

Home Learning



Year 5

Monday - 30.3.20

Activity 1: Reading

Armed Forces Day

This year, Armed Forces Day in the UK is on Saturday 24th June. People celebrate the men and women who serve and have served in the armed forces.

What Is Armed Forces Day?

Armed Forces Day is a chance to show support for the men and women who serve the country in the armed forces. Armed Forces Day was first celebrated in 2006.



When Does Armed Forces Day Take Place?

Each year, Armed Forces Day takes place on the last Saturday of June. The celebrations for Armed Forces Day begin on the Monday before this. The celebrations begin with the Armed Forces Day flag being raised on famous buildings around the country. The date was chosen as it is close to the date when the first Victoria Cross was awarded in 1857. This is a special award given to members of the armed forces for bravery.

Where Does Armed Forces Day Take Place?

Each year, the Armed Forces Day celebrations take place in one town in the UK. It is called the National Event. Some smaller events also take place in other parts of the country.

How Is Armed Forces Day Celebrated?

There are many ways for people, communities and organisations across the country to show their support and get involved, such as:

- The presentation of medals to ex-service people
- Special parades
- Activities performed on land, sea and air
- Fly-overs
- Royal Marine Commando Display Team
- Military displays
- Firework displays



Who Are the Armed Forces?

The UK Armed Forces work around the world, promoting peace and supporting people in need.



Royal Army

The British Army is the land-based part of the United Kingdom Armed Forces.



Royal Navy

The Royal Navy is the sea-based part of the United Kingdom Armed Forces.



Royal Marines

The Royal Marines are a specially trained force who deal with a wide range of threats.



Royal Air Force

The Royal Air Force is the air-based part of the United Kingdom Armed Forces.



Reservists

Reservists give up their spare time to serve in the Reserve Forces, to ensure that should their country require them, they would be ready to serve.



Armed Forces Day Questions

1. Which people are celebrated on Armed Forces Day?

2. When was Armed Forces Day first celebrated?

3. What is the name of the main event on Armed Forces Day?

4. Name three activities which show support for armed forces servicemen and women.

5. What do the armed forces do?

6. Why are the reservists different to the rest of the armed forces?

Activity 2: English

a

Can you write
pantomime villain's
words in a direct speech
sentence with the
reporting clause before
the inverted commas?



**The pantomime villain said
that he had a cunning plan and
chuckled slyly.**

b

Write a sentence using the
commonly-confused homophone
word 'stationary'.

c

**Local Man Captures Escaped
Tiger in His Pyjamas!**

Why is this headline ambiguous?

d

Mr Whoops has accidentally
jumbled up three words containing
silent letters. Can you help him
unjumble it?

oslenm isletht



e

Underline the **adverb of possibility** or
modal verb in the following sentences,
and say what type of word it is.

1. **After a fantastic election speech,**
Yasmina was surely going to be chosen
as the new school councillor.

2. **As his floor was covered in dirty clothes,**
Joey ought to go and tidy his room.

f

Insert commas around the relative
clause in this sentence and underline
the relative pronoun.

**The disco spider who was
wearing flared trousers
and platform shoes
partied relentlessly on
the dance floor.**



Punctuation

Read the following definitions before punctuating the sentences.

Full Stop

Marks the end of a complete sentence or statement, e.g. Ben really likes chocolate cake.

Question Mark

Used at the end of a direct question, e.g. What is your favourite colour?

Exclamation Mark

Indicates surprise, emphasis, strong emotion and sometimes disbelief, e.g. That's terrible!

Comma

Separates units of meaning in a sentence, e.g. I love playing basketball, tennis and badminton.

Semi-colon

Separates two main clauses that are closely related to each other, but could stand on their own as sentences, e.g. Heather likes oranges; James likes pears.

Punctuation

Colon

Comes after a complete sentence to introduce a list, quote or definition, *e.g. You should bring three things: flour, sugar and water.*

Dash

Separates elements within a sentence and indicates emphasis, interruption, or an abrupt change of thought. Can act as brackets or be used in place of the word 'to', *e.g. Could you please try - try your very hardest - to ignore him.*

Ellipsis

Indicates that one or more words are missing, *e.g. Indicates... words are missing.*

Brackets/Parentheses

Enclose additional related information, *e.g. I left you some cake (it's in the fridge.)*

Apostrophe

Indicates possession, or that letters have been left out, *e.g. That's Jerry's book.*

Quotation/Inverted Commas

Indicates quotes, direct speech and slang or foreign phrases, *e.g. "I'm sorry, I simply don't remember," she said.*

Punctuation

Punctuate the following sentences:

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds £500
11. come back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

Punctuation

Complete this passage by adding commas where appropriate:

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

Complete this passage by adding apostrophes where appropriate:

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.

