



W.C. 11th May 2020

English

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Use these worksheets to work from and not on. All you need is a piece of paper, pen or pencil and maybe a ruler.

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Additional Resources:

https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-5-Workbook-WK1-4-V2.pdf

This week's English Home Learning activities link to our theme of 'Our World.'

Spellings

Here are 10 spellings to do with 'energy' and protecting Our World, that you may wish to practise and attempt on Friday. These words could come up in your English home learning and themed learning this week, so we thought it was best that we learnt to spell them correctly! Practise how you usually and/or on **Study Ladder**

<https://www.studyladder.co.uk/games/activity/look-cover-spell-energy-34207?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

fossil fuel
petroleum
timber
coal
fishing
minerals
renewable
resources
management
conservation

Monday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a formal report

Starter – look at the image below and answer the questions giving your opinion.



1. Whose hands do we see in this picture? Why do you think this is?
2. If you held the world in your hands like this all day, what would need to make sure it stayed safe?
3. Do you think there are beings out there in the universe who could hold the planet in their hands?
4. Who is the person presenting the world to? How would they respond to this?



A formal report (non-chronological report provides the reader with information on a chosen topic by providing them with **facts** (not opinion as this then becomes a persuasive text.)

Some examples of types of formal reports are: scientific reports, technology reports, reports on places, people, history, geography, culture or the economy.

Watch the video clip on how to write a report and then have a go at the quiz:

<https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zffy92p>

Watch the video clip on how to write a formal report:

<https://www.bbc.co.uk/bitesize/clips/zdmw2hv>

Complete the Practise Tasks on Bitesize and then have a go at your chosen activity.

STRUCTURE

A formal report (or non-chronological report) contains the following:

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

An example of these features can be found in the text, about the Ancient Egyptians, below:

The Pyramids of Ancient Egypt¹

The pyramids were tombs that were built for the pharaohs – the kings. The size of the pyramid is believed to signify the level of importance of the person entombed inside.⁴ Due to their belief that a mummified person would live forever, the ancient Egyptians built these tombs to keep their bodies safe when they departed from the world.

It is not known how many men it took to build a pyramid, with estimates ranging from 2000 to 100,000! Pyramid building would always happen when the Nile was flooded which is thought to be because the water was used to transport the stone.

The Tomb³

From the outside, the pyramids⁵ look quite simple but inside were various passages and chambers, some with secret entrances and trapdoors.

The mummified⁵ body of the pharaoh⁵ would be placed in a sarcophagus⁵ (a large stone coffin), which was then surrounded by other chambers containing precious items that were thought to be needed in the afterlife. Other chambers might be used for family members.

Hieroglyphics³

The chambers and passages were intricately decorated with pictures and hieroglyphics⁵. At the Pyramid of Unas, many hieroglyphics were found – they are believed to tell stories of the King, religious tales, requests for help from the gods in the journey to the afterlife and serve as a warning to grave robbers!

The Sphinx³

The sphinx⁵ is a mythical creature with a Pharaoh's head, the body of a lion and sometimes the wings of a large bird. The word means 'father of dread' or 'the terrifying one'. Made of limestone, it sits near the Pyramids of Giza and is the largest stone statue in the world, at over 73m long, 19m wide and 20m high. It was believed to have been built during the reign of Khafra with the face made in his likeness. In mythology, the sphinx is believed to have asked impossible riddles and eaten anyone who answered incorrectly.

Key

1. Include a title which tells my reader what my report is about.
2. Write an introduction giving the reader some brief information about the topic.
3. Use organisational devices to structure my text e.g. sub-headings, bullet points.
4. Use a formal tone.
5. Use technical or topic language.
6. End with a summary.

Mild

Using the key, in the example above can you identify these features in this formal report. Are there any features the text does not contain?

Earth Day 2020

Earth Day happens every year on April 22nd. This year, Earth Day is all about taking action. People are thinking about different ways in which they can help look after our environment. A big clean-up of towns and the countryside is taking place. Many people all around the world are taking part. It is hoped that this will encourage others to help take care of the planet in lots of different ways. Even just one small change can make a difference.

Our Plastic Problem

Every year in the UK, we throw away around 295 billion pieces of plastic. Plastic does not disappear over time and lots of it cannot be recycled. That means that it will stay in the ground for many, many years. People can help by using less plastic in their houses and choosing plastic that can be recycled.

Why don't you try one of these ideas?

- Take the same plastic bag to the supermarket every time you go
- Use a reusable water bottle for your drinks
- Recycle plastic packets found at home, like shampoo and milk bottles.



