Year 5 English Home Learning Pack

Week Commencing Monday 27th 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. 😊

1. Reading Comprehension: Planet Earth (text, questions and answers)
2. Grammar activity: Relative clauses
3. Spelling activity: Homophones – there, their & they’re (including answers)
4. Writing activities:
   a. Creative Writing
   b. Diary entry
We all live on Earth... why? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Its name comes from the Old English word ‘ertha’ and the Anglo-Saxon word ‘erda’ which means ground or soil.

**The Blue Planet**

Earth, the third planet from the Sun after Mercury and Venus, is referred to as ‘The Blue Planet’ because of how it looks from space. This is due to the fact that over \( \frac{2}{3} \) of the Earth’s surface is covered in water.

**Did you know?**

- Age: approximately 4.54 billion years
- Diameter: 13,000 km
- Distance to Sun: 150,000,000 km
- Surface Temperature: 15°C
- Highest point: Mount Everest 8.8 km
- Lowest point: Challenger Deep 10.9 km below sea level

**I’m Spinning Around**

The Earth spins on its axis once every 24 hours – that’s what gives us day and night as we spin to face the Sun and then away from it again. You wouldn’t notice but the Earth’s spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting The Sun, which takes 365 \( \frac{1}{4} \) days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – this is our winter. All in all, it’s a pretty amazing planet and I, for one, am glad to call it home.
Questions

1. What percentage of Oxygen is in the air we breathe?

2. What is the highest thing on Earth?

3. How long does it take the Earth to spin once on its axis?

4. Will the Earth always spin at this speed? If not, how will it change?

5. How many planets are between us and the Sun and can you name them?

6. Why do we experience summer around one side of the Sun?

7. Why is Earth also called ‘The Blue Planet’?

8. What 3 things make it possible for us to survive on Earth?
9. Why do we need to add an extra day to our year every 4 years?

10. Which fact or piece of information has amazed you the most and why?
Answers

1. What percentage of Oxygen is in the air we breathe?
   21%

2. What is the highest thing on Earth?
   A mountain (the question asks ‘what thing’)

3. How long does it take the Earth to spin once on its axis?
   24 hours/1 day

4. Will the Earth always spin at this speed? If not, how will it change?
   No – it is slowing down

5. How many planets are between us and the Sun and can you name them?
   2 (Mercury and Venus)

6. Why do we experience summer around one side of the Sun?
   The Earth is tilted towards The Sun

7. Why is Earth also called ‘The Blue Planet’?
   Water makes up 2/3 of the surface so it looks blue from space.

8. What 3 things make it possible for us to survive on Earth?
   Water, air (or oxygen), warmth

9. Why do we need to add an extra day to our year every 4 years?
   Due to the fact we have an extra \( \frac{1}{4} \) day every year we orbit the Sun

10. Which fact or piece of information has amazed you the most and why?
    Open ended to discuss.
Grammar

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example:

I won’t stand by the man who smells of slime.

In this example, the relative clause is ‘who smells of slime’. It provides more information about the man. The relative pronoun, ‘who’, is used to connect these clauses in the sentence.

Your activity:

How many sentences can you write about this picture, which include a relative clause? A couple of examples have been done for you.
Examples

The man, who is in the bath, is scrubbing his back.

The bear has a mug, which has a hot drink in it.

How many can you come up with?
Spelling

**Homophones** are words that sound the same but are spelt differently and have different meanings. 'Their', 'they're' and 'there' are homophones that often confuse people.

‘Their’ means it belongs to them, eg "I ate their sweets."

‘They're’ is short for ‘they are' eg "They are going to be cross."

‘There’ refers to a place, eg "I'm going to hide over there."

You can listen to our homophone song on YouTube: https://www.youtube.com/watch?v=5tK6bu37N5Q

