

Monday 23rd March 2020 - Year 5 Home Learning
Year5@shelford.cambs.sch.uk

Subject	Activity	Submission																												
Reading	Please read a book for 20 minutes.																													
Spelling	<div><div>dictionary existence especially neighbour average conscience vehicle relevant twelfth shoulder clay navigate instructions barrier step</div><div>imagine decide group learn weight build early island grammar therefore clay navigate instructions barrier step</div></div> <p>Using the words that you have been learning please arrange for an adult to test your words in random order.</p>	<p>Please submit this activity to the email address above by 3pm today.</p> <p>Please include the following in the 'email subject box':</p> <ul style="list-style-type: none">-Child Name-Piece of work title-Date																												
Literacy (SPAG)	<p><u>Change between direct and reported speech. Be careful with the tense changes.</u></p> <p><u>The first two have been done to help you</u></p> <table><tr><th><u>Direct Speech</u></th><th><u>Reported Speech</u></th></tr><tr><td>He said, "I live in London."</td><td>He said he lived in London.</td></tr><tr><td>He said, "I am cooking dinner."</td><td>He said he was cooking dinner.</td></tr><tr><td></td><td>He said he had visited London twice.</td></tr><tr><td>He said, "I went to Cambridge last week."</td><td></td></tr><tr><td></td><td>He said he had already eaten.</td></tr><tr><td>He said, "I am going to find a new job."</td><td></td></tr><tr><td></td><td>He said he would give Jack a call.</td></tr><tr><td>He said, "I have been working on that project for over two weeks."</td><td></td></tr><tr><td></td><td>He said he could come that night.</td></tr><tr><td>He said, "I may buy a new bicycle."</td><td></td></tr><tr><td></td><td>He said he thought of going to Sawston.</td></tr><tr><td>He said, "I must give Paul a call."</td><td></td></tr><tr><td></td><td>She said he should see a dentist.</td></tr></table>	<u>Direct Speech</u>	<u>Reported Speech</u>	He said, "I live in London."	He said he lived in London.	He said, "I am cooking dinner."	He said he was cooking dinner.		He said he had visited London twice.	He said, "I went to Cambridge last week."			He said he had already eaten.	He said, "I am going to find a new job."			He said he would give Jack a call.	He said, "I have been working on that project for over two weeks."			He said he could come that night.	He said, "I may buy a new bicycle."			He said he thought of going to Sawston.	He said, "I must give Paul a call."			She said he should see a dentist.	
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	<p><u>The following paragraph is written in reported speech. Copy it into your book and change it into direct speech using speech marks.</u></p> <p>Paul introduced me to Jenny who said she was pleased to meet me. I replied that it was my pleasure, and that I hoped Jenny was enjoying her stay in Shelford. She said she thought Shelford was a lovely village, but that it rained too much. She said that she had been staying with her aunt for three weeks, and that it hadn't stopped raining since she had arrived.</p> <p><u>The following paragraph is written direct speech. Copy it into your book but this time change it into reported speech without speech marks.</u></p> <p>"Of course," she said, "this wouldn't have surprised me if it hadn't been July!" "You should have brought warmer clothes," commented Paul. "Anyway," he said, "I'm going to fly to Spain next week, and I can't wait to enjoy some sunny weather!" Both Jenny and I shouted "lucky!"</p>											
Numeracy	<p>Warm Up - Please write out the $\times 5$, $\times 6$ and $\times 7$ times table twice (up to $\times 12$). Time both attempts and record the time difference between both attempts. For example;</p> <p>$\times 5$ table 45seconds (attempt 1) 37seconds (attempt 2) Difference: -8 seconds</p> <p>Lesson 1; Decimals up to 2dp Please follow this link https://whiterosemaths.com/homelearning/year-5/</p> <ul style="list-style-type: none">- Watch the video clip, this will help to consolidate our previous learning and help to explain the task.- Complete the worksheet by clicking on 'Get the worksheet' tab.- Check over your work- Mark your work using the 'Get the answers' tab.	.										
Project	<p>Write a newspaper report about a volcanic eruption. It could be imaginary, or you could research a particular eruption such as Mount St Helens or Krakatoa. Use the journalistic writing assessment ladder to guide you.</p> <table border="1"><tr><td>Headline - eye-catching / big / bold / capital letters - alliteration- word play</td></tr><tr><td>Opening paragraph includes the 5 w's to sum up the story and interest the reader -what, where, why, when and who.</td></tr><tr><td>Written in third person - he / she / they.</td></tr><tr><td>Uses past tense.</td></tr><tr><td>Include a picture with a caption.</td></tr><tr><td>Use emotive language - try to make the reader feel sad, amazed, shocked etc.</td></tr><tr><td>Write in chronological order - the sequence in which the events occurred.</td></tr><tr><td>Use time connectives; First... After... Moments later... Finally... etc.</td></tr><tr><td>Standard phrases are used when the writer is unsure of the facts; e.g. It was alleged, it is thought that.</td></tr><tr><td>A quote - from somebody connected to the story; i.e. an eye-witness or an expert.</td></tr></table>	Headline - eye-catching / big / bold / capital letters - alliteration- word play	Opening paragraph includes the 5 w's to sum up the story and interest the reader -what, where, why, when and who.	Written in third person - he / she / they.	Uses past tense.	Include a picture with a caption.	Use emotive language - try to make the reader feel sad, amazed, shocked etc.	Write in chronological order - the sequence in which the events occurred.	Use time connectives; First... After... Moments later... Finally... etc.	Standard phrases are used when the writer is unsure of the facts; e.g. It was alleged, it is thought that.	A quote - from somebody connected to the story; i.e. an eye-witness or an expert.	
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