



W.C. 18th 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.



This weeks work builds up to writing a thank you letter to our nurses and doctors!

This week's English Home Learning activities link to our theme of 'Significant People'

Spellings

Here are 10 spellings to do with 'The Past' linked to our theme of Significant People, 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-the-past-34199?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

timeline
change
significant
events
dates
chronological
label
historical
linear
scale

Monday

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

Similes and Metaphors

What is a metaphor?

A metaphor is a word or a phrase used to describe something as **if it were something else** :

- For example, "A wave of terror washed over him."
- The terror isn't actually a wave, but a wave is a good way of describing the feeling.
- "Jess is dynamite."
- She's not made of dynamite, but it's a way to explain how exciting she is.



What is a simile?

A simile describes something by **comparing it to something else** , using like or as:

- The snake moved like a ripple on a pond.
- It was as slippery as an eel.
- Jess is as graceful as a gazelle.

Try using metaphors and similes to make your own poetry or other writing more descriptive and interesting.

Complete the practise activities on Bitesize.

You did work on similes and metaphors a few weeks ago so this shouldn't be too difficult.

Once you have completed this, complete the activity below. For today, everyone should do the same activity as we have had practise of these before.

Mild, Medium and Spicy

Create your own simile poem by filling in the gaps below. Make your ideas as unusual as you can. Your poem doesn't have to rhyme.

As wet as _____ as dry as _____;
As live as _____ as dead as _____;
As plump as _____ as poor as _____;
As strong as _____ as weak as _____;
As hard as _____ as soft as _____;
As white as _____ as black as _____;
As plain as _____ as rough as _____;
As heavy as _____ as light as _____;
As steady as _____ uncertain as _____.

Tuesday

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

Homophones

<https://www.youtube.com/watch?v=BSLj9S2vMSw>

What are homophones?

Homophones are words that sound the same but have different meanings.

Some homophones are **pronounced the same way and spelled the same way but have different meanings** (homonyms). For example:

rose (the flower) and rose (past tense of the verb to rise)
book (something we read) and book (to schedule something)

Some homophones are **pronounced the same way but are spelled differently and have different meanings**. For example:

wait (the verb) and weight (how heavy something is)
they're (they are) and their (belonging to them) and there (adverb of place)

Mild

Looks like someone mixed up their homophones! Circle the homophones in the lullaby and re-write the sentences with the correct words.

Twinkle, twinkle, little star, _____

How eye wonder what ewe are. _____

Up above the whirled sew hi, _____

Like a diamond inn the sky. _____

Twinkle, twinkle, little star, _____

How eye wonder what ewe are. _____

Rewrite this correctly on your paper with the correct homophone.

Medium

'Eye Have a Spelling Chequer' (I Have a Spelling Checker) is a poem written almost entirely with homophones!

Read it and see how many homophones you can find (there are lots!).

Eye Have a Spelling Chequer

Eye have a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss steaks eye can knot sea.

Eye strike a quay and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh.

As soon as a mist ache is maid

It nose bee fore two long
And eye can put the error rite
Its rarely ever wrong.

Eye have run this poem threw it
I am shore your pleased two no
Its letter perfect in it's weigh
My chequer tolled me sew.

(Sauce unknown)



Rewrite the poem with the correct homophones (There are quite a few!)

Spicy

'Eye Have a Spelling Chequer' (I Have a Spelling Checker) is a poem written almost entirely with homophones!

Read it and see how many homophones you can find (there are lots!).

Eye Have a Spelling Chequer

Eye have a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss steaks eye can knot sea.

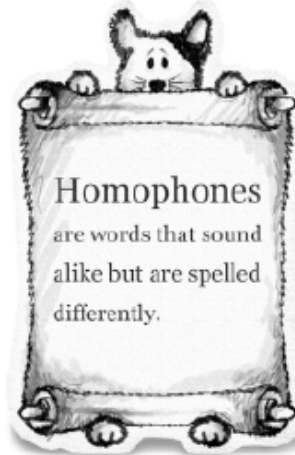
Eye strike a quay and type a word
And weight four it two say
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(Sauce unknown)



Write your own poem with the wrong homophones. This can get quite confusing trying to write something purposely wrong!

There are no specific answers today.

Email in your poems and see if you can be a Twitter star!

Wednesday

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

Modal Verbs

What are modal verbs?

A modal verb is a special type of **verb**.

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Modal verbs behave differently to 'ordinary' verbs.

The most common modal verbs are:

- will
- would
- should
- could
- may
- can
- shall
- ought to
- must
- might

<https://www.youtube.com/watch?v=5bREQcdMYBA>

Mild

Modal Verbs

Activity One:

Identify the modal verb in each sentence below.

- 1) David **must** take the dog for a walk.
- 2) Sarah **might** be home late.
- 3) Amy **should** be in for 9.
- 4) John **will** fetch the car.
- 5) Steve **could** get some chicken.
- 6) Aaron **ought to** go home.
- 7) Barry **won't be having** chips tonight.
- 8) Harry **may** go to the cinema later.

Activity Two:

Rewrite each sentence, changing the modal verb so that the possibility/ probability in the sentence is different.

- 1) David **must** take the dog for a walk.
- 2) Sarah **might** be home late.
- 3) Amy **should** be in for 9.
- 4) John **will** fetch the car.
- 5) Steve **could** get some chicken.
- 6) Aaron **ought to** go home.
- 7) Barry **won't be having** chips tonight.
- 8) Harry **may** go to the cinema later.

Medium

Rewrite each sentence, changing the modal verb so that the possibility/ probability in the sentence is different.

- 1) Amy should be in for 9.
- 2) John will fetch the car.
- 3) Steve could get some chicken.
- 4) Aaron ought to go home.
- 5) Barry won't be having chips tonight.
- 6) Harry may go to the cinema later.

Create sentences using the modal verbs below:

Can
Would
Will
Must
May
Won't

Spicy

Activity Two:

Rewrite each sentence, changing the modal verb so that the possibility/ probability in the sentence is different.

- 1) Steve could get some chicken.
- 2) Aaron ought to go home.
- 3) Barry won't be having chips tonight.
- 4) Harry may go to the cinema later.

Activity Three:

Create sentences using the modal verbs below:

Can
Would
Will
Must
May
Won't

Activity Four:

Which modal verbs indicate something is certain to happen?

Which modal verbs indicate something has a 50/50 chance of happening?

Which modal verbs show something is certain not to happen?

There are numerous different answers for today's activities so check with an adult to see if your work makes sense!

Want more? - Have a go at "Ana and the trampoline" and "Dan's Screen" on your Purple Mash 2dos!

Thursday

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

Writing a healthcare hero a thank you letter



Before you write your letter to our "super heroes" in the NHS, we need to do some extra research on what they do and what their work looks like!

Use these links to make notes for your letter

<https://www.bbc.co.uk/newsround/38906932> - 70 years of the NHS

<https://www.lhch.nhs.uk/media/5967/nhs70-facts.pdf> - NHS facts

Now write your letter using the guidance from BBC Bitesize.

Don't forget to use the similes, metaphors, paragraphs and modal verbs we have been practising this week.

Friday

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

Reading lesson: *A Pocket Full of Stars*

by Aisha Bushby

Watch the videos and read the extracts carefully (read it aloud 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 'The Past' and 'Significant People'.

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-the-past-34199?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185-> **Practise**

<https://www.studyladder.co.uk/games/activity/test-the-past-34200?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185-> **Test**