

Year 5 Daily Activities - Week 2 Day 4

Hello Year 5, we hope you are all well. We know that some of you are fabulous joke tellers. Do you have a favourite joke? Here are some from us...

Miss Collis - *What do you call a bear with no ears?*

One from Mrs Cherry - *What kind of shoes do frogs wear?*


Mrs Levantine's favourite joke is - *What do you call a cheese that's not yours?*

Answers on the last page. Does anyone in your house have any better jokes?

Maths: *Mild*

- 1) How many quarters make 2?
- 2) (100cm = 1m) A long piece of ribbon measures 1 m. I cut off 10 pieces each measuring 8cm. How much ribbon is left?
- 3) How many 5p coins would it take to make £1.20?
- 4) What is a quarter of £1?
- 5) What number is halfway between 11 and 20?

Spicy

- 1) How many quarters make 4?
- 2) (100cm = 1m) A long piece of ribbon measures 1 m. I cut off 10 pieces each measuring 8.5cm. How much ribbon is left?
- 3) How many 5p coins would it take to make £2.30?
- 4) What fraction does the number line show? 
- 5) What number is halfway between 17 and 29?

PEC - Choose 1 of the questions above. Can you P - Prove your answer. E - Explain how you solved the question. C - Create a similar question for someone in your house to solve.

Mild There were 2,114 visitors to the museum on Saturday.
650 more people visited the museum on Saturday than on Sunday.



Altogether how many people visited the museum over the two days?

What do you need to do first to solve this problem?

Spicy Arvind, Betty, Charlie and Freddie collect marbles.

I have 1,648 marbles.



I have double the amount of marbles Arvind has.

I have half the amount of marbles Arvind has.



In total, they have 8,524 between them.

How many marbles does Freddie have?

TTRockstars: Log in and complete at least one 'Garage' or 'Studio' task

Don't forget to log on to My Maths: and complete the lesson & homework for the week



Writing:

Find a poem that you like from either a book or from the internet.

Copy it out in your best handwriting.

Learn it off by heart (this will need practice over several days) and then perform it to someone in your home.

You can find one of our favourite poems on the next page.

Geography Visit the website below and take a virtual trip to the Great Wall of China.

<https://www.thechinaguide.com/destination/great-wall-of-china>

Now have a go at planning your own trip to a new destination. Where would you go?

What would you do, see, eat?



MFL:

Here are a few additional websites that you might find useful...

<https://www.duolingo.com/register>

<https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-french-greetings-with-ben-shires/zdpdvk7>

<https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs>



Saw My Teacher on a Saturday



Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

She reached for bread and turned around,
and then she caught my eye.
She gave a smile and said, "Hello."
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"
I mumbled like a fool.
I guess I thought that teacher types
spend all their time at school.

To make the situation worse,
my mom was at my side.
So many rows of jars and cans.
So little room to hide.

*Oh, please, I thought, don't tell my mom
what I did yesterday!*
I closed my eyes and held my breath
and hoped she'd go away.

Some people think it's fine to let
our teachers walk about.
But when it comes to Saturdays,
they shouldn't let them out!

Some of you have asked for a glossary of the terms that we use in Y5. We hope this helps 😊

Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example ‘bright red’, ‘frighteningly bad’.
Adjective	A word which describes a noun .
Adverb	A word which describes how a verb action is being carried out.
Adverbial phrase	A phrase built around an adverb – for example ‘as quickly as possible’, ‘very rudely’.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence ‘Jaws is about a man eating shark’ could be ambiguous, but with the insertion of a hyphen becomes much clearer: ‘Jaws is about a <u>man-eating</u> shark’.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe ,	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. ‘The’ is called the ‘definite article’ and refers to specific nouns: ‘The man’s hat is blue’. The ‘indefinite articles’ are ‘a’ and ‘an’, referring to general nouns: ‘A cow eats grass’.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are ‘be’, ‘do’ and ‘have’ plus the modal verbs . For example, ‘be’ is used in the progressive tense verbs such as ‘I <u>am</u> running’, ‘he <u>was</u> eating’.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, ‘My friend Chloe (who is three months older than me) is coming to my house tonight’.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be ‘ main ’ or ‘ subordinate ’.
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.
Collective noun	A noun which refers to a group of people, animals or things, for example, ‘a <u>class</u> of children’, ‘a <u>herd</u> of elephants’, ‘a <u>pride</u> of lions’.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, ‘I need three things from the shop: milk, eggs and bread’.

Comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective. For example, 'Eat your dinner. Next add the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns.
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative.
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences. For example, 'I like dogs but my friend likes cats'.
Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter. For example, 'Mr Jones', 'Blackpool Tower'.
Conjunction	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause.
Connective	Any word which joins two bits of text.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'did not' is contracted to 'didn't'.
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).
Co-ordination	The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.

Dash	Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
Definite article	See article.
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Digraph	A sound represented by two letters – for example 'ee' or 'th'.
Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
Embedded clause	A clause used in the middle of another clause. It is usually marked by commas. For example, 'The man, walking along with his dog, whistled a tune to himself'.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, 'With a happy smile, she skipped into the room'.
Full stop	A punctuation mark used to demarcate the end of a statement or command.
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.
Grammar	The rules that cover spoken and written language.

Grapheme	A letter or string of letters that represents a spoken sound.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, 'there/their/they're'; some are spelt the same but have different meanings - for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
Hyphen	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command.
Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.
Informal speech	See formal speech.
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is bad, I will still go for a walk'.
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.
Noun phrase	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
Object	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Passive voice	A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I had walked to school'.
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.

Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense, past perfect tense.
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs.
Phrase	A small group of words that does not contain a verb.
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence.
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Personal pronoun	A pronoun which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Possessive apostrophe	An apostrophe used before the letter s to show ownership. For example, 'This is Sally's coat'.
Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
Prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Prepositional phrase	A phrase which contains a preposition. For example, 'under the carpet', 'behind the door', 'after school'.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am learning to speak French'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense.
Pronoun	Any word which can be used to replace a noun. See personal pronoun, possessive pronoun.
Proper noun	A noun which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop, comma, question mark, colon, speech marks.
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, which made him feel ill'.
Relative pronoun	A pronoun used in a relative clause (who, that, which).
Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.

Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. For example, 'My car is red; my friend's car is blue'.
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark. Usually contains a subject and always contains a verb.
Simple sentence	Has a subject and one verb. See also compound sentence and complex sentence.
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.
Speech marks " "	Punctuation marks used to demarcate direct speech in a sentence.
Split digraph	A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Statement	A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though sometimes it is raining'. Subordinate clauses contain a subject noun and a verb.
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Suffix	A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb.
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Mia ran fastest on Sports Day'. 'I am hungry, you are hungrier than me, but he is the hungriest of all'. See also comparative.

Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Synonym	A word which has exactly or nearly the same meaning as another word.
Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.
Time connective	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'.
Trigraph	A string of three letters which make a single sound, for example 'igh'.
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence.
Vowel	The letters a, e, i, o and u.
Word family	A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.

Answers to arithmetic questions

Day 4:

- 1) 8 quarters 16 quarters
- 2) 20cm 15cm
- 3) 24 46
- 4) 25p 3/5
- 5) 16 23

There were 2,114 visitors to the museum on Saturday.
650 more people visited the museum on Saturday than on Sunday.



Altogether how many people visited the museum over the two days?

What do you need to do first to solve this problem?

First you need to find the number of visitors on Sunday which is
 $2,114 - 650 = 1,464$

Then you need to add Saturday's visitors to that number to solve the problem.

$$1,464 + 2,114 = 3,578$$

Arvind, Betty, Charlie and Freddie collect marbles.

I have 1,648 marbles.



Betty

I have double the amount of marbles Arvind has.



I have half the amount of marbles Arvind has.



In total, they have 8,524 between them.

How many marbles does Freddie have?

Arvind = 1,648
Betty = 3,296
Charlie = 824
Freddie = 2,756

Jokes

Mrs Collis - B!

Mrs Cherry - Open toad sandals!

Mrs Levantine - Nacho cheese!