Green Fingers



The plants on our planet are very important. They help take some of the warming gases out of the air and are food for important insects such as bees. Plants also create a safe home for many types of wildlife. Try planting some bee-friendly plants and trees in your garden. You could even have a go at growing your own vegetables. You don't need to have a garden to grow plants. Plant seeds in pots on your windowsill and watch them grow. Just don't forget to water them!

Eat Less Meat

Many people believe that one way to help our planet is by eating more food made from plants. This is because animals take up lots of space and need lots of food and water to keep them healthy. Even their poo is bad for the environment because it gives off a warming gas. See if you can have a meal without meat once a week. You could look for a meat-free version of your favourite foods like burgers, chilli and even sausages. Or, you could make a dish where plants are the star. Try it and see!



As you can see, there are lots of ways we can all take action and help the planet this Earth Day. What will you choose?



Medium and Spicy

Using the text, in the Mild task, as a guide on Earth Day in addition to the key features of a formal report, can you write your own formal report? You may wish to write about **Earth Day**, **climate change** or **threats to our environment**.

****HINT** you will need to do a little bit of research!**

Do not forget to include only facts and not opinion (this is not a persuasive argument like our Greta arguments were).

Answers - on “Year 5 English answers document”. Also, be sure to send up photos of your Report Writing!

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a powerful speech

- A speech is a **formal talk** given to an audience.
- The language of a speech should **target** and **interest** the listeners.
- There are a range of language techniques that can help to make your speech more powerful.

Engage your audience

Think carefully about your audience. Choose language to target and interest your listeners. A speech to a group of teenagers may use very different language compared to a speech for local councillors.

Think about the purpose of your speech - are you hoping to persuade, inform, advise, entertain or argue? Many speeches will have more than one purpose.

Structuring your speech

Keep the structure simple to help the audience follow your points and ideas. Think about which points are more important and focus on reinforcing them. You may want to put your most important points near the beginning of the speech. Include supporting examples and facts, but don't overload the speech with too much detail.

Complete the Practise Tasks on Bitesize then read the texts below and have a go at your chosen activity.

Watch a few of these examples of powerful speeches to get some ideas for the next activities:

<https://www.theguardian.com/environment/2019/apr/23/greta-thunberg-full-speech-to-mps-you-did-not-act-in-time> - Greta Thunberg

<https://youtu.be/b6Vh-g0oZ9w> - David Attenborough

<https://www.youtube.com/watch?v=JGdS8ts63Ck> – Severn Cullis-Suzuki

Mild

Write a **powerful opening** to a speech about 'Our World' and then practise saying it out loud with expression.

The opening

Start with an opening that hooks your audience. Get their attention and prepare them to focus on the words that will follow. For example, you could use:

- **A powerful image** - 'Imagine a huge clock - the slow, steady tick filling this room. Counting away the seconds and minutes we have left to act.'
- **Humour** - 'You can take my advice ... I'm not using it!'
- **A shocking or surprising fact** - 'Did you know that a million species have already vanished from our world?'

Think carefully about how you want your audience to feel. Humour may work well for some topics or audiences but might not with others.



A speech could open with a powerful image

Medium and Spicy

Write a powerful speech that has a **powerful opening**, contains **fact and opinion** to persuade the audience and with a dramatic conclusion or ending.

Use the prompts below to help you.

Keep listeners engaged

Here are just a few language techniques which can be used to keep listeners engaged during a speech and make points memorable.

Repetition - try repeating a key word or phrase to reinforce a point.

For example, 'We have seen what we need to do. Now we need to do it and do it together.'

Quote an expert or use a statistic - these details can make your speech more convincing and give authority to your arguments.

For example, '70 per cent of young people say being online helps them understand what's happening in the world.'

Alliteration - repeating a sound in your speech could give your point more impact.

For example, repeating an 's' sound, 'This situation should send shock waves across our society.'



Using well-chosen statistics can grab the listeners' attention

The ending

It could be useful to include phrases directed at the audience that highlight you're ending the speech:

- 'I hope these ideas I've shared today will fill your thoughts on the way home.'
- 'Thank you all for listening today.'
- 'My final message to you is ...'

Or you may want to finish your speech with a powerful image, question or memorable idea:

- 'You hold our fragile future in your hands - don't break it.'
- 'Do we really have any other choice?'
- 'When it's all said and done, will you have said more than you have done?'

Remember

An effective speech takes careful planning. Even the most powerful politicians who seem to be speaking spontaneously may have spent time preparing what to say. What you say, the order in which you say it, and the techniques you use to get your points across will all add impact to your speech.

Focus on **what you want the audience to know** and **how you want them to feel** at the end of the speech.

