



P5 Home Learning

Literacy

Task One: Writing - Speech Marks

When we are writing, we use speech marks to show what characters are saying. Look at the information on these pictures to find out how to use direct speech in a sentence.

What is direct speech?

- Direct speech is used to show the words that people actually say.

My sheep
need fed



Turning Speech Bubbles to Text.

- Imagine that the words are sheep.
- The sheep have to be kept in a pen. We use speech marks to show the pen

My sheep
need fed



“



”

Turning Speech Bubbles to Text.

- If there is no **capital letter** on the first word then the sheep can escape!

My sheep
need fed



“

”



Turning Speech Bubbles to Text.

- If there is no **punctuation mark** after the last word then the sheep can escape

My sheep
need fed



“

”



Turning Speech Bubbles to Text.

Now we have a **Capital Letter** at the start and a **punctuation mark** at the end so the sheep are safe and won't escape!

My sheep
need fed



“



”

Turning Speech Bubbles to Text.

To finish off the sentence you usually say who is talking.

My sheep
need fed



“



”

“My sheep need fed,” **said the farmer.**

These three clips might also be helpful to remind you how to use speech marks



Direct Speech

How to use inverted commas

Copy these sentences and put the speech marks in the correct places. Remember: The speech marks go around what is being said. Copy all the other punctuation correctly and make sure you have a capital letter and punctuation inside the speech marks to stop the words escaping.

1. Hello, said the man.
2. What are you doing? said Fred.
3. Stop! shouted the policeman.
4. Wait a minute, said Mark. Don't I know you from somewhere?
5. I know what we'll do, said Lucy. We'll go to the pictures.



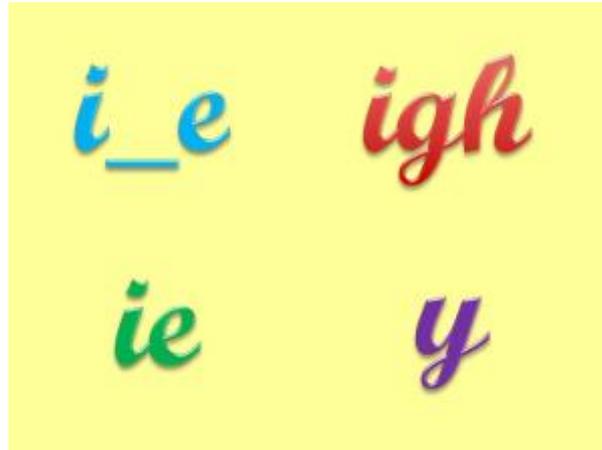
Task Two: Spelling

Spelling- long /i/

1. Say it. Stretch it out and count the number of sounds. Think about what letters make each sound. Clap it - clap the syllables of the word. Spell it.
2. Find rhyming words.
3. Grow it. What words can you make from it? Try prefixes and suffixes. **This set of words are quite short so try to challenge yourself here!**
4. Use it in a sentence - grow your sentence (Why? So? Where? When? Who?)

5. The spelling words are:

pine pie eye fine size spy dry reply



Task Three: Information report

In our last block of Home Learning*, you were looking at soil and rocks. You all worked incredibly hard and we've seen some excellent presentations, posters, and fact sheets. Here are just a couple of them (they are also available on our Teams page):

[Ethan's rock and soil presentations](#)

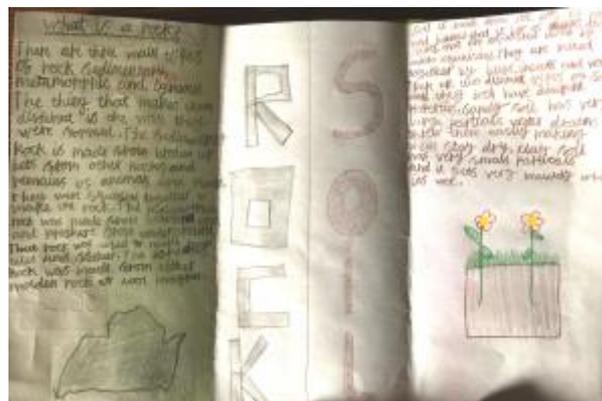
[Maisie's soils and rocks presentation](#)

[Otto's facts about soil and rocks](#)

[Lochie's rock and soil presentation](#)

We are now looking to use some of that research to write an **Information Report**. The purpose of an Information Report is to present information that classifies living or non-living things.

