



# Weekly learning pack

Year 5

English

# Joe and Bob's Diaries

Imagine you are Joe and Bob. Think about what happens in the book .

Write two diary entries – one as Joe and one as Bob - describing the main events in the book so far. What would each character write about? How would each boy view the events differently?

## Use the key features of effective diary writing:

- First person perspective and personal pronouns
- Use imaginative and vivid description
- Include the main events
- Their relationship with each other and the other kids at school
- Don't forget to include their **thoughts** and **feelings**

# The Changing Boy

Write a paragraph explaining how Joe has changed over the course of the novel.

Use your notes - and some of the sentence starters on the next slide - to help you write about Joe.



12<sup>th</sup> May

Joe Spud

At the beginning of the book  
Joe Spud is ...

# Joe Spud

Use the sentence starters below to help with your paragraph.

12<sup>th</sup> May

## Joe Spud

At the start of the book Joe Spud is ...

He slowly changes during the story...

By the end of the story he is ... this is shown when ...

# Newspaper Stories

Study some local newspapers.

How are newspaper stories set out?

How are they written?

What common features do they contain?



# Planning

You have 10 minutes to plan what you are going to write.

Think about the 5ws:

Who? When? Where? What? Why?

Write down some notes in a table like the one on the next slide.

# Read All About It!

Complete the table below.

The 5 Ws	Notes
Who?	
When?	
Where?	
Why?	
What?	

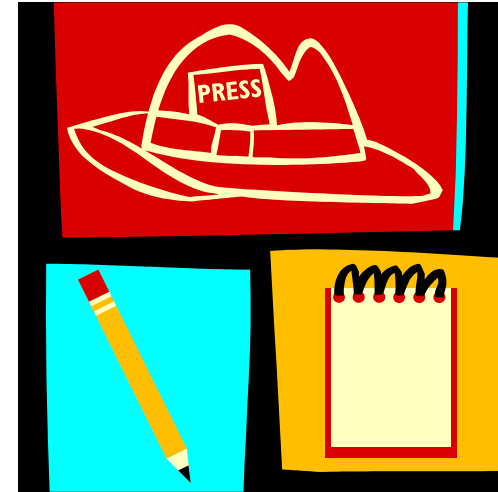


# The Daily Splash

You are now going to write the full story for the front page of the newspaper. The story will be about Mr Spud creating the product “bumfresh” and becoming a Billionaire

- Remember to answer the 5Ws
- Include the most important events
- Set the page out like a newspaper story (headline, etc)

• Write in the style of a

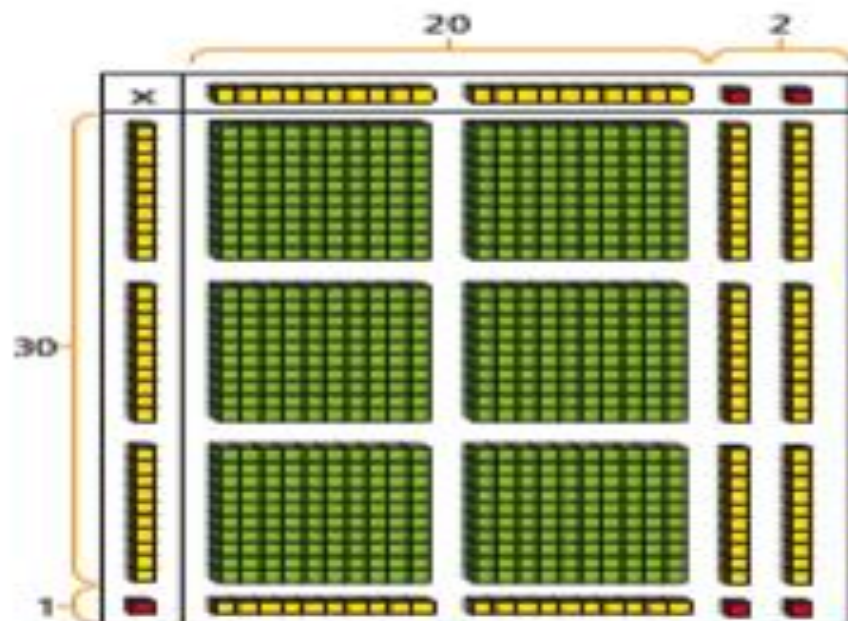


# Maths

Follow the link for videos on the  
lessons

<https://whiterosemaths.com/homelearning/year-5/>

- 1 Kim is using base 10 to work out  $31 \times 22$   
Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

