Year 5 (Week 3 & 4)

Home learning tasks

These are to be completed in your exercise books in your best handwriting. Remember to check it all makes sense, including the correct punctuation. You are to spend at least 3 hours a day on these. You can manage your time with your parents, so you could do 45 minutes, then have a break, then another 45 minutes and so on. Your designs/drawings should be coloured in and labelled. Take extra care of this book, as it is your own special book that belongs only to you. We will be checking all your work as normal. We will give certificates for the best effort! 😊

Literacy

Task 1. Identify the features of a report. Use colored pencils and underline each feature. Can you explain the purpose of each one?

Anglo Saxons

Introduction
The Anglo Saxons were a tribe who were ruled by different strong warriors. Also, they came from Europe and came to invade Britain when the Romans were still in control. In addition, they loved fighting and were very fierce.

When did the Anglo Saxons invade Britain?
The first Anglo Saxons raided the shores of south and east England in the 4th century, but they were beaten back by the Romans. Moreover, at the beginning of the 5th century, the Romans left Britain. They had not trained the British to defend themselves and so the next time the violent Saxons tried to invade Britain, they succeeded. Furthermore, it was during the 2nd half of the 5th century that more Anglo Saxons arrived to take good land for themselves. Additionally, it was for this reason that the time that many historians say that the Anglo Saxon period began in was AD 450.

What religious beliefs did the Anglo Saxons have?
The Anglo Saxons were pagans when they came to Britain, but as time passed by, they gradually converted to Christianity. Another piece of evidence was that they believed and worshipped many different gods and each god controlled a particular part of their everyday life.

Conclusion
The Anglo Saxons were violent people, who wanted to take over land and settle. Despite this, they were very religious and had many strong beliefs about their Gods.

Checklist: Historical reports
1. Heading
2. Sub-headings
3. Introduction
4. Conclusion
5. Past tense
6. 3rd person
7. Technical words
8. Connectives
9. Facts
10. Factual adjectives
Task 2: Look at the presentation about using punctuation for parenthesis and complete the questions (Parenthesis activity)

Task 3. Write a report about Ancient Greece: Read each section and bank notes on key points you want to include in your report.

Read the information and identify what you want to include in the introduction:

The earliest Greek civilizations thrived nearly 4,000 years ago. The Ancient Greeks lived in Greece and the countries that we now call Bulgaria and Turkey.

The Ancient Greece empire spread over Europe as far as France in the East. The Greek Empire was most powerful between 2000 BC and 146 BC.

The ancient Greeks developed new ideas for government, science, philosophy, religion, and art.

Ancient Greece was split into many different states, each one was ruled in its own way. Each state had its own laws, government and money but they shared the same language and religion. The two most important city states were Athens and Sparta.

Ancient Greece
Read the information and identify what you want to include in the daily life section:

Men

Men had a much better life in Ancient Greece than women. Only men could be full citizens. Only men made the important decisions. Normally, only men fought in armies, took part in sports and met in public.

Women

Spartan women were taught reading and writing and skills to protect themselves in battle. They had more freedom than women and girls living in Athens. As well as looking after the house, making clothes.

Women in Athens were taught skills they would need to run a home such as cooking and weaving. They were expected to look after the home, make the clothes, and bear children.

Roles of Men, Women, and Children

Slaves

Only in the poorest homes were women expected to carry out all the duties by herself. Most homes had female slaves who cooked cleaned and collected fresh water every day.

There were also male slaves. Their responsibilities included protecting the home and tutoring male children.

Marriage

Girls had to do exactly as their father told them and this included marrying the man their father chose for them.

Even when married, a woman was not free. She had to do as her husband wished. She was not allowed out on her own and was not often seen by people other than her own family.
Greek houses

Read the information and identify what you want to include in the Greek houses section:

Men and women lived in different parts of the house. Women had the back and upstairs part.

Most houses in Ancient Greek towns were built from stone or clay. The roofs were covered with tiles, or reeds, and the houses had one or two storeys. The floors of the rooms were tiled to keep them cool, although in winter fires in metal baskets were sometimes needed.

Larger homes had a kitchen, a room for bathing, a men's dining room, and sometimes a woman's sitting area.

The houses were planned around a courtyard, and had high walls and a strong gate. Much of ancient Greek family life centered around the courtyard.
Almost every Greek city had a theatre because plays were part of many religious festivals. The Greeks enjoyed singing and dancing. At first, theatres were only used for festivals.

The theatres were built on hillsides in the open air and could often hold more than 18,000 spectators.

The theatres were open air and built in a semi-circular shape with rows of tiered stone seating around it. The shape of the theatres gave everyone in the audience excellent viewing and also meant they could hear the actors well too. In the centre of the theatre was a circular dancing floor (orchestra), with an altar for sacrifices dedicated to Dionysus. The stage was a raised area within this circle.

All the actors were men. They wore large masks that exaggerated facial features and emotions. The mouth hole was large to help amplify the voices. Greek plays were either comedies or tragedies. Tragedies were often about the past, whereas comedies tended to be about current and everyday life. Actors in comedies wore bright colours. Actors in tragedies wore dark colours.

Plays were either spoken or sung in rhyme.
What can we bank for the conclusion?
<table>
<thead>
<tr>
<th>Introduction</th>
<th>Daily life</th>
<th>Greek houses</th>
<th>Theatre</th>
</tr>
</thead>
</table>

**Conclusion**
Success criteria:
Can you use:

1) a heading?
2) sub-headings?
3) an introduction?
4) a conclusion?
5) write in past tense & 3rd person?
6) technical words?
7) connectives?
8) factual adjectives?
9) relative clauses?

EXTENSION TASK: Can you write your own report about different aspects of Ancient Greece using the same success criteria?