There are no specific answers today, please write and record any of your powerful speeches and send in via our email.

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Structuring a debate argument

Starter- 'Reshaping the World' – look at the image below and answer the questions giving your opinion.



1. Who is controlling the scissors?
2. Why do you think the World is being re-shaped?
3. If you could change the World what would you change?
4. What would you keep the same?

Complete the Practise Tasks on Bitesize then have a go at completing your chosen activity.

We have looked at writing a persuasive (one-sided) argument recently. Now, your challenge is to provide a balanced argument.

What Is a Balanced Argument?

A balanced argument looks at different points of view on an issue, providing arguments for and against. It presents a balanced set of arguments without leaning one way or the other.



When writing a balanced argument, it is important to remember that it doesn't matter whether you are for or against the issue to begin with. You must present both sides of the argument fairly.

Then, in the final paragraph, after balancing both sides of the argument, you can state which side you agree with.

What Makes a Good Balanced Argument?

It needs:

- an introduction;
- opposing views of for and against;
- supporting evidence;
- a concluding paragraph that includes the writer's own opinion; to be interestingly written.

It should have:

- a mixture of causal conjunctions and adverbials.

It has to be:

- written in the third person (except final paragraph);
- written using formal and technical language.

Mild - Read through the balanced argument, 'Should Homework Be Banned?' Can you identify and write down examples of these key features:

- 1. The opening paragraph introduce the argument*
- 2. What is the argument for? Give evidence.*
- 3. What is the argument against? Give evidence.*
- 4. It includes formal and technical language*
- 5. It is written in third person (except the final paragprah)*
- 6. The final paragraph is written in third person*

Should Homework Be Banned?

Anyone who has ever been to school knows what it is like to be sent home with piles of homework. For years, teachers have been setting extra maths, spellings and other assignments to be completed outside of regular lesson times. But with the increasing pressures of modern day life, there is a growing call for homework to be banned. Here are some of the arguments for and against.

Many people see homework as an important part of school life; almost like an extension of the lesson. If the teacher cannot fit everything that is needed to be taught into the lesson, then being able to set homework is essential. This way, pupils can continue the learning at home, which in turn helps their understanding and knowledge of the subject. In fact, recent research shows a positive link between the amount children do for homework and their achievement levels.

On the other hand, aren't children entitled to a break from learning? After spending all day at school, a few hours 'downtime' spent watching television, playing computer games or exercising outside is essential for a healthy, fun-loving child. In fact, the government's own health guidelines recommend people aged between 5-18 should exercise for at least 60 minutes a day. Where are children going to fit that in if they are busy doing homework every evening?

While there are a lot of people that understand that argument, the fact remains that children go to school to be educated and many parents welcome the chance to support their child's education at home. Practising spelling or helping their child read gives parents the opportunity to play a part in their child's learning. It also gives them a clearer understanding of how their child is progressing. Similarly, a lot of children enjoy doing homework with their parents. Why introduce a blanket ban if some children and parents actually enjoy it?

The flip side of the argument is that many parents feel overwhelmed with the amount of homework their child brings home. With so many after school activities and clubs on offer, they feel there isn't enough time to fit everything in. Furthermore, due to ever-increasing government expectations, parents sometimes feel unable to help their child as the work is too hard or on a subject matter they are not familiar with.

In conclusion, there are many strong arguments for and against banning homework from schools. If it helps a child's education, then surely homework is a good thing. Then again, time away from studying to play is also incredibly important to a child's wellbeing. On balance, I don't believe homework should be banned because it really is an important part of learning. However, I also believe there should still be time in the day for fun! Therefore, perhaps schools should come up with a compromise: keep homework, but don't set so much!

Medium

Construct a balanced argument, using the checklist of features below, focusing on the question:

Should Climate Change be down to children to fix?

Spicy

Construct a balanced argument focusing on the question (then scroll down to the follow up activity):

Should Climate Change be down to children to fix?

The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	

Then, using your balanced argument with someone in your household hold a **debate** focusing on that question. **RECORD** or take pictures of your debate and send them in to us!

Debating Rules:

- No put downs
- You must raise your hand if it's not your time to speak.
- Do not interrupt.
- Do not whisper while another speaker is talking.
- The debate is chaired by the Speaker, they make decisions on all matters, which are final.
- Remember - you can only speak ONCE during the debate. Your speech should be within the allotted time frame. Make the most of your time by developing an argument instead of making a single point.
- However, you may 'intervene' (question others on points they make) as many times as you like. E.g. Where did you get those statistics?
- You can use notes – both to help you with your speech and to help remember points others have made during the debate.
- If you are an audience member and wish to speak, you must wait until the motion is 'open to the floor' and put up your hand to speak.
- You should tell the Speaker if you spot someone breaking these rules. This is called a point of order.