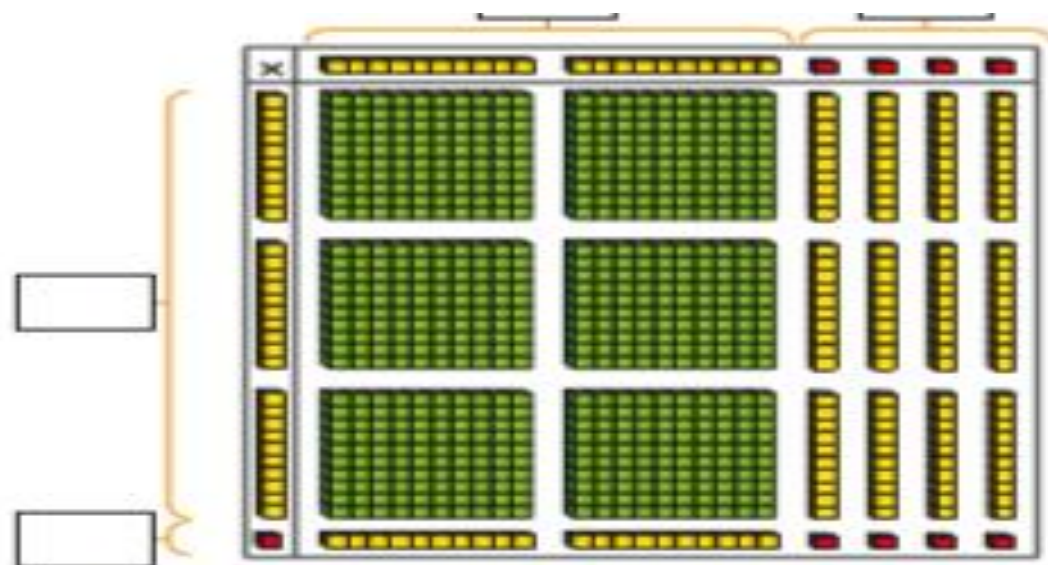
There are  hundreds altogether.

$31 \times 22 =$

- 2 Use base 10 to work out the multiplications.

a)  $12 \times 14 =$

b)  $23 \times 13 =$



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

b) Describe any exchanges you need to make.

---



---

c) Complete the multiplication.

$$31 \times 24 = \boxed{\phantom{000}}$$

4 Use base 10 to work out these multiplications.

a)  $25 \times 15 = \boxed{\phantom{000}}$

b)  $36 \times 12 = \boxed{\phantom{000}}$

5

Use the place value counters to complete the multiplication grid and sentence.

×	10	10	1	1	1	1	1	1	1
10	100	100	10	10	10	10	10	10	10
10	100	100	10	10	10	10	10	10	10
10	100	100	10	10	10	10	10	10	10
1	10	10	1	1	1	1	1	1	1
1	10	10	1	1	1	1	1	1	1

×	20	6
30		
2		

$$26 \times 32 = \boxed{\phantom{000}}$$

6

Use an area model to help you complete the multiplication.

a)  $28 \times 14 = \boxed{\phantom{000}}$

×	20	8
10		
4		

c)  $35 \times 22 = \boxed{\phantom{000}}$

b)  $27 \times 16 = \boxed{\phantom{000}}$

×		

d)  $45 \times 36 = \boxed{\phantom{000}}$

7

Complete the multiplications.

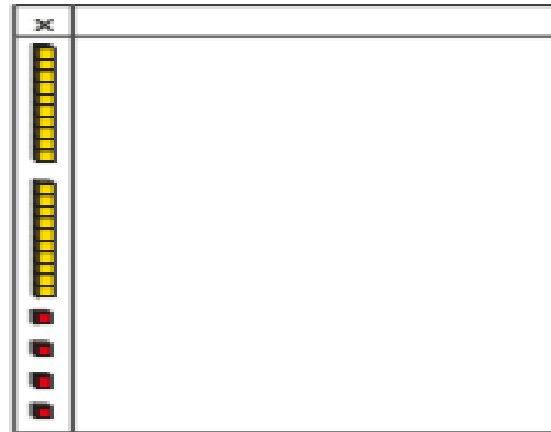
$$21 \times 24 = \boxed{\phantom{000}}$$

$$31 \times 25 = \boxed{\phantom{000}}$$

$$18 \times 26 = \boxed{\phantom{000}}$$

8  $24 \times \square = 768$

Complete the area model to find the missing number.



9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

---

---

How many products are there between 1,000 and 1,500?

Curriculum

(History)

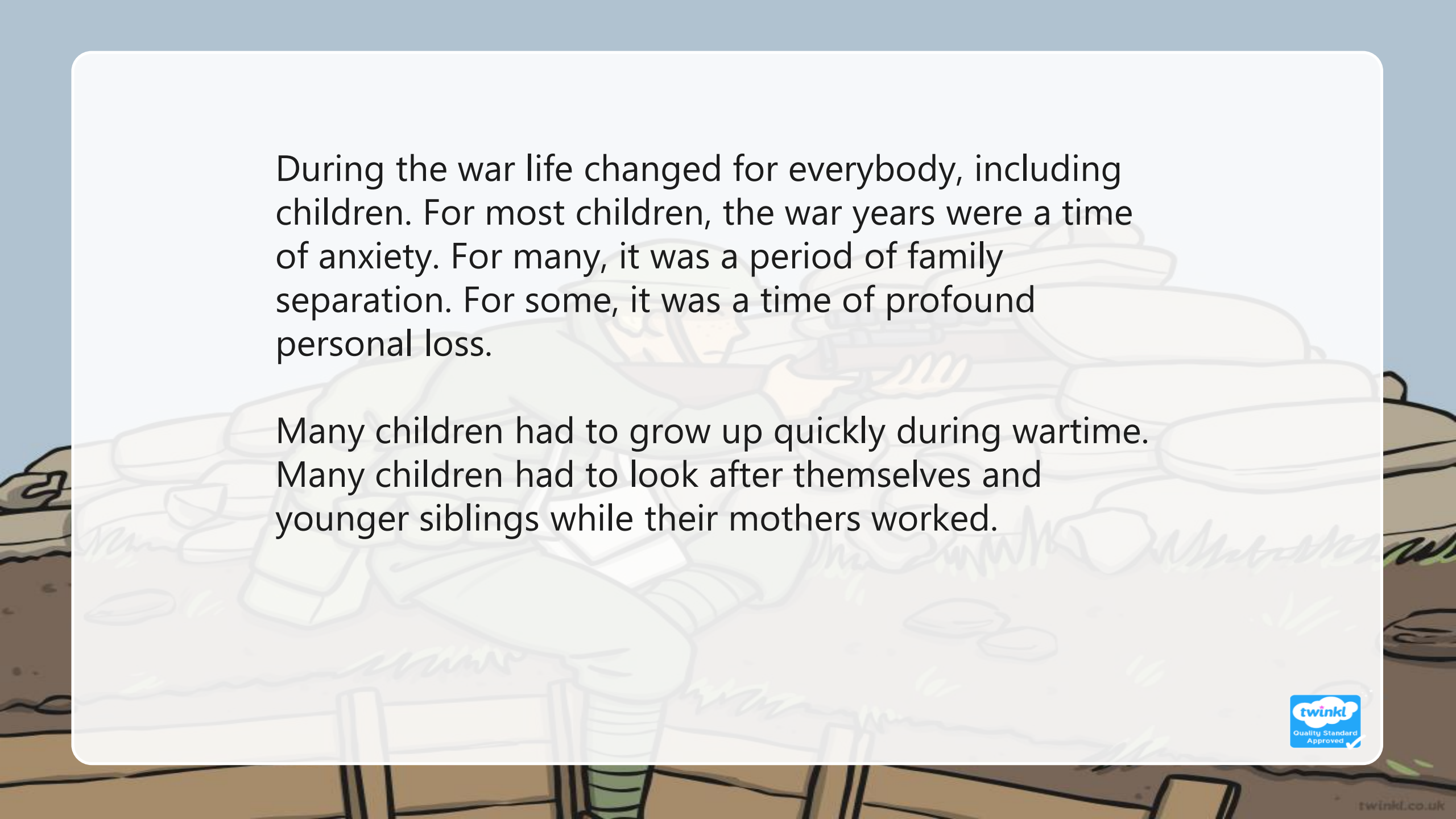
**History- Use the following slides and links and research you have gathered from the last two weeks to write about how a child's life during WW2 compares to a child's life now.**

