

Thursday 19th November

9.00am-9.15am	9.15am-10.00am	10.00am-10.30am	10.30am-10.45am	Break	11am-12pm	Lunch	1pm-2pm
Spelling	Writing	Reading	SPAG task		Maths		PE

Spelling (9.00am-9.15am)

- **Pyramid writing**
- **Rainbow words**
- **Write words into sentences**

Writing (9.15am-10.00am)

Wing- Speech bubbles and dialogue

One thing the film is missing is speech. Think about what the characters might be saying or thinking. We are going to focus on the section of the film from **3:08-3:55**. Watch it first and think about what the speech might be. Then complete the speech and thought bubbles from the page below with your first ideas

There are 3 ways of doing this, which you choose is up to you:

- *Print the pages out and write directly into the speech bubbles.*
- *Sketch your own pictures and make your own speech bubbles.*
- *Use the Microsoft Word document I have uploaded onto the Year 5 Home Learning page and type directly into the speech bubbles.*

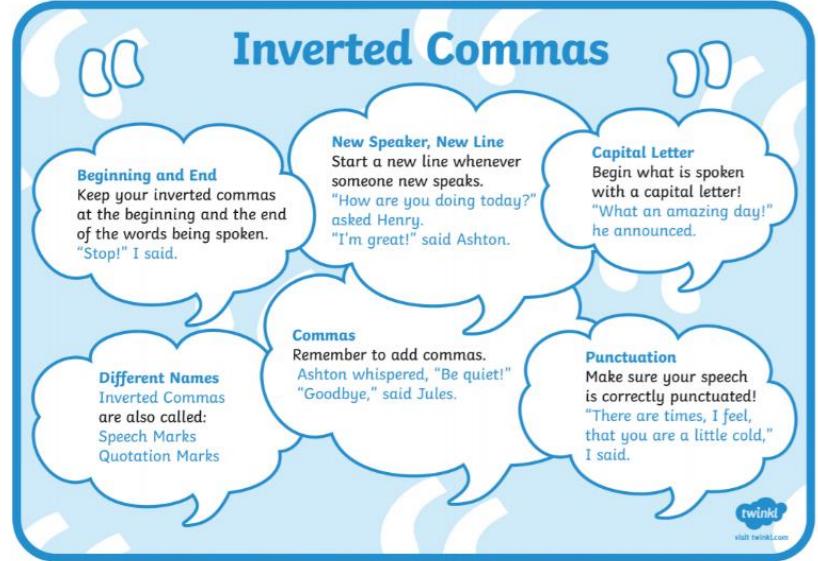
Next, I want you to write the dialogue up as a paragraph, using inverted commas and appropriate punctuation. Also include description of what happens in the clip, so the reader knows what is happening. You may want to add more speech than you used on the speech bubbles – that's great – add as much detail as you want.

Read the speech punctuation reminders before you start writing.

Add detail to your ideas from the speech bubbles sheet

Remember to describe what the characters are doing, as well as writing the dialogue.

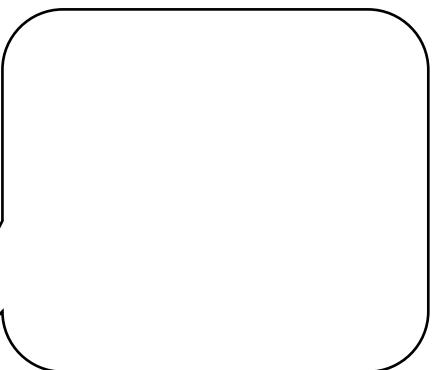
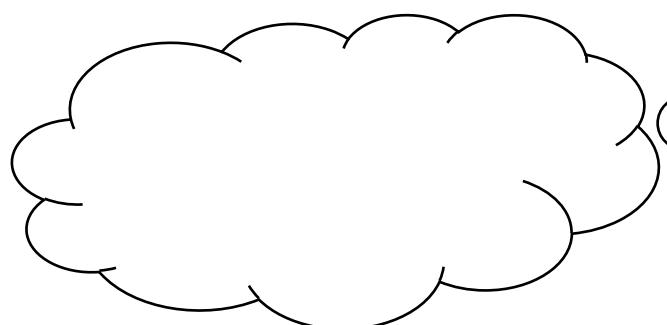
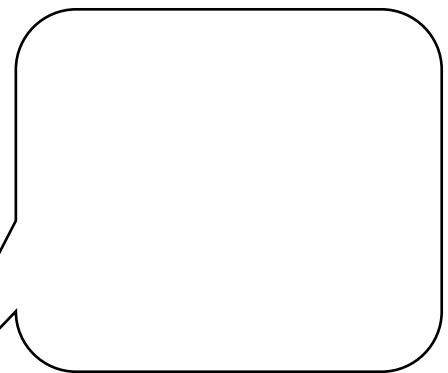
For example:



As Wing trudged through the trees, he could hear music playing.

"Is that my flute?" he thought to himself, shuffling slowly towards the sound. As she came into his view, his mouth opened in amazement and wonder.

"Hello? Hello? Who are you?" she asked nervously, as she lifted her head and peered at him suspiciously. "And what are you doing here?"





