key facts and essential knowledge that pupils need to revise for Literacy over the summer holidays. Make sure you revise these concepts as we will be having an assessment at the beginning of the new academic year in September.

Showing Possession

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about **more than one thing** we call this **plural**.

For example, a pack of **wolves** or a group of **countries**.

If the noun is plural, ends with an 's' and we need to attach an apostrophe to it, we just attach an apostrophe without an 's' after it.

For example, the wolves' prey was a deer.



You can use this link to help you develop your understanding:

https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-70up2d?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=video&schoolUrn=101515

Using your understanding, can you answer these questions?

Showing Possession

Change the sentences below so that they each contain an apostrophe to show possession by a **singular noun**.

For example:

The rays belonging to the sun shone on the ground.
The sun's rays shone on the ground.

1. The reindeer belonging to Santa flew through the air.

2. The harp belonging to the giant sang beautifully.

3. The cauldron belonging to the witch boiled and bubbled.

4. The tail belonging to the dog wagged.

5. The wheel belonging to the car had a puncture.

6. The toys belonging to the child were scattered on the floor.

7. The dress belonging to Molly hung in the wardrobe.

8. The phone belonging to Cameron began to ring.

Showing Possession

Plural nouns can be spelt using a variety of different letter endings. As long as the noun ends with an 's', we still show an apostrophe of possession using an apostrophe without an 's' after it.



The boys' fancy dress costumes attracted a lot of attention.



The loaves' glaze is shiny.



The ponies' diet is mostly grass.



The houses' chimneys are all made from brick.



Two of the cascade volcanoes' summits are visible in this photo.



Barham Primary School

Dividing and multiplying by 10 and 100
Reading the time to the minute and calculating time.
Equivalent fractions and writing decimal equivalents

Year 5

Maths

Here is a summary of the Year 4 key facts and essential knowledge that pupils need to revise for Maths over the summer holidays. Make sure you revise the concepts as we will be having an assessment at the beginning of the new academic year in September.

Multiply and dividing by 10, 100 and 1,000

When a number is multiplied by 10, 100 or 1,000, the digits move to the left in the place value column. The digits move **1 place left** when we multiply by 10, **2 places** to multiply by 100 and **3 places** to multiply by 1,000.

The empty place value spaces are filled with a **0** as a place holder.

TH	H	T	O
	4	2	3
	100 100 100 100	10 10	1 1 1
100 100 100 100	10 10	1 1 1	0

$$423 \times 10 = 4,230$$

When a number is divided by 10, 100 or 1,000, the digits move to the right in the place value column: **1 place** when dividing by 10, **2 places** to divide by 100 and **3 places** to divide by 1,000.

Look what happens when we divide 7,900 by 10, 100 and 1,000:

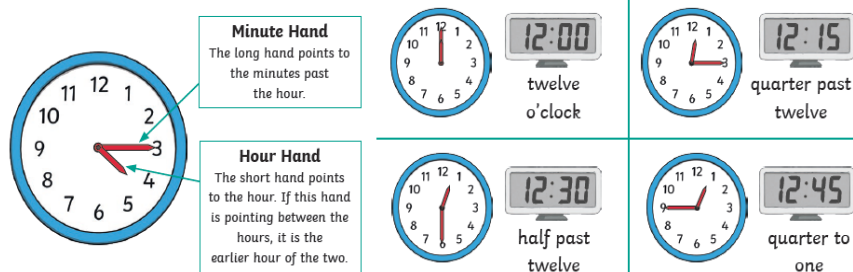
TH	H	T	O	.	t
7	9	0	0		
	7	9	0		
		7	9		
			7	.	9

$\div 10$

$\div 100$

$\div 1,000$

Analogue and Digital Clocks



Calculating time (assessment example):

These are the radio programmes one morning.

7.00	Music show
7.55	Weather report
8.00	News
8.15	Travel news
8.25	Sport
8.45	Holiday programme

Josh turns the radio on at 7:25 am.

How many minutes does he have to wait for the Weather report?

minutes

1 mark

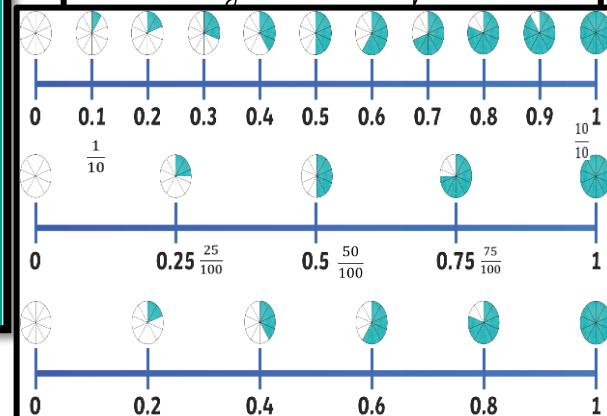
The Holiday programme lasts for 40 minutes.