"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.

Punctuation Answers

Punctuate the following sentences:

1. Where have you been all day?
2. I'll need two things: a tent and a sleeping bag.
3. I don't believe it!
4. You're my friend, my very best friend.
5. How awful!
6. Please could you fetch me: three apples, two pears, a peach and a carton of orange juice.
7. If you don't stop that immediately, I'm going to...
8. Don't do that! Actually, never mind.
9. "Move along, there's nothing to see!" the police officer said.
10. Thomas has five hundred pounds (£500).
11. "Come back, that's Benjamin's bike!" she yelled.
12. Shenika can't stand fruit cake; Benny will eat it.

Complete this passage by adding commas where appropriate:

Tommy woke up early on the morning of the school trip, packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school, almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos, tigers, snakes and more! Tommy's biggest wish was to see a lion, though. He knew lions had huge teeth, big claws and a loud roar but he wanted to see it for himself.

Complete this passage by adding apostrophes where appropriate:

The tiger's roar was so loud it could be heard all through the jungle. "Do you think it's coming this way?" Timmy whispered to his sister.

"I don't think so," she said uncertainly. Timmy's heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers' teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.

Activity 3: Maths

Times table Rockstars – 10 minutes

<https://play.ttrockstars.com/login/6667>

My Maths: <https://login.mymaths.co.uk/>

Username: junction1 Password: rectangle219



Please complete the following units:

Number – Fractions – Y5 negative numbers 1

Direct link - <https://app.mymaths.co.uk/47-lesson/negative-numbers-1>


Activity 4: Geography

Why Do People Visit Mountains?



- The view
- Keeping fit
- The challenge
- To raise money for charity
- Skiing
- Wildlife spotting
- Taking photographs
- Climbing

Watch this video of someone climbing Snowdon.



What Impact Does Tourism Have?



13 million people live in The Alps.

Imagine 240 people visiting your classroom every year...

Do you think they would come spread out across the year, or would they come in bigger groups at specific times?



100 million people visit The Alps every year.

Imagine they came over two or three weeks... that's about 80 people per week!

What impact would they have?
Would there be enough space?
Enough chairs?
Imagine the noise!



What Impact Does Tourism Have?



Tourism affects many aspects of the community:

- Economic activity
- Environmental impact
- Social impact

How would those visitors affect our classroom?

- Economically?
More funds for our school; more resources needed.
- Environmentally?
More noise, less space, more hands to help tidy up.
- Socially?
More friends, less support per person from the teacher.

What Impact Does Tourism Have?



Not all the effects of tourism are bad for an area. Decide which of the effects are negative and which are positive and sort them onto the sheet.

Tourism Impacts - Mountains

Positive Impacts	Negative Impacts

Increased pollution from cars, buses and planes.

Money spent by tourists may go into the local economy – e.g. money spent in locally owned cafes and hotels.

Increased employment opportunities for those living in the area.

Increased numbers of visitors may cause damage to ecosystems through erosion.

More buildings, such as restaurants and hotels, which can destroy habitats.

Tourism can help educate people about the risks facing our planet.

Tourism may help keep alive traditions and crafts through heritage centres and local businesses.

Areas may lose their individuality by becoming holiday resorts with chain hotels and restaurants.

Improved recreational facilities for those living in the area.

Some tourist attractions, such as nature reserves, may help protect wildlife and ecosystems.

Improved infrastructure, such as travel and communication links, for those living in the area.

Increased property prices may make buying a house unaffordable for local people.

Changes to employment opportunities in an area may lead to a decline in the uptake of traditional jobs.

Increased numbers of visitors may bring increased noise and disruption for locals.

Money spent by tourists may not go into the local economy but to the owners of larger hotel and restaurant chains.

Challenge: Which effects do you think have the biggest impact on an area?

Increased pollution from cars, buses and planes.

Money spent by tourists may go into the local economy – e.g. money spent in locally owned cafes and hotels.

Increased employment opportunities for those living in the area.

Increased numbers of visitors may cause damage to ecosystems through erosion.

More buildings, such as restaurants and hotels, which can destroy habitats.

Tourism can help educate people about the risks facing our planet.

Tourism may help keep alive traditions and crafts through heritage centres and local businesses.

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Money spent by tourists may not go into the local economy but to the owners of larger hotel and restaurant chains.

Tourism Impacts - Mountains



Sort your tourism impact cards into the different types of impact, then decide if each has a positive or negative effect on the area.

	Economic Impacts	Social Impacts	Environmental Impacts
Positive Effect			
Negative Effect			

Activity 5: Art

Either continue your topic homework for this half-term or pencil sketch a Mountainscape:

Examples:

