



Year 5 **Initial Learning at Home**

Reading

Encourage your child to read for at least 30 minutes a day independently to themselves and aloud to an adult, hearing your child read is a great opportunity to ask questions about what they're reading – a short story, a comic, a graphic novel, a newspaper (such as First News) or child-friendly internet blogs and websites all count towards their daily texts. All of these can make a difference to their vocabulary, understanding and comprehension skills. Reading aloud is a great way to develop fluency and to practise using the punctuation and language to aid expression. Listening to an audio story can also be enjoyable for Year 5 children, many are available for free on the audible kid's website online.

Try to ask your child questions afterwards about what they have read as this would really help them practise their comprehension skills, including asking them to explain their thoughts, ideas and opinions on characters, plots, settings etc.

<https://www.oxfordowl.co.uk/> is also a good place to access free e-books that are aimed at audiences up to age 11. You will need to create a free log in on the website then enter the e-book library through the tab.

At the bottom of this sheet, there is a **comprehension text** about Marcus Rashford and accompanying **questions** for your child to answer. If they need to, they can complete their word aware strategies first to identify unknown words and create a glossary. Please ensure they colour code their answers to the evidence in the text if you can print the page and that they are answering the questions using a full question stem. The answers have also been provided so you and your child can mark their learning.



Writing

Encourage your child to write as much as they can. Can they create a daily in depth book review on what they are reading each day, perhaps they could create a new chapter of their book, a newspaper article about the recent Government announcement, a real or imaginary recipe etc.?

Can they keep a daily diary of their isolation experience? How they're feeling, what they're eating, how they're keeping up to date with their learning etc.

If there is something that particularly inspires your child, then this could become a stimulus for writing. For example, if they love reading 'Diary of a Wimpy Kid' or 'Tom Gates' or are especially engrossed in a particular film, they could have a go at writing their own version, writing an additional chapter for the book or rewriting a key event. They can plan this by story mapping their ideas first, creating a story board of key events and then by drafting, editing for punctuation, spellings and vocabulary then publishing in neat. Other ideas could include: a sport/match report, a film or book review, writing a song or a poem.

Any writing should be checked, edited if needed and well presented.

Mathematics

Please ensure that your child keeps practising times tables facts up to 12×12 (multiplication and division) and other number facts to help make their calculations efficient and accurate.

The linked website has an abundance of free games that your child can play to practise their times tables.

[Free Multiplication Math Games | Multiplication.com](#)

To support their mental maths knowledge:

- Daily 10 – an interactive website to support children’s fluency in the four operations.
<https://www.topmarks.co.uk/maths-games/daily10>
- Hit the button – an interactive website to support children’s multiplication and division facts.
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Spend some time on **addition and subtraction** calculation practice (daily ideally)

They should practise addition and subtraction using the compact column method (including 3, 4 and 5 digit numbers). They can start by calculating with 2 numbers that have the same number of digits, and then vary it by adding or subtracting a number that has fewer digits. E.g. $4567 - 734$, $1645 - 892$, $3482 + 587$, $9381 + 585$. If children are secure with this, they can extend the number of digits, and for addition, increase the amount of numbers they are adding to 3. You could also complete calculations using decimals such as in the context of money and length. (E.g. $£45.67 + £3.98$)

Please ensure your child checks their calculation using the inverse method.

The, please check their answers and ask your child to reflect if any answers are incorrect.

Can they work out why or where they went wrong if they were incorrect?

Also they could practise **multiplication and division facts** in the context of factors. A factor is a whole number that is divisible by another whole number. For example the factors of 24 are 1, 24, 2, 12, 3, 8, 4 and 6. They are often recorded in pairs linked to multiplication facts (1×24 , 2×12 , 3×8 and 4×6). Chose different 2 digit even numbers and see how many factor pairs can be found.

At the bottom of this sheet, a **Year 5 arithmetic** test has been included for your child to work through. There are 4 pages so you could work through them all in one go or complete a page at a time. Use the provided answers to mark their learning and encourage your child to reflect on their errors independently to see if they can figure out where they went wrong.