At what time does the Holiday programme finish?

am

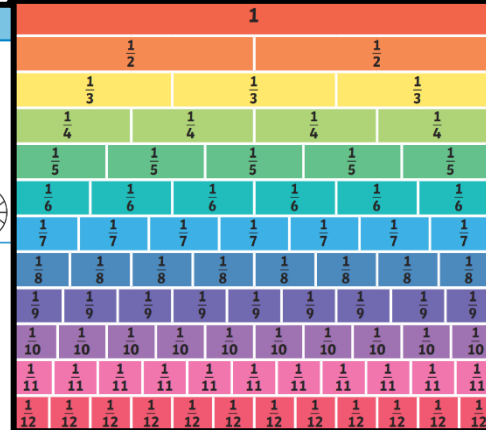
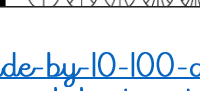
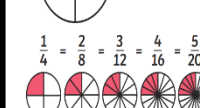
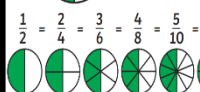
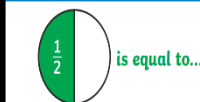
1 mark

Writing decimals equivalent



Equivalent Fractions have the same value, even though they may look different.
Why are they the same? Because when you multiply or divide both the top and bottom by the same number, the fraction keeps its value.

Equivalent Fractions



You can use these links to help you revise:

Dividing and multiplying by 10, 100 and 1000: https://classroom.thenational.academy/lessons/multiply-and-divide-by-10-100-and-1000-with-in-context-cl.t68t?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro+quiz+video+worksheet+exit+quiz&schoolUrn=101515

Reading the time to the minute and calculating time: <https://classroom.thenational.academy/units/time-a-ae-b>

Equivalent fractions and writing decimal equivalents: <https://classroom.thenational.academy/units/equivalent-fractions-2651>



Throughout year 4, you have been working on your reading skills. Using those skills, we would like for you to complete these activities:

Passage A

It was a pleasant, sunny day and Matisse pushed Violet gently on the swing. She squealed happily as it went back and forth. After a while, Matisse began to get bored. He raced off towards the biggest slide he could see. Violet struggled to get off the swing and began to toddle her way towards the slide Matisse was already zooming down. Violet had just reached the bottom of the slide when Matisse ran towards the climbing frame. "Mattie! Mattie! Wait for me," she shouted as she tried to catch up with him. Matisse scrambled his way up the climbing frame like a monkey scaling a tree. Violet managed to reach up to the first rung but couldn't manage to get her leg to reach. She sat down on the ground and began to cry.

1. a) Where are Violet and Matisse?

b) What clues did you find in the text which helped you?

c) Now put the two together to make a full answer in a sentence with some evidence from the text.

2. a) Who do you think is older? Matisse or Violet?

b) What clues did you find in the text which helped you?

c) Now put the two together to make a full answer in a sentence with some evidence from the text.

Passage B

As Rory walked up his path, he froze. Something was wrong. The curtain in the front room was hanging limply with rips all the way through. Beyond the curtains, Rory could see a scene of destruction. Lights were lying on the ground, the rug was ripped and there were bits of ornaments strewn over the carpet. Rory's stomach lurched as he rushed towards the front door. Fumbling for his keys, he unlocked his door and rushed inside. The devastation continued. The door to the kitchen, which Rory was sure he had closed before going to work, was swung open and had scratch marks halfway up. Rory closed his eyes and clenched his fists. All the way up the stairs were muddy little prints. Rory stormed up the stairs following the prints and shoved the door to his bedroom open and burst in. Sitting in the middle of the remains of the bed clothes sat Rory's white, fluffy, guilty-looking dog, Angus.

1. a) Who or what has caused the destruction in Rory's house?

- b) What were your clues in the text?

- c) Now put the two together to make a full answer in a sentence with some evidence from the text.

1. a) How does Rory feel?

- b) What were your clues in the text?

- c) Now put the two together to make a full answer in a sentence with some evidence from the text.



Throughout the summer holidays, it is important for you to revise the spelling from both of the lists, below. In September, you will be tested on 20 random words from both of the lists:

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



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Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



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MEET THE ANGLO SAXONS!

Prepare for battle Year 5, because we're about to take a trip back in time in our Anglo-Saxon facts, to a time 1,600 years ago when fierce warriors ruled Great Britain!

When we all return from our summer holidays, we will be learning much more about these interesting peoples! Therefore, we want you all to find out some interesting facts about them, and apply these to some homework exercises.

INTRODUCTION

The Anglo-Saxons were a group of farmer-warriors who lived in Britain over a thousand years ago.

Made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.