*Don't worry if you didn't get round to this task last time - the previous home learning is still available on the Blog any time if you need to take some notes. You can still do the report even if you didn't make a poster or presentation.



1 - Aimee's leaflet about Rocks and Soil

Features of an information report:

Below is an example of an Information Report. As you can see it has four sections:

- **Title** - to clearly identify the subject of your report
- **General Statement** - this identifies and classifies the subject
- **Description** - this provides information about the subject's physical appearance and other characteristics. *(This Section would usually be covered in several paragraphs.)*
- **Evaluation** - this provides a summary statement about the subject

Information Report: Text Structure NELSON
CENGAGE Learning
Teacher Focus

Firefighters

General Statement
Firefighters are people who are trained to put out fires. They are also trained to rescue people and animals in dangerous situations.

Description
Firefighters put out fires in buildings. They spray water from long hoses onto the flames. The hoses are connected to water tanks on the fire trucks or to fire hydrants nearby.

Evaluation
Firefighters wear special uniforms. Their uniforms are made from material that does not burn easily. They wear hard hats, thick gloves and strong boots for protection.

Description
Firefighters rescue people and animals from burning buildings and from dangerous floodwaters. They also rescue people who are trapped in vehicles at road accidents.

Many firefighters teach people how to prevent fires and how to stay safe when there is a fire.

Evaluation
Firefighters are important people in the community.

Title

General Statement
What are the living or non-living things?

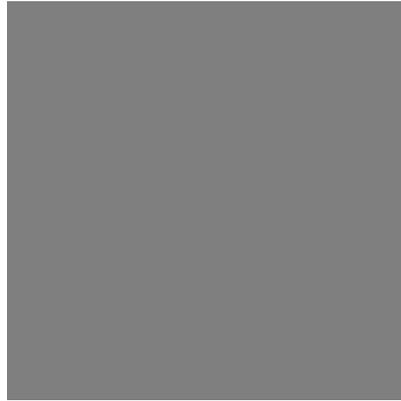
Description
What do they look like?
Where are they found?
How do they behave?

Evaluation
How does the writer feel about the topic?

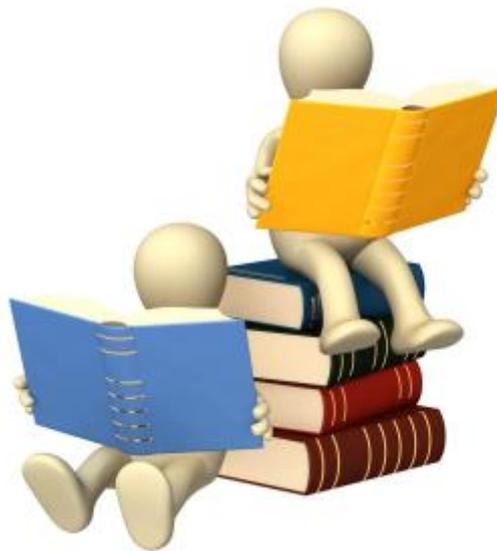
Now it is your turn - Use your information about Rocks or Soil to write an Information Report. It should be written in your own words and using the present tense. Remember to message your teacher if you are having any difficulty with this.



Here is a fun and useful clip to watch if you need more information on Rocks. Thank you to Ben G for sharing it.



Task Four: Book Review



2 - Read! Read whatever you can, whenever you can.

We hope you have been enjoying whatever you have been reading over that last couple of weeks.

What is it? Would you recommend it? Why?

This week we would like you to **create a book review**. You should outline the main character(s), give a brief description about the plot (don't give too much away), give an opinion about the book and state whether you would recommend it or not and say why.