**Things to consider whilst you are writing - What is a typical day like for you?**

**What do you do on an evening?**

**What do you do on a weekend?**





During the war life changed for everybody, including children. For most children, the war years were a time of anxiety. For many, it was a period of family separation. For some, it was a time of profound personal loss.

Many children had to grow up quickly during wartime. Many children had to look after themselves and younger siblings while their mothers worked.

## Rationing

Children experienced a restricted diet because of rationing.

## Air Raids

Children lived in fear from the constant threat of air raids. They spent some nights living in air raid shelters just in case German planes dropped bombs on their houses. Their fears came true during the blitz. One in ten of the deaths during the Blitz of London from 1940 to 1941 were children.

## Gas Masks

The government thought that children under five would be scared of the gas masks so they produced a specially designed Micky Mouse gas mask. It was brightly coloured in red and blue.

## Evacuation

The government knew that bombs would be dropped on Britain so at the beginning of the war they decided to move children to safety in the countryside. This was called being 'evacuated'.

Young children (under five) were allowed to take their mothers with them but older ones had to go on their own. Every day children would arrive at school with their suitcases packed, in case when they got to school they were told they were going to be evacuated that day, as it was a secret until then. Children were taken to the Paragon station and boarded a train to their new home. Children had labels attached to them, as though they were parcels.

When children got to their destination they were met at the train station by all the people in the village who had rooms and beds to take people in. Children weren't always allowed to stay in the same houses as their brothers and sisters. The adults would choose the children they liked the look of best, so the children didn't have any choice in it.

## Evacuation

Once in the countryside you had to start a new school and make new friends which isn't always easy. Lots of children loved their new homes and being in the countryside, some had never left Hull. There were lots of outdoor activities to do in the countryside as well. Some children had a hard time fitting into their new families, homes and schools and were really homesick. It was especially hard because they knew their families were in danger of being bombed in Hull.

Some Hull school girls were evacuated to Malton in North Yorkshire.

## Evacuation

Schools from Hull tended to go as a group, and 40 children from Newlands went to Bridlington first before moving to Malton in August 1941 where they joined with Malton Grammar School, on Middlecave Road, where the family house, Rosewood, was also situated. Preparations had been made for 100,000 children to be evacuated from Hull, although only 38,000 went on some 100 trains.

<http://www.mylearning.org/playback-audio.asp?journeyid=389&resourceid=2005>

<http://www.yorkshirefilmarchive.com/film/r-pmalton-evacuees>

## School In Wartime

Not all children were evacuated and it didn't happen all at once, schools went one at a time. Some children refused to be evacuated or came back home. They continued to attend school and tried to go about their business as usual. Others ran away from being evacuated and came back to Hull.