There are no answers for today, just arguing and debating, keep calm and remember to follow the debating rules! It would be lovely to read and hear some of you work, so do send them to us via our email.

Thursday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a recount

Complete the Practise Tasks on Bitesize and then have a go at our **Grammar Hammer** practise paper. Again choose the paper you would like to have a go at. You will need a dictionary or use this link instead <https://kids.britannica.com/kids/browse/dictionary>

Mild

1. Underline the <u>prefix</u> which means 'under'.			2. Underline the <u>suffix</u> which, when added, forms the present tense of the verb.		
sub	inter	anti	play	er	ing
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
I (<u>mite</u> / might) not be home for tea.			She put the (<u>dye</u> / die) on her hair.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>hideus</u>	<u>hideos</u>	hideous	conclusion	<u>conclushun</u>	<u>conclution</u>
7-8. Number these words to show their alphabetical order.					
drink		drown		drain	
					dream

9. Underline the <u>words which</u> have a similar meaning to the word in bold (synonyms).				
shout	cross	yell	holler	bellow
10. Underline the <u>adverb</u> in the sentence below.		11. Circle the <u>noun phrase</u> in the sentence below.		
Slowly, <u>the old</u> , frail man sat down.				

12-13. Underline two connectives that can be used to compare and contrast.				
tragically	despite	afterwards	eventually	yet
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
As (<u>he</u> / James) turned over the pages of the book, it began to dawn on (James / him) that (he / James) had heard this story before.				
16-17. Underline two fronted adverbials that might help signal cause and effect.				
Inevitably,	Secondly,	Therefore,	Last year,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
You could (<u>have</u> / of) gone on the bus.		I have (<u>eaten</u> / ate) all my apple.		

20-21. Underline the <u>fronted adverbial</u> . Punctuate this sentence using commas.	
Later that day Sammy went to visit her friend in hospital.	
22-23. Punctuate the sentences using the <u>apostrophe</u> (' ') to show singular or plural possession.	
The <u>c a r s</u> engine roared.	The <u>c a r s</u> engines roared.
24-25. Punctuate these sentences using <u>inverted commas</u> (" "), <u>commas</u> (,) and any other punctuation needed.	
I like your car smiled Danny	Thanks said Mark it's new

Medium and Spicy

1. Underline the suffix that turns the noun into a verb .			2. Underline the suffix that turns the noun into a verb .		
crystal	ize	en	horror	en	ify
3-4. Underline any silent letters in these words.					
echo	sound	school	shop		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Can you (alter / altar) my dress?			I put the rubbish down the (shoot / chute)		
7. Use a dictionary to find the meaning of this word.					
customary					
8-9. Number these words to show their alphabetical order .					
friend		frank		flinch	frame
10-11. Underline two connectives that can be used to compare and contrast					
nevertheless	luckily	including	in contrast	unexpectedly	
12-13. Underline two sentence openers that might help show time and sequence in a piece of writing					
In contrast,	Before long,	Because,	Firstly,		
14-15. Underline the correct verb tenses to complete the sentences.					
I just (saw / seen) a squirrel in the tree.			Did you (saw / see) it?		
16. Underline the correct verb to agree with the subject .			17. Underline the correct verb to agree with the subject .		
There (is / are) some butter left.			But there (is / are) no eggs.		
18-19. Underline the correct verb to make these sentences correct.					
He (took / taken) the boys ice-skating.			He has (took / taken) the boys ice-skating.		
20-21. Circle the adjective in this sentence and underline the expanded noun phrase .					
The small child returned the crab to the deep, cool rock pool.					
22. Underline the correct modal verb to complete the sentence.					
For my birthday, I (can / would / might) be getting a bicycle.					
23. Underline the relative clause in this sentence.					
The small boy, whose bike had been stolen, was crying loudly.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
When the lightning struck the tree caught fire.					
25. Punctuate this sentence with dashes - to show parenthesis .					
I passed my test I cheated but I passed.					

Friday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Reading lesson: Percy Jackson and the Lightning Thief

by Rick Riordan

Watch the videos and read the extracts carefully (read it at least twice), then have a go at the activities.

Spellings - have a go at the spellings set on Monday on *Study Ladder* around the theme of 'energy' and 'Our World'.

Then practise these, using Look Write Cover Check on Study Ladder and then test yourself at home.

<https://www.studyladder.co.uk/games/activity/look-cover-spell-energy-34207?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Practise

<https://www.studyladder.co.uk/games/activity/test-energy-34208?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Test