How should I present my book review?

This is entirely up to you - you could write it as a report in paragraphs, use one of the suggested templates below, make a cartoon strip where two characters discuss the book, film a short video review...surprise us! If you haven't quite finished your book perhaps you could do a chapter review.

My Book Review For:

Title:
Author:
Illustrator:

THE BOOK WAS ABOUT:



I LOVED:

MEANWHILE...

Reading this book made
me wonder about:

WHAT WILL
HAPPEN NEXT?!



The pictures
in this book
were:

OVERALL, THIS
BOOK WAS:

I give the book: ★ ★ ★ ★ ★ stars!

Created by Books, Babies, and Bows (www.booksbabiesandbows.com)

THE END.

Book Review

My Name: _____

Title of Book: _____

Author: _____

Main Characters: _____

Setting: _____

Plot: _____

My Opinion: _____

{ BOOK REVIEW }

by (Name) _____

for (Title): _____

SUMMARY
This book is about _____

<small>PBT: REMEMBER & UNDERSTAND; CCSS 2.PL.3</small>

RECOMMENDATION
I _____ recommend this book because _____

<small>PBT: ANALYZE & EVALUATE; CCSS 2.W.1</small>

____ Produced into video Infomercial = PBT: CREATE; CCSS 2.W.6

helloiteracy.blogspot.com

5 - Click through the stack to choose a template

Numeracy

Task One: Comparing & Ordering Fractions

Use your knowledge of fractions to copy and complete the activities below.

There is a helpful *Equivalent Fractions Chart* opposite which you may find useful.

(There are also some great Fractions games on *Education City* and *Sumdog* if you find this tricky or you want to do extra - email your teacher for your login and passwords)

Remember:

< means **less than** (e.g. $3 < 7$)

> means **greater than** (e.g. $10 > 4$)

Equivalent fraction chart

$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$			
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$			
$\frac{1}{8}$									
$\frac{1}{9}$									
$\frac{1}{10}$									
$\frac{1}{12}$									
$\frac{1}{20}$									

One quarter is half of one half.

- 1 Copy and complete.
- One eighth is ___ of one quarter.
 - One tenth is half of one ___.
 - One ___ is half of one third.
 - One twelfth is half of one ___.
 - One ___ is half of one tenth.



2



One half is more than one quarter.

One sixth is less than one third.



Write < or > between each pair of fractions.

- (a) $\frac{1}{5}$ and $\frac{1}{10}$ (b) $\frac{1}{20}$ and $\frac{1}{12}$ (c) $\frac{1}{8}$ and $\frac{1}{9}$ (d) $\frac{1}{9}$ and $\frac{1}{12}$
 (e) $\frac{1}{4}$ and $\frac{1}{5}$ (f) $\frac{1}{8}$ and $\frac{1}{7}$ (g) $\frac{1}{6}$ and $\frac{1}{5}$ (h) $\frac{1}{9}$ and $\frac{1}{10}$

3 Find **three** fractions

- (a) greater than one half (b) less than one half.

4 Write a fraction

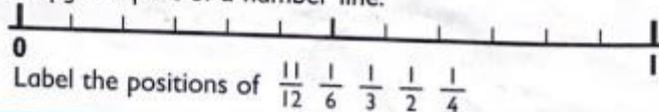
- (a) smaller than one tenth (b) greater than one third.

5 List the numbers in order.

- (a) Start with the largest. $\frac{1}{2}$ | $\frac{1}{2}$ | 2 | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{3}{4}$

- (b) Start with the smallest. $\frac{1}{3}$ | 3 | $\frac{1}{6}$ | $\frac{2}{3}$ | $\frac{3}{6}$ | $\frac{5}{6}$

6 Copy this part of a number line:



Fractions: comparing and ordering

Task Two: Problem Solving

- a) Use the information in the Timetable below to answer Sten's question.

12:03 Wed 13 May ccbn.go.educationcity.com 28%

I left my bus timetable in the washing machine!
It's washed off some of the bus times.

I need to get to **Thornton** by 2 o'clock.
What is the latest bus I can get?