Spelling and Grammar

Encourage your child to practise their spellings at home. The OxfordOwl website

(<https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-5-age-9-10/>) offers some good starting points to what would normally be taught in school within the classroom. On the OxfordOwl webpage, there are links to games and spelling wordlists aimed at Year 5/6 children. A good place to start is prefixes and suffixes, and silent letters and homophones, which includes some example words to practise.

Children are also encouraged to practise the Year 3 / 4 spelling words and the Year 5 / 6 spelling words (which can both be found online) by putting them into complex sentences with a subordinate conjunction and subordinate clause, or sentences with a relative pronoun and relative clause and sentences with a fronted preposition, time or manner adverbial.



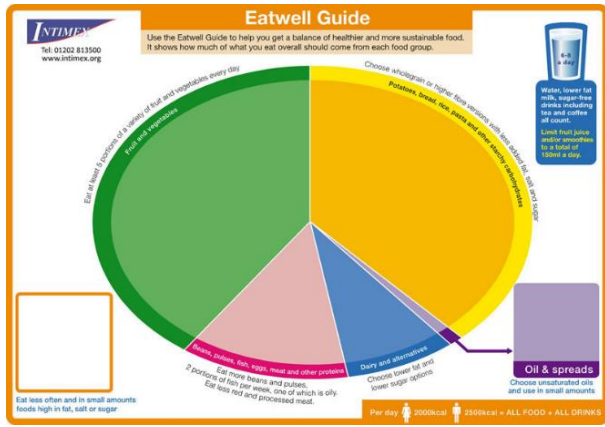
At the bottom of this sheet, there is a grammar activity where your child can practise identifying subordinate conjunctions and clauses and practise punctuating a complex sentence correctly. The answers are also provided so you and your child can mark their learning.

Theme

Any additional research that your child can do about any of our theme units; Ancient Greeks, the Solar System or get prepared for our upcoming theme - British Monarchs - would be great. They can be as creative as possible and display this information in as many different ways as they can i.e. a drawing, painting, model, stop go animation, PowerPoint, poster etc.

Can they create a clay, playdough or plaster of paris sculpture? Can your child papier mache a key object that is relevant to the subject they are researching and then write a short description of their object as if it were being displayed in a museum? If these resources aren't available, children could still create a museum-style display by creating detailed drawings of individual items and writing short descriptions of each drawing.

Or you could try this extra **Theme learning project** for the week....

| |
|---|
|  ...Create an 'Eatwell' plate!  |
| How to do it |
|  |
| <p>The 'Eatwell' guide helps everyone get a balance of healthier and more sustainable food and can aid the understanding of the different food groups to help people make the right decisions when eating and drinking. The plate is available on the NHS website.</p> <p>This activity is all about using the 'plate' format to create a healthy plate of food. Children can then write about each food; describe the food group it is in and why it will aid healthy eating.</p> |
| <p>Completing the activity:</p> <ul style="list-style-type: none">• Research the different food groups with the foods that belong in each one.• Use the 'plate' format to understand the proportions of food needed in each food group.• Draw around a real plate on white paper to give an outline of a plate or use a paper plate to create the plate.• Draw or write the foods needed for one meal that would give a balanced diet (this might need to be the main meal).• Write a piece to go with the plate about why the foods have been chosen, their food group and how this makes a delicious, balanced meal. |
| <p>Challenge!</p> <p>Can you plan and cook a healthy balanced meal for you and your family? If you do, make sure you take a photo and send it to us!</p> |
| <p>Key questions:</p> <ul style="list-style-type: none">• What are the food groups and what foods belong in each group?• How can the plate be created to the best effect to make a balanced meal and why?• |
| <p>Useful websites and resources:</p> <p>www.nhs.uk</p> |

Marcus Rashford



Marcus Rashford is a professional footballer who plays for Manchester United. Alongside being famous for his ability to score goals, Marcus is also well known for his charity work and for speaking openly about matters that he feels passionate about. In June 2020, Marcus wrote a letter to UK MPs that asked them to rethink a decision that he believed would leave many children hungry.

