Year 5 English Home Learning Pack

Week commencing Monday 20\textsuperscript{th} April 2020

In this English Learning Pack, you will find five different activities for this week. These activities can be completed in any order. We hope you enjoy them.

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1. Reading Comprehension: Fire Drills (text, questions and answers)
2. Grammar activity: Using commas to clarify meaning (including answers)
3. Spelling activity: Using the suffixes -tial and -cial (including answers)
4. Writing activities:
   a. Film review
   b. Writing from another perspective
Fire Drills

Fire drills are a really important part of your school organisation as they are designed to keep us safe. A drill just means doing the same thing until it becomes well-practised and this is what you do in your school so everyone knows what to do in a real fire. Sometimes, you will know there is a drill going to happen, others times you might not, but at any time there could be a real fire and you would need to carry out the drill perfectly to keep everyone safe.

Responding to a Fire Drill

The drill will start with the sound of your fire bell or fire alarm. This will be different in different schools, but it will be quite loud and will not sound the same as the bells you are used to. This is so you are clear it is a fire alarm. In a drill it will be the person in charge of the building or the headteacher that will usually switch on the alarm; someone will also start a timer to see how long it takes everyone to get out of the building to safety.

On hearing the alarm, everyone stops what they are doing, stands up, puts chairs back under tables and walks to the nearest exit. Children should not talk so that if teachers need to give instructions, everyone can hear. If you are not near your usual exit or your exit is blocked, then that’s what these green emergency exit signs are for - they let people know in any public building, where the nearest exit is.

As everyone leaves the building, all the doors will be shut behind them - this is because closed doors stop fires spreading from one room to the next and stop air and oxygen circulating around the building which will help fire grow and spread quicker.
Once everyone is out of the building, the whole school will assemble together, lined up in classes so that teachers can check that everyone is there and out of the building. Again, it is really important to keep silent so that any messages or instructions can get through. The teachers will tell the headteacher, or the person in charge of the drill, if their class are all there. If anyone was missing in a real fire, then the fire brigade would need to know that someone was still in the building, so they could be rescued.

**Remember!**

Fire drills are nothing to be too concerned about; think about them as being prepared. Listening and remembering what to do, however, will help to keep everyone safe!

**Things you can do to help yourself and the school:**

- If you hear the fire alarm, just go quickly and quietly (but don’t run) to the nearest exit and out to the assembly point.
- If you’ve been sitting on a chair, push it back under the table.
- Listen to what all the adults are saying.
- Know what to do if you find a fire in school.
- Keep an eye out for things that could cause a fire in school.
1. Why do we need to do fire drills if it isn’t a real fire?

2. How will you know that it’s the fire alarm and not your normal school bell?

3. How should you leave the building in a fire drill?

4. If you weren’t sure where the nearest exit was, what would you look for?

5. Why do you think you need to put chairs back under tables if you’ve been sitting on them?

6. Why should you not talk during a fire drill?

7. Will the fire brigade turn up at your school for a fire drill?

8. In the sixth paragraph, what does the word ‘assemble’ mean?

9. Name three things you can do to help yourself and others in a fire drill.

10. Can you think of a reason that you might be separated from your class when the alarm goes and what would you do in this situation?
Fire Drills **Answers**

1. **Why do we need to do fire drills if it isn’t a real fire?**
   
   _We need to do them in order to practise, so we know what to do in a real fire._

2. **How will you know that it’s the fire alarm and not your normal school bell?**
   
   _The fire alarm will sound different and usually it is a lot louder._

3. **How should you leave the building in a fire drill?**
   
   _You should leave quickly and quietly (also: not running or panicking)._

4. **If you weren’t sure where the nearest exit was, what would you look for?**
   
   _You would look for the green running person/emergency exit sign._

5. **Why do you think you need to put chairs back under tables if you’ve been sitting on them?**
   
   _You need to put the chairs under so they don’t get in the way or trip people up when they are trying to leave the room. It leaves a clear pathway._

6. **Why should you not talk during a fire drill?**
   
   _You should not talk so that you (and everyone including teachers) can hear information or instructions (or anyone shouting for help)._

7. **Will the fire brigade turn up at your school for a fire drill?**
   
   _No – but they would in a real fire when someone would call 999._

8. **In the sixth paragraph, what does the word ‘assemble’ mean?**
   
   _Assemble means gather together in one place – like the word ‘assembly’._

9. **Name three things you can do to help yourself and others in a fire drill.**
   
   _Any three from: go quickly and quietly, go to nearest exit, don’t talk, don’t run, know what to do in the drill, watch out for dangers, close doors, push chairs under tables, listen._

10. **Can you think of a reason that you might be separated from your class when the alarm goes and what would you do in this situation?**

    _Use as a discussion as a class: include things like being in the toilet or delivering the register to the office, or collecting something from another class. Talk about the layout of your school, finding the nearest exit and joining up with your class at the assembly point._
Grammar Activity

We use commas in our writing for many different purposes. They can be used to separate items in a list, after a fronted adverbial, before or after speech and to indicate extra information in a sentence. However, today we are looking at how commas can affect the meaning of a sentence. For example:

Can you complete the following activity which uses similar examples? Read the sentences and use commas to change the meaning of each one. Can you explain the meaning of the sentences? For example:

Hurry up and throw Dad!