The journey from **Longton** to **Walbury** takes 40 minutes.
The journey from **Walbury** to **Thornton** takes 15 minutes.

	Bus 1	Bus 2	Bus 3	Bus 4
Longton	12.30pm			
Walbury			1.50pm	
Thornton				2.25pm

Buses are every 20 minutes.

6 - Mild/Spicy Challenge

You can check to see if you are right using the link below (*see below for login details) [Bus timetable answers](#)

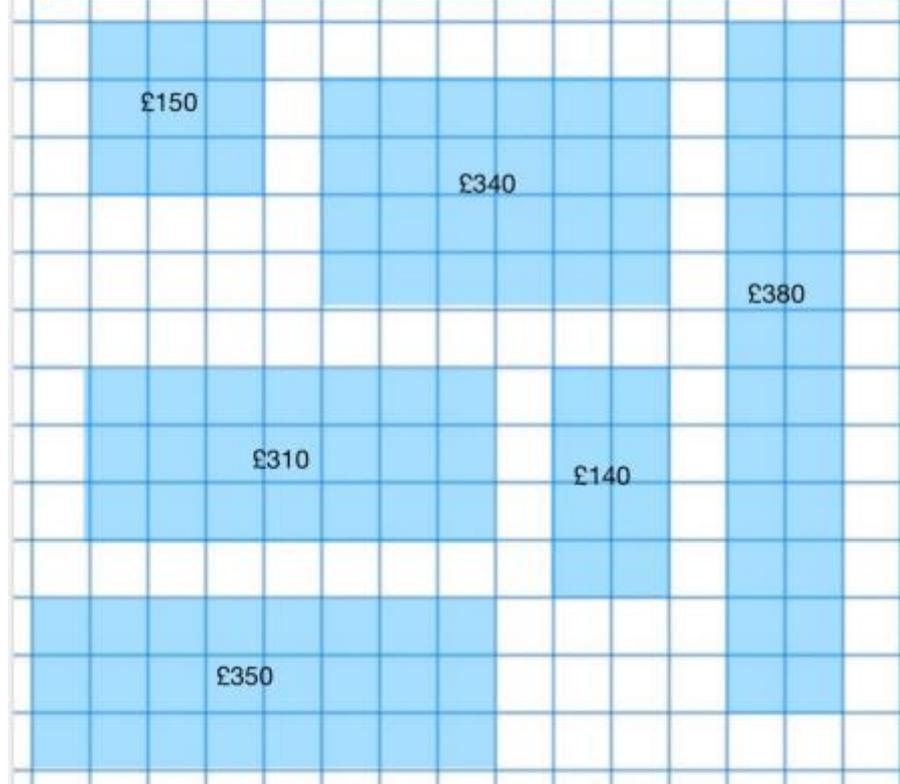
b) Did you whizz through that? Here's an extra challenge, this one is HOT!!!

Helpful hints

- Think about the frame lengths, not just the area of the window. - Try using your guess, check and improve strategy

A local glazer calculates the price of their windows according to the area of the glass used and the length of the frame needed.

Can you work out how they arrived at the prices of the windows below?

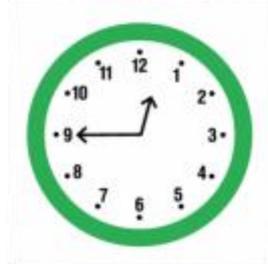
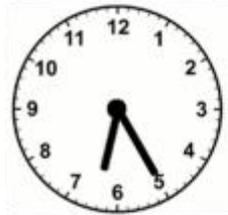
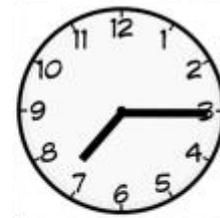


7 - Hot Challenge!

Task Three: Time

Have a look at this short clip from BBC bitesize to remind yourself how we convert analogue to digital as well as how we represent the 24 hour clock digitally. Then have a go at the questions below. There are also some fun games on the BBC bitesize page and via the links below.