**Your activity:**

This week you have a spelling game to play with someone else in your house – homophone bingo. Either print out or draw your own copy of the bingo card below. You can then either cut out or read the sentences from the game cards to your partner. They need to decide which spelling (there, their or they’re) is correct for that particular sentence and place a counter (you could make your own or use Lego/dried pasta etc) on that square. The first person to complete their grid correctly, wins.

```
<table>
<thead>
<tr>
<th>They’re</th>
<th>There</th>
<th>There</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their</td>
<td>They’re</td>
<td>Their</td>
</tr>
<tr>
<td>They’re</td>
<td>Their</td>
<td>There</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>The children are playing with their toys.</th>
<th>There is no place like home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any salt and vinegar crisps left?</td>
<td>They’re not going to arrive in time for the train.</td>
</tr>
<tr>
<td>Can you pass me my glasses? They’re on the table.</td>
<td>Ask them to bring their photographs with them.</td>
</tr>
<tr>
<td>The cats are eating their food.</td>
<td>My friends are going on their holiday tomorrow.</td>
</tr>
<tr>
<td>The book you were looking for is over there.</td>
<td>If they’re looking for a place to stay, I can help.</td>
</tr>
<tr>
<td>The twins have bought a present for their mother.</td>
<td>It wasn’t their fault that the car broke down.</td>
</tr>
<tr>
<td>They’re at the airport waiting for a plane.</td>
<td>There once was a man named Bob who lived next door.</td>
</tr>
<tr>
<td>Is there a doctor in the house?</td>
<td>They must bring their homework in on Wednesday.</td>
</tr>
<tr>
<td>They’re no good for you.</td>
<td>There is a good film on at the cinema this weekend.</td>
</tr>
<tr>
<td>I’m sure that they’re all going to pass the exam.</td>
<td>She is their boss.</td>
</tr>
<tr>
<td>Is there any chance of a cup of tea?</td>
<td>I wonder if they’re going to the party?</td>
</tr>
</tbody>
</table>
We would love for you to write a short story about this picture. Here are some things to think about:

- What can you see in this setting? How would you describe it? Challenge: Use personification when describing the tree(s).
- What is this place?
- Why are some leaves glowing?
- What are the creatures hiding behind the tree?
- Do you think the trees are alive? Why/why not?
- Who are the characters? How old are they? What are they doing here? Why are they dressed in this way?
- Why are they both holding lanterns? Why are they looking in different directions?
- How are they feeling? How do you know?
- What might happen next?

Let your creative juices flow!
Writing Activity 2

Can you remember the features of a diary entry?

**Colloquial Language**
You should try to use chatty/informal language.

**Follow a “Diary Style”**
Start each entry with a date and “Dear Diary”.

**Chronological order**
Your diary should be in time order, using adverbials.

**Self-reflection**
Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

**Past Tense**
A diary is about what has already happened.

**Detailed descriptions**
Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

**First person**
Remember to use personal pronouns (in particular: I/We).

Your task:

We would like you to write a diary entry based on a character from a book you have recently read, or a TV programme/film you have recently watched. Perhaps you could describe what happened to Princess Poppy in Trolls? Or what happened to Ben in Gangsta Granny? Here is an example for you to refer to:
Tuesday October 1st

Well that was one of the best days ever! Today I went to an amazing waterpark on a school trip and we stayed in the swimming pools for almost the entire day! I was really excited about the trip yesterday and when we arrived I wasn't disappointed – the park was massive with slides and flumes everywhere you looked. The best bit was a kind of structure that you could climb up and walk around – there were buckets and water guns you could use to try and soak people who were underneath you.

After we had got changed and when we first got in to the pool, my friend and I headed straight for the biggest flume ride called the 'Master Blaster'. I was a little nervous about going on it because I hadn't been on anything like that before but I felt glad to be on the same rubber ring as my friend. The ride was amazingly fast and at one point, there was no light so that as you went round and round, you felt like you were travelling to the centre of the Earth. We loved it so much we kept going back to the top until we had ridden on it five times in a row.

Next we wanted to try another flume ride – one that you had to ride on your own by sitting in a yellow ring. By the time we did this I was feeling confident about the flumes but as I sat at the top I didn't feel properly balanced in the ring. Before I knew it I was shooting down the slide and slipping off the ring at the same time. Then, as the slide turned a sharp corner, the ring slipped out from under me and I bashed my head on the side of the tube! I managed to grab the ring but I couldn't get on it again and after a couple of dodgy corners I was just glad to see the daylight of the plunge pool at the bottom. The lifeguard had seen the incident on his monitor so he got me some ice for my head and I sat there for a while watching the others come down. It put me off going on the flumes for a while, but after about 5 minutes I was ready to go again!

I can't wait to go back, but I must remember two key things that happen if you DO stay in a swimming pool all day – 1. Your hands will be wrinkled like a very old person's 2. You will be very tired. I am!