You are telling someone to throw your Dad!

Hurry up and throw, Dad!

You are telling your Dad to throw something.
1) As the sun shone red people moved into the shade.
   As the sun shone red people moved into the shade.

2) He sprang to his feet quickly realising someone was at the door.
   He sprang to his feet quickly realising someone was at the door.

3) Inside the dog was barking.
   Inside the dog was barking.

4) The boy said the teacher was noisy.
   The boy said the teacher was noisy.

5) If we didn’t eat then Mandy and Joe would be annoyed.
   If we didn’t eat then Mandy and Joe would be annoyed.

Challenge:

Can you find some more examples of where commas have been used to clarify meaning in one of your own books? Perhaps you could write some of your own sentences?
1) As the sun shone, red people moved into the shade.
   This implies the people were red
   As the sun shone red, people moved into the shade.
   This implies the sun was red

2) He sprang to his feet, quickly realising someone was at the door.
   This implies he quickly noticed the person at the door
   He sprang to his feet quickly, realising someone was at the door.
   This implies he quickly moved

3) Inside the dog, was barking.
   This implies there was a noise inside the dog
   Inside, the dog was barking.
   This implies a noisy dog was inside a house

4) The boy said the teacher was noisy.
   This implies a child complained about a teacher
   The boy, said the teacher, was noisy.
   This implies a teacher complained about a child

5) If we didn’t eat, then Mandy and Joe would be annoyed.
   This implies that not eating at all would be a problem
   If we didn’t eat then, Mandy and Joe would be annoyed.
   This implies not eating at a specific time would be a problem
Spelling Activity

A suffix is a group of letters that we add to a word, to create a new word. Today we are looking at the suffixes -cial and -tial. These can be added to a root word in order to make an adjective. For example, office becomes official.

How do you know whether to use -cial or -tial? The spelling rule here is as follows:

If the root word ends in a vowel, you use -cial. If the root word ends in a consonant, you use -tial. Of course, there are some exceptions as always!

Activity 1

Can you complete the table with the new adjectives?

<table>
<thead>
<tr>
<th>Word</th>
<th>Adjective (with suffix -cial or -tial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Part</td>
<td></td>
</tr>
</tbody>
</table>

Can you think of any other examples?
Activity 2

Can you find all the words in this wordsearch?

Word Endings -tial and -cial

mlf

mlf

mlfacial

onapafebiri

rfiainitialc

rltraocscrfr

reupolfaiie

neeispecialm

tntapsmoslpm

itollaiicffo

aiptslaicurc

laitneditfnoc

slaitnesseps

- spatial    - racial    - torrential    - financial
- commercial - social    - confidential - impartial
- official   - essential - initial   - crucial
- special    - facial    - influential - potential
### Spelling Activity Answers

<table>
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Writing Activity 1

I’m sure you’ve all watched a film or two over the Easter holidays! If you haven’t, why not watch one this weekend with your family? We would then like you to write a film review.

Remember to include:

- A summary of the film without giving away crucial elements
- The main actors and their performances
- Descriptive language
- Your overall opinion/rating of the film
- Who would you recommend it to?

Here is an example to help you:

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**Film review: Skyfall**

Skyfall is one of the best action films in recent years. Released in 2012, it stars Daniel Craig as secret agent James Bond and Spanish actor Javier Bardem in the role of Raoul Silva, the villain in this film.

The plot involves a genius computer hacker who is an ex-spy. He wants to take revenge on the organisation he used to work for and James Bond has to prevent this from happening. There are a lot of exciting action scenes as Bond pursues him around the world. Can he stop him before it is too late?

The film is set in a variety of locations including Istanbul, Shanghai, Macau, London and Scotland, which gives it a very international atmosphere. The soundtrack is impressive and includes the theme song ‘Skyfall’, performed by English singer Adele. The acting is also of a very high standard and Bardem brings his character to life with a dazzling and memorable performance.

I would highly recommend Skyfall, especially if you are keen on action films. It will have you on the edge of your seat until the very end and I am sure you will not regret watching it.

**Rating:** ★★★★★ **A must-see!**

**Top Tips for writing**

1. Use vocabulary specifically related to films.
2. Say what happens in the film, but...
3. Don’t give away the ending!
4. Talk about different aspects of the film.
5. Use a variety of adjectives and descriptive phrases.
6. Finish by saying whether you would recommend the film or not, and why.
Writing Activity 2

This year we looked at writing a story from a different character’s perspective. We re-wrote a chapter of Clockwork (by Philip Pullman), as told through the eyes of another character. This week, we would like you to tell the story of a visit to the cinema from the view of a piece of popcorn!

Use your imagination to bring the popcorn to life and think about how it might feel.

Things you could include are:

- How does your day start?
- What can you see from the machine?
- What is it like in the machine?
- How do you feel when you are put in a container?
- What is it like going into the dark?
- Do you get eaten??

![Popcorn illustration]