Early Life and Football Career

Marcus Rashford was born on the 31st October 1997 in Manchester, UK. He joined his first football team aged five. When he was seven, he joined the Manchester United academy system. Marcus speaks openly about how his family would often struggle to have enough to eat. As a result, when he was 11 years old, Marcus's mum asked if he could start a programme that meant that he would be able to live closer to Manchester United's training area. Usually, the programme is only available to children over the age of 12 but Marcus was allowed in a year early. When talking about his childhood, Marcus mentions the difficult decisions that his mum had to make so that he could have the best chance at success.

In February 2016, Marcus played his first match for the Manchester United first team. During the match, he scored two goals. Just three days later, he played in his first match in the Premier League where he also scored twice. In May 2016, Marcus played for the England. During his first match for the national football team, he scored a goal in the third minute of the game. This made him the youngest ever player to score a goal for England in their first match.

Charity Work

When the UK went into lockdown (to help to slow the spread of COVID-19), Marcus wanted to do something to help. As a result, he partnered with a charity called FareShare. They collect food that is no longer needed and help to distribute it to charities who turn it into meals for people who are in need.

Marcus partnered with FareShare to help to raise awareness of the amazing work that they do. To begin with, he hoped to help families in Manchester but later announced that they were able to feed three million people in one week across the UK.

An Open Letter to MPs

On the 15th June 2020, Marcus Rashford wrote an open letter: a letter which is written to a specific person or group of people but is published for anyone to see. Marcus wrote his letter for all members of parliament and posted it on his social media platform.

In the letter, Marcus spoke about his childhood. He explained that his family often relied on school meals or the kindness of others to keep them fed; he also wrote about how his mother worked hard to make sure that his family wouldn't go hungry. He explained that this wasn't easy and is something that he believes many families still find difficult today.

As a result, Marcus asked MPs to come together to help to solve the problem. When he was writing the letter, there were plans in place to stop a scheme (that helped to provide meals to school children) when the summer holidays started. Marcus asked for this decision to be reversed, saying that he felt as though he needed to use his voice to help others.

The letter was shared multiple times and was praised by people across the country. One day after the letter was published, the decision was made to continue the scheme over the summer holidays. The Queen awarded Marcus with an MBE (also known as a knighthood) for his help with this.

Questions

1. In which year did Marcus write an open letter? Tick one.

- 1997
- 2012
- 2016
- 2020

2. Number the events from 1-4 to show the order that they happened in.

- Marcus played his first match in the Premier League.
- Marcus joined his first football team.
- Marcus played his first match for Manchester United.
- Marcus played his first match for England.

3. Fill in the missing words.

When he was _____, he joined the Manchester United _____ system.

4. **...for speaking openly about matters that he feels passionate about.**

How else could the author have written this phrase?

5. Look at the section called **An Open Letter to MPs**

Find and copy one word which means the same as 'numerous'.

6. Look at the section called **Early Life and Football Career**

Explain why Marcus's mum's decision might have been difficult.

7. 'Marcus has a great reputation for scoring goals.'

Using evidence from the text, explain why someone might think this.

8. How do you know that the author supports the work of FareShare?

Use evidence from the text to support your answer.

9. Summarise how Marcus's impact during 2020 has been greater than he expected.

Commas After Subordinate Clauses

Use a **comma** to separate a **main clause** from a **subordinate clause** in a sentence — but only when the **subordinate clause comes first**.

While I'm at the gym, I listen to my music.

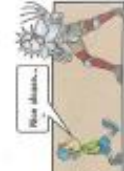
You don't need a **comma** if the subordinate clause is at the end of a sentence.

A sentence with a **main clause** and a **subordinate clause** is a **complex sentence**.

I listen to my music **while I'm at the gym**.

A **subordinate clause** doesn't make sense on its own. It's **less important** than the main clause.

The **main clause** makes sense on its own. It's the **most important part** of a sentence.



3 Put **commas** in the sentences that need them.

I'm really tired because I've been walking all day.