They were fierce people, who fought many battles during their rule of Britain - often fighting each other! Each tribe was ruled by its own strong warrior who settled their people in different parts of the country.

YOUR TASK

Choose a task from EACH of the sections below for your homework during your summer holidays. Please ensure that you choose a task from each of the different subjects (you CANNOT do two Maths or two Literacy tasks, one of each is fine).

You will need to bring your work in on the first day back: 2nd September 2021.

LITERACY – Choose one activity:

TASK ONE:

Create an Anglo Saxon leaflet

You are going to plan and create a leaflet about the Anglo Saxons. The purpose of a leaflet is to inform the reader about the Anglo Saxons.

In your plan, research about:

- Who were the Anglo Saxons?
- What were Anglo Saxon clothes like?
- What were Anglo Saxon homes like?
- What did the Anglo Saxon people do?
- What was their entertainment like?
- What was the food which the Anglo Saxons ate like?
- What were Anglo Saxon tools and weapons like?
- What was their jewellery like?
- Any fun facts?

Use your research to create your leaflet! Don't forget to a title, introduction, subheadings, lots of facts, pictures with captions and conclusion. Make it attractive so someone will want to read it!

TASK TWO:

Alphabet Runes

Research the famous Anglo-Saxon manuscripts and then have a go at reading and writing secret messages written in runes.

Write 5 of your own secret rune messages for your friend to work out!

TASK THREE:

Anglo Saxon Alliteration

Anglo Saxons loved alliteration. Alliteration means using words with the same sound and letter,

E.g Ample Arthur ate an ancient apple.

Pick a letter and write 5 alliteration sentences about the Anglo Saxons.

READING – Choose one activity:

TASK ONE:

Anglo Saxon Settlement

Research what an Anglo Saxon settlement might have looked like. How did the Anglo Saxons live?

Draw and label your settlement. Make sure you explain what everything is, what it was made of, what it's purpose or function was.

TASK TWO:

Anglo Saxon Criminal Wanted!

Create a "Wanted" poster for an Anglo-Saxon criminal. Be sure to research the type of crime this person might have committed which could only happen in Anglo-Saxon times. Make sure you state what the crime committed is, and what the punishment and reward will be!

TASK THREE:

Anglo Saxon Children

Continue your research about the Anglo Saxons and find out how children might have lived, what games they played? Did they go to school? How were they taught life skills? Write a paragraph in first person "A Day in the Life of....".

MATHS - Choose one activity:

TASK ONE:

Anglo Saxon Runes

Research what the Anglo Saxons runes are. Once you've completed your research, find all the prime numbers, square numbers and cube number up to 31 in Anglo Saxon runes.

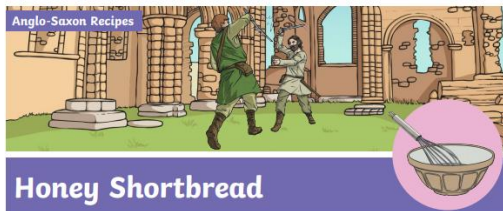
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TASK TWO:

Anglo Saxon Shield

Make an Anglo Saxon shield. You could use cardboard, paper mache, card etc. On your shield, make sure you include quadrilaterals, regular polygons and irregular polygons. When you present your shield to the class, you'll need to explain the shapes you have included and why a polygon is regular, for example.





TASK THREE:

Anglo Saxon recipe:

With the help of an adult, can you cook the Saxon recipe for shortbread?

Record this task by writing the recipe out, including all the accurate measurements, and taking photographs of the process and your finished product.

SCIENCE - Choose one activity:

TASK ONE:

Anglo Saxon Materials

The Anglo-Saxons used different materials to make things, eg their boats were made from wood (normally from oak trees) their money was made from silver, their cups from walnut wood, weapons and armour from iron, fabrics and clothes from wool and linen. Can you find any more materials that were used in Anglo-Saxon times that are still used to make things today? Are those materials used for the same or different reasons today as the Anglo-Saxons used them for in the past?

Find three materials that were used in Anglo-Saxon times and explain what they were used for back then. Then find out whether those materials are still used in modern times for the same reason, or do they have different uses now?

TASK TWO:

Anglo Saxon Fruit & Vegetables

Many of the fruits and vegetables we eat now are grown overseas, Anglo-Saxons did not have the luxury of popping to Tesco and purchasing lots of different types of food whenever they liked. Anglo-Saxons had to eat food according to the season that it could be grown in. This is because plants grow at different times of the year. For example, many fruits and vegetables grow the best in Autumn (pumpkin, pear and leeks). Did you know: Many Anglo-Saxons had a vegetarian diet because meat was very hard to come by.

Create a table showing which fresh foods are available in each season.

Extension:

Can you make an Anglo-Saxon menu for a summer feast? (Remember to only use ingredients that are available in the summer!)