For the children who stayed in Hull, for whatever reason, there was an average of one air raid every three days. Schools were knocked down, houses were knocked down, museums and cinemas were bombed. Children had to take regular gas drills at school. They found these drills hard to take seriously, especially when they discovered blowing through the rubber made 'rude' noises. Their daily life was very different from how it had been before.

The war had an affect on the kind of rhymes children told and the games they played.

Read the letters by Mary, at school in Hull during the war. See if you can read her handwriting to discover what life was like for her.

Mary

Age 12 years

9.9.42

What Happened to me and

what I did in the Air Raids

It was Friday July the sixth <sup>1940</sup> and it was a stormy day. It was five o'clock and we were having our tea when the luggards went; then just after <sup>they</sup> it finished we heard a bomb dropping and then a loud clap of thunder. My father said, "You had better go across to the shelter, it looked bad."

Everybody was <sup>in a</sup> panic, running about the street, when a little boy cried out, "There's something on fire up in the sky." All eyes gazed up to the sky. I thought, "I wish Old Hitler was on fire." It was a barrage balloon which had caught fire and soon a lot more caught. The Nazis could not resist dropping the rest of <sup>his</sup> load but he was soon caught by our brave lads.

Then the "all-clear" went and I thought "The more you come to bomb us the more


aeroplanes and men you'll lose".

The raid was not forgotten until the next two days.

The next <sup>big</sup> raid was in May 1941 and it happened on a Wednesday night at half-past-eight. I was painting, and the sirens sounded, so we went into the shelter <sup>where</sup> ~~and~~ a few of the old people were talking and the young babies were crying.

We heard a loud bang and then a sound of buildings and glass falling. Someone said, "He said nearly got us that time. It's sure to have got killed someone." He had just finished <sup>speaking</sup> when someone shouted, "Will some of the people help put fires out?" I thought to myself, "I wonder where that one dropped." All was <sup>quiet</sup> for a time, I went out and I saw some great fires in the street next to us, and I knew he must have done a great deal of damage, and I thanked Heaven it that I didn't live in that street.






I went back into the shelter and all was calm for a while. Then we heard him a plane dive bombing and we heard a whistling bomb, and then my brother came in and told my mother that the <sup>our</sup> house was on fire, and two or three incendiary bombs had dropped in the pantry and had gone right through into the coal house and all the coal ~~was~~ would soon be on fire. My mother went ~~to~~ <sup>to</sup> help ~~my~~ my brother was helping ~~his~~ <sup>as</sup> my father and all the other men were away, I looked after the baby, and I was thinking and ~~wondering~~ <sup>wondering</sup> what was doing going on outside. My Mother came back and said that the fires <sup>were</sup> out.

Then the gunfire and bombs continued to and about four o'clock in the morning the all-clear sounded and we all trooped out, that was the end of one awful night.

The next raid was the next night, when the sirens blew the and we went into the shelter, and ~~we~~ were all fed up with ~~the~~ Hitler,



4  
A whistling bomb dropped close by and there was sound of glass falling. Somebody said, "Your shop's gone west, Mrs Gorman, and so has yours, Mrs Oxley. All the windows so have come out."

But we didn't care as long <sup>as</sup> we were safe. All the ceiling was down and ~~all~~ soot had come ~~down~~ <sup>down</sup> the chimney, and all the food was uneatable uneatable, and we were all hungry, <sup>too</sup> and all the washing was dirty, and a warden said, "Go down to Bourne Chapel." So ended another of Hitler's terrible nights.

Another night, when all was quite, Hitler must have decided to pay us another of his unwelcomed visits, and "The Bean Street Folks" were his unlucky, <sup>as</sup> ~~has~~ he dropped a landmine at the bottom of the street. I thought "I wish I could do something to ~~hit~~ him, the rogue!"

The other raids are not much, I went into the shelter and fell asleep, and <sup>did</sup> not hear anything. ~~Damn it~~

Oh indeed

Science

## Task 1 – Researching Gears and Pulleys

Read the following slides and link to understand how gears pulley's and levers work.