When I realised what I'd done I apologised immediately.

Bob started laughing after we'd told him the joke.

Although I like the album this song isn't my favourite.

As you're older than me you should go first.

4 Rewrite these sentences with **commas** in the correct places.

Even though it was cold I wanted ice cream.

Despite the fact we lost we still had fun.

Whereas Tom is calm Tim is always stressed.

Before I left the house I turned the lights off.

5 Add a **subordinate clause** to complete each of these sentences. Remember to use **commas** correctly.

..... I need to ring my sister.

..... Jim wasn't offended.

..... Simon wasn't scared.

"I can use commas after subordinate clauses."



1 Add **commas** in the correct places in the sentences below.

Once I'd finished eating I started reading my new book.

As I got on the bus I dropped my bag.

Although I am scared of sharks I love visiting the aquarium.

Rather than going out we stayed in and watched a film.

2 Underline the **subordinate clauses** and add **commas** where needed.

While you were distracted I swapped our plates.

You can go to the party as long as you wear something sensible.

Now that you've told me that everything makes much more sense.

Until we've found the solution we'll keep trying to work it out.

I'll come and help you as soon as I can.

Since we're all here I'd like to tell you something.

| | | | |
|---|------------------|----------------------|--------------------------------|
| 1 | $18 + 6 + 6 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 2 | $2,360 + 100 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 3 | $25 \times 1 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 4 | $36 \div 4 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 5 | $547 + 38 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 6 | $435 \times 0 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 7 | $499 + 5 =$ | <input type="text"/> | <input type="text"/> 1 mark |

| | | | |
|----|---|----------------------|--------------------------------|
| 8 | $\frac{6}{7} - \frac{2}{7} =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 9 | $6 \times 7 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 10 | $504 - 85 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 11 | $\frac{1}{8}$ of 72 = | <input type="text"/> | <input type="text"/> 1 mark |
| 12 | $\begin{array}{r} 36,839 \\ + 31,878 \\ \hline \end{array}$ | <input type="text"/> | <input type="text"/> 1 mark |
| 13 | $9 \times 4 \times 2 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 14 | $9^2 =$ | <input type="text"/> | <input type="text"/> 1 mark |

| | | | |
|----|---|----------------------|--------------------------------|
| 15 | $762 \div 6 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 16 | $17.4 - 5.1 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 17 | $\begin{array}{r} 33,321 \\ - 23,406 \\ \hline \end{array}$ | <input type="text"/> | <input type="text"/> 1 mark |
| 18 | $80.08 \div 10 =$ | <input type="text"/> | <input type="text"/> 1 mark |
| 19 | $0.9 = ?\%$ | <input type="text"/> | <input type="text"/> 1 mark |
| 20 | $\begin{array}{r} 3104 \\ \times \quad 8 \\ \hline \end{array}$ | <input type="text"/> | <input type="text"/> 1 mark |
| 21 | $28.8 \times 1000 =$ | <input type="text"/> | <input type="text"/> 1 mark |

| | | |
|----|--|--|
| 22 | $30 \times 200 =$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 23 | $2.126 \times 7 =$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 24 | $0.1 = \frac{?}{100}$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 25 | $\begin{array}{r} 47 \\ \times 81 \\ \hline \end{array}$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 2 marks |
| 26 | $\frac{5}{7}$ of 105 = <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 27 | $6.1 + 2.35 =$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 28 | $\frac{5}{6} + \frac{1}{12} =$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |
| 29 | $2\frac{3}{4} \times 2 =$ <div style="text-align: right; border: 1px solid black; width: 150px; height: 30px; margin-left: auto;"></div> | <div style="text-align: center; border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> 1 mark |

Answers

1. In which year did Marcus write an open letter? Tick one.

- 1997
- 2012
- 2016
- 2020**

2. Number the events from 1-4 to show the order that they happened in.

- 3** Marcus played his first match in the Premier League.
- 1** Marcus joined his first football team.
- 2** Marcus played his first match for Manchester United.
- 4** Marcus played his first match for England.

3. Fill in the missing words.

When he was **seven**, he joined the Manchester United **academy** system.

4. **...for speaking openly about matters that he feels passionate about.**

How else could the author have written this phrase?

Any reasonable rewording which maintains the same meaning, such as: for talking about things that matter to him.

5. Look at the section called **An Open Letter to MPs**

Find and copy one word which means the same as 'numerous'.

multiple

6. Look at the section called **Early Life and Football Career**

Explain why Marcus's mum's decision might have been difficult.

Pupils' own responses, such as: Marcus's mum's decision might have been difficult because it says that he would have to live closer to the training area and that means he had to move away from living with her. She must have missed him a lot.

7. 'Marcus has a great reputation for scoring goals.'

Using evidence from the text, explain why someone might think this.

Pupils' own responses, such as: Someone might think that Marcus has a great reputation for scoring goals because he has scored at least one goal in all the first matches he has played for each team.

8. How do you know that the author supports the work of FareShare?

Use evidence from the text to support your answer.

Pupils' own responses, such as: I know that the author supports the work of FareShare because they have said that they do 'amazing work'. This is how you would describe something that you feel positively about.

9. Summarise how Marcus's impact during 2020 has been greater than he expected.

Pupils' own responses, such as: Marcus's impact during 2020 has been greater than he expected because he only thought that he would help families in Manchester but he has ended up helping families all over England.

Pages 44 and 45 — Commas After Subordinate Clauses

1. Once I'd finished eating, I started reading my new book.
As I got on the bus, I dropped my bag.
Although I am scared of sharks, I love visiting the aquarium.
Rather than going out, we stayed in and watched a film.
2. While you were distracted, I swapped our plates.
You can go to the party as long as you wear something sensible.
Now that you've told me that, everything makes much more sense.
Until we've found the solution, we'll keep trying to work it out.
I'll come and help you as soon as I can.
Since we're all here, I'd like to tell you something.
3. The sentences that need commas are:
When I realised what I'd done, I apologised immediately.
Although I like the album, this song isn't my favourite.
As you're older than me, you should go first.
4. Even though it was cold, I wanted ice cream.
Despite the fact we lost, we still had fun.
Whereas Tom is calm, Tim is always stressed.
Before I left the house, I turned the lights off.
5. Any correct subordinate clause that ends with a comma.
Examples:
After I've eaten, I need to ring my sister.
Despite Ollie's rude comments, Jim wasn't offended.
Even though the film was very frightening, Simon wasn't scared.

Mark scheme

| | | | | | |
|-----|---------------|-----|-----|---|-----|
| 1. | 30 | [1] | 19. | 90% | [1] |
| 2. | 2,460 | [1] | 20. | 24,832 | [1] |
| 3. | 25 | [1] | 21. | 28,800 | [1] |
| 4. | 9 | [1] | 22. | 6,000 | [1] |
| 5. | 585 | [1] | 23. | 14.882 | [1] |
| 6. | 0 | [1] | 24. | $\frac{10}{100}$ | [1] |
| 7. | 504 | [1] | 25. | For 2 marks: 3,807 | [2] |
| 8. | $\frac{4}{7}$ | [1] | | <i>Award only 1 mark if there is either one error in the multiplication steps, then added correctly, or no error in the multiplication steps but an error in the addition step.</i> | |
| 9. | 42 | [1] | 26. | 75 | [1] |
| 10. | 419 | [1] | 27. | 8.45 | [1] |
| 11. | 9 | [1] | 28. | $\frac{11}{12}$ | [1] |
| 12. | 68,717 | [1] | 29. | $5\frac{1}{2}$ or equivalent | [1] |
| 13. | 72 | [1] | | e.g. $\frac{22}{4}$ | |
| 14. | 81 | [1] | | <i>Do not accept unconventional notation for mixed numbers</i> | |
| 15. | 127 | [1] | | e.g. $4\frac{6}{4}$ | |
| 16. | 12.3 | [1] | | | |
| 17. | 9,915 | [1] | | | |
| 18. | 8.008 | [1] | | | |