---

**Star words**
- ancient
- frequently
- community

---

**Connectives**
- Also,
- In addition,
- Moreover,
- Furthermore,
- Additionally,
- Another piece of information/evidence...
- As well as that,

---

**Factual adjectives**
- Greek powerful strong
- poor fresh young stone
- clay cool metal
- large high religious
- open semi-circular

Can you think of any factual adjectives to add?
- Practice reading and spelling words from the Year 5 & 6 word list. Challenge: Can you put the words in a sentence? Choose 10 different spellings each week.

### New Curriculum Spelling List Years 5 and 6

<table>
<thead>
<tr>
<th>accommodate</th>
<th>conscience</th>
<th>existence</th>
<th>muscle</th>
</tr>
</thead>
<tbody>
<tr>
<td>accompany</td>
<td>conscious</td>
<td>explanation</td>
<td>necessary</td>
</tr>
<tr>
<td>according</td>
<td>controversy</td>
<td>familiar</td>
<td>neighbour</td>
</tr>
<tr>
<td>achieve</td>
<td>convenience</td>
<td>foreign</td>
<td>nuisance</td>
</tr>
<tr>
<td>aggressive</td>
<td>correspond</td>
<td>forty</td>
<td>occupy</td>
</tr>
<tr>
<td>amateur</td>
<td>criticise</td>
<td>frequently</td>
<td>occur</td>
</tr>
<tr>
<td>ancient</td>
<td>curiosity</td>
<td>government</td>
<td>opportunity</td>
</tr>
<tr>
<td>apparent</td>
<td>definite</td>
<td>guarantee</td>
<td>parliament</td>
</tr>
<tr>
<td>appreciate</td>
<td>desperate</td>
<td>harass</td>
<td>persuade</td>
</tr>
<tr>
<td>attached</td>
<td>determined</td>
<td>hindrance</td>
<td>physical</td>
</tr>
<tr>
<td>available</td>
<td>develop</td>
<td>identity</td>
<td>prejudice</td>
</tr>
<tr>
<td>average</td>
<td>dictionary</td>
<td>immediate</td>
<td>privilege</td>
</tr>
<tr>
<td>awkward</td>
<td>disastrous</td>
<td>immediately</td>
<td>profession</td>
</tr>
<tr>
<td>bargain</td>
<td>embarrass</td>
<td>individual</td>
<td>programme</td>
</tr>
<tr>
<td>bruise</td>
<td>environment</td>
<td>interfere</td>
<td>pronunciation</td>
</tr>
<tr>
<td>category</td>
<td>equip</td>
<td>interrupt</td>
<td>queue</td>
</tr>
<tr>
<td>cemetery</td>
<td>equipped</td>
<td>language</td>
<td>recognise</td>
</tr>
<tr>
<td>committee</td>
<td>equipment</td>
<td>leisure</td>
<td>recommend</td>
</tr>
<tr>
<td>communicate</td>
<td>especially</td>
<td>lightning</td>
<td>relevant</td>
</tr>
<tr>
<td>community</td>
<td>exaggerate</td>
<td>marvellous</td>
<td>restaurant</td>
</tr>
<tr>
<td>competition</td>
<td>excellent</td>
<td>mischievous</td>
<td>rhyme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rhythm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sacrifice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>secretary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>shoulder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>signature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sincere</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sincerely</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>soldier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stomach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sufficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>suggest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>symbol</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>temperature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>thorough</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>twelfth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>variety</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vegetable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vehicle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>yacht</td>
</tr>
</tbody>
</table>
**Reading**
- Remember to read at least 30 minutes a day.
- Write book reviews of the books you have read. (Include: What is the book about? Who are the main characters? Describe them. What is the favourite part of the story? Would you recommend this book to others and why?)
- Choose 15 words in a book that you are unsure of and find the meaning of them. You can do this with more than one word. Use the words in complex sentences.
- Complete the two comprehensions: Theseus’ Adventures & The Oak and the Linden Tree (see separate link)

**Maths**
- Practise your times tables. You need to be able to answer questions mixed up within 5 seconds. No counting on your fingers! For example, 2 x 12, 12 x 4, _ x 9 = 45.
- Continue to use Mathletics daily. Please see your teacher if you have lost/forgotten your login.
- Work through the Maths questions and write all the working out in your book. (Task 1: Ordering and comparing decimals, Task 2: Decimals as fractions, Task 3: Maths revision booklet)

**PSHE**
- Research Martin Luther King, Rosa Parks, Nelson Mandela and Edith Cavell. How do these people show bravery? Make a poster about each person, using the information you collected from your research.

**Music**
- Research musical notation (e.g. crochets and quavers) Create a musical score that can be clapped to

**RE**
- Creation stories explain how the Earth and humans came into existence. The word Judeo-Christian refers to the aspects of Judaism and Christianity which are the same in both religions. Read the Judeo-Christian creation story (see resources). Create a comic strip that retells the story.

**History/DT**
- Look at blank map of Europe. Can you research the countries and use this to label each country. Where is Greece? Colour this in.
- Watch the video [https://www.the-map-as-history.com/Ancient-Greece-Hellenistic-world/Territorial-evolution](https://www.the-map-as-history.com/Ancient-Greece-Hellenistic-world/Territorial-evolution) What are empires and how did they grow? Why did they want to grow?
- Look at the events during the Ancient Greece Period. Can you put them in order onto the timeline. (see resources)
- Research Greek Vases. Can you design and make your own?

**Science**

- Look at the 'classification of animal types' and read each section. If there are any words you are unsure of, use a dictionary to find out the definition of it. In your work book, answer: Which types of animals do you think will have the longest gestation periods? Which will have the shortest? Can you explain your answer? What does gestation mean?
- Complete the 'Gestation Information Booklet' using information you have found out.