[What is analogue and digital time? - BBC Bitesize](#)



Using the clock faces above, can you:

- Write the time shown on the clock faces in words?
- Write the time shown on the clock faces digital form? (can you show both the am and pm time using the 24hr notation?)
- Order the times starting with the earliest?
- Say what time it would be 50 minutes after each time shown?
- Say what time it would be 70 minutes before each time shown?
- If I left my house at the time shown on clock 1 and arrived at my friend's house at the time shown on clock 2, how long would it have taken me to walk to my friend's house?
- My bus is due to arrive at the time shown on clock 3. It takes me 10 minutes to walk to the bus stop, what time should I leave home?
- I got on the train at 17.45 and arrive at the time shown on clock 4. How long was my train journey?

Here are some more for you to try:

[Analogue and digital clock](#)

[Rally times](#)

***Please let us know if you need a copy of your Education City login details:**

Gw19randkim@glow.sch.uk - Mrs Rand

Gw10littlecatherine@glow.sch.uk - Mrs Little

gw09stevensonemma10@glow.sch.uk - Mrs Stevenson

Health and Wellbeing

Task One: Stay Active



Hopefully you tried out a few different exercises and you know how many you can complete in 1 minute. Can you design a new, 10 minute workout for a friend or teacher? Maybe you'll give Joe Wicks a run for his money.

You could video your workout or just write the instructions down for someone else to follow. Think about whether you are designing an indoor or outdoor workout and how much space will be needed.

Maybe you could choose, use or recommend some music that you think will suit your workout perfectly. Most importantly, HAVE FUN!!!!

Task Two: Learn New Skills

According to the NHS UK (www.nhs.uk) research shows that learning new skills can improve your mental wellbeing, boost your self confidence, raise your self esteem, and it can help you connect with others.

There are many new things you could try. This week we would like you to learn to cook or prepare something new or you could find out about healthy eating and design a healthy menu for your family.



Task Three: Take a Moment

Parks and gardens.

The weather has been really quite nice over the last couple of weeks, so we hope you have been managing to spend some time outside, taking in your surroundings. I've noticed quite a few changes: the blossom on the trees, ducklings in the Tweed and lawns needing mowing more often.

As we said in our last block, gardening and being outdoors in nature can be a good distraction from what is going on around us and it can allow us to be creative, imaginative and active, as well as providing the time we sometimes need to just Take a Moment. So, for that reason, we've decided to carry this task on over the next couple of weeks.



- If you can, try to give yourself some time in your garden or a park this week and think about Taking a Moment. Stop for a minute and take in all the sights, sounds and smells.

- Give yourself a mini gardening challenge. You could: Water the plants in your house, check for new growth or remove dead leaves, weed a patch of your garden over the next 2 weeks, plant up any new plants or seeds you may have at home.
- Design your ideal garden. Think about: plants, shrubs, trees, decking, water features, sheds or greenhouses, paths and grassy areas, let your imagination go wild. You could draw it on paper, make a model or try an online tool such as this [Garden planner](#).

Task Four: Keep Connected

Many of you enjoyed our Drawing Challenge over the past fortnight so this time we would like you to *Keep Connected* **and share your artistic skills**. If you haven't already done so, please take a look at the [Bird Challenges from Mrs Collins](#) on the Kingsland Website. Have a go at one of her ideas or put your own creative spin on it and do your own picture/sculpture/model. When you've finished use your picture to **Keep Connected**:

- Post a picture of it on the [KPS Challenge Sharing Page](#)
- Send a picture of it to someone by **email** - your teacher, a friend, a member of your family...or all three!
- Share your Artwork on our **P5 Teams page** in the Health & Wellbeing Channel
- Make it into a greetings card and **post it** to a relative
- Or simply **put it in a window** so others can smile when they see it.



Remember to Keep Connected with your teachers too. We love hearing from you and miss seeing you. If you have any problems, questions or just want to say Hello, please email your teacher:

gw09stevensonemma10@glow.sch.uk

gw19randkim@glow.sch.uk

gw10littlecatherine@glow.sch.uk