<https://www.bbc.co.uk/bitesize/clips/zrp6n39>

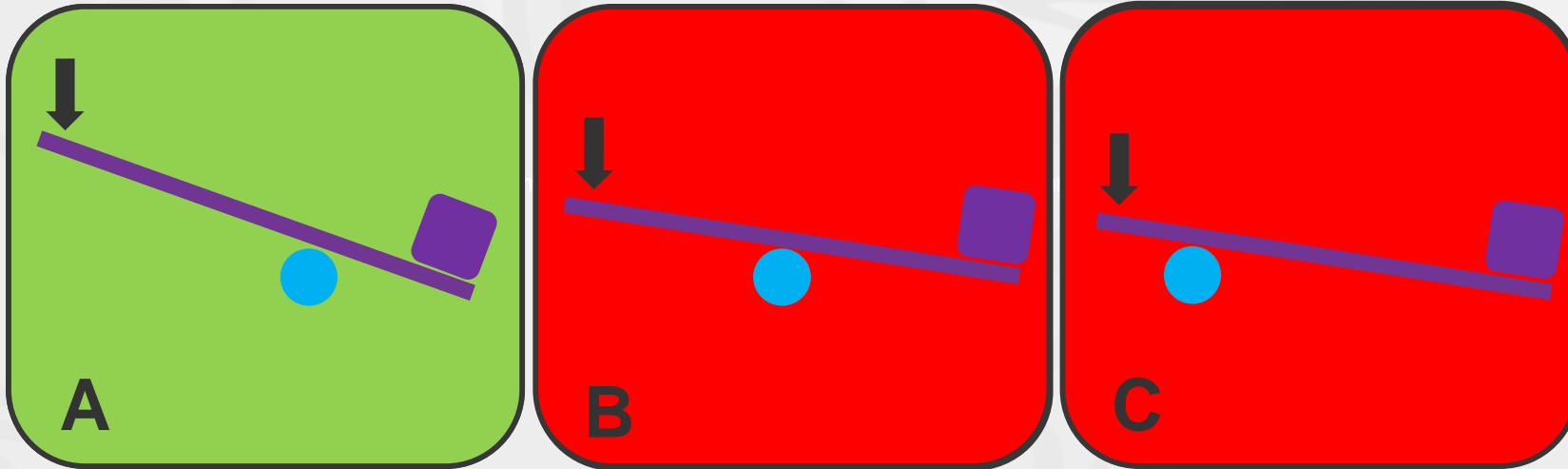
Make notes about how all 3 work and what you have learnt.

Task 2 (can be found on final slide)- Design a system that uses gears and pulleys to lift and move Tomatoes.

Task 3 (optional and can be found on final slide)- Build a system that uses gears and pulleys to lift and move Tomatoes.

# Levers

Levers are the simplest type of mechanism. They are really good at lifting objects and can be used to make objects easier to lift.



# Gears

Gears are toothed wheels that lock together and turn one another.

The wheels are usually different sizes so that one gear speeds up to slow down the next gear. Gears are also used to change the direction of movement.

How will turning a small gear wheel affect the speed of a larger gear wheel?

If the first gear wheel is smaller (and has fewer teeth) than the second one, then the second (bigger) gear doesn't have to move as quickly to keep up with the smaller gear. So the second gear wheel turns more slowly than the first.



# Pulleys

Pulleys are like gears but the two wheels do not lock together.

Instead the wheels are joined by a belt. Pulleys can be used to change the speed, direction or force of a movement.



Photo courtesy of sean\_hickin (@flickr.com) - granted under creative commons licence - attribution

# Activity

- 1) Solve this problem: In Nepal many farmers living on the mountainside grow fruit and vegetables, including tomatoes. To earn a living they need to sell these at the local market. The problem is getting to market involves a long, dangerous walk down the mountain side and over a river, at the end of which the tomatoes may well be a bit squashed.
- 2) The challenge: To design, build (building is optional) and test a way of moving tomatoes using gears and pulleys that won't squash them!