Reading (10.00am- 10.30am)

The Mermaids' Lagoon

The children often spent long summer days on this lagoon, swimming or floating most of the time, playing the mermaid games in the water, and so forth. You must not think from this that the mermaids were on friendly terms with them: on the contrary, it was among Wendy's lasting regrets that all the time she was on the island she never had a civil word from one of them.

When she stole softly to the edge of the lagoon she might see them by the score, especially on Marooners' Rock, where they loved to bask, combing out their hair in a lazy way that quite irritated her; or she might even swim, on tiptoe as it were, to within a yard of them, but then they saw her and dived, probably splashing her with their tails, not by accident, but intentionally. They treated all the boys in the same way, except of course Peter, who chatted with them on Marooners' Rock by the hour, and sat on their tails when they got cheeky. He gave Wendy one of their combs.

The most haunting time at which to see them is at the turn of the moon, when they utter strange wailing cries; but the lagoon is dangerous for mortals then, and until the evening of which we have now to tell, Wendy had never seen the lagoon by moonlight, less from fear, for of course Peter would have accompanied her, than because she had strict rules about every one being in bed by seven. She was often at the lagoon, however, on sunny days after rain, when the mermaids come up in extraordinary numbers to play with their bubbles. The bubbles of many colours made in rainbow water they treat as balls, hitting them gaily from one to another with their tails, and trying to keep them in the rainbow till they burst. The goals are at each end of the rainbow, and the keepers only are allowed to use their hands. Sometimes a dozen of these games will be going on in the lagoon at a time, and it is quite a pretty sight.

An extract from Peter Pan and Wendy by J.M. Barrie

The Mermaid's Lagoon



1. Can you explain the term 'On the contrary' (You may use a dictionary)



2. How does Wendy feel about the mermaids? Use evidence in the text to support your answer.



3. Do you think that the choice of descriptive language in chapter 2 gives the reader a clue about what will happen next in the story? Why?



4. Explain, using evidence from the text, why some readers may think that Wendy is jealous of the mermaids.

The Mermaid's Lagoon



5. Identify 3 things that Wendy disliked about the Mermaids.

1.

2.

3.



6. What is the role of this paragraph? Do you think that it deals with this effectively?



SPAG Task (10.30am 10.45am)

Revision of Personal and Possessive Pronouns

We use nouns to name things. However, if we use the same nouns too much, our writing becomes awkward and lacks cohesion. To avoid this happening, we can use pronouns. **There are personal and possessive pronouns.**

Personal pronouns

Personal pronouns replace the names of people or things. They can take the form of 'singular' pronouns – just one person or thing. They can also take the form of 'plural' pronouns – more than one person or thing.

Singular	I	me	you	they	them	she	her	he	him	it
Plural	we	us	you	they	them					

Possessive pronouns

Possessive pronouns replace the people or things that have or own something. They can also take the form of singular and plural, i.e. just one or more than one.

Singular	my	mine	you	yours	their		her	hers	his	its
Plural	our	ours	your	yours	their	theirs				

1. Choose one singular and one plural personal pronoun and one singular and one plural possessive pronoun from each list and put them into four separate sentences.

2. Complete the sentences below by adding in the missing pronouns.
 - a) My sister bought a new coat last week. That coat belongs to ____ and she loves ____.
 - b) Matt is a brilliant footballer. ____ trains hard and we are so proud of ____.
 - c) Tom broke my pen so ____ bought ____ a new one.
 - d) ____ were happy that their bus had finally arrived. ____ was late!
 - e) My friend, Zina, is over there. ____ is coming this way, can you see ____?

3. Look at the paragraph below- edit and improve it using appropriate pronouns (and anything else you wish too).

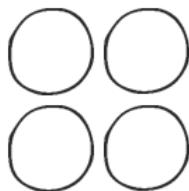
Sienna and Paul went to the park. Sienna went on the swings first and after, Sienna went on the roundabout but fell off and grazed Sienna's knee. Paul helped Sienna put a plaster on Sienna's knee and then Sienna and Paul played in the sandpit. Paul built a sandcastle and Paul even made a moat for Paul's sandcastle. Sienna said Sienna liked Paul's sandcastle. Next, Sienna and Paul played on the climbing frame together, chasing each other until it was time to go home for Sienna and Paul's tea.

Maths (11am- 12pm)

Square Numbers

When you multiply a whole number by itself, it is called a square number.

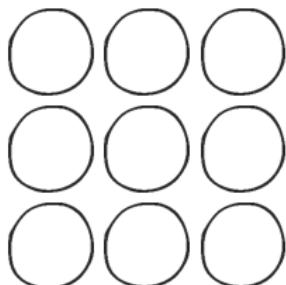
Let's look at some arrays to help us:



$$2 \times 2 = 4$$

Two rows of
two equals four
altogether.

Why do
you think they
are called square
numbers?



$$3 \times 3 = 9$$

Three rows of
three equals
nine altogether.

The small number 2 is called a power. It means you need to multiply the whole number by itself that number of times.

Square numbers are written like this: 2^2

So the first three square numbers are:
 $2^2 = 2 \times 2 = 4$
 $3^2 = 3 \times 3 = 9$
 $4^2 = 4 \times 4 = 16$

Can you work out all of the square numbers up to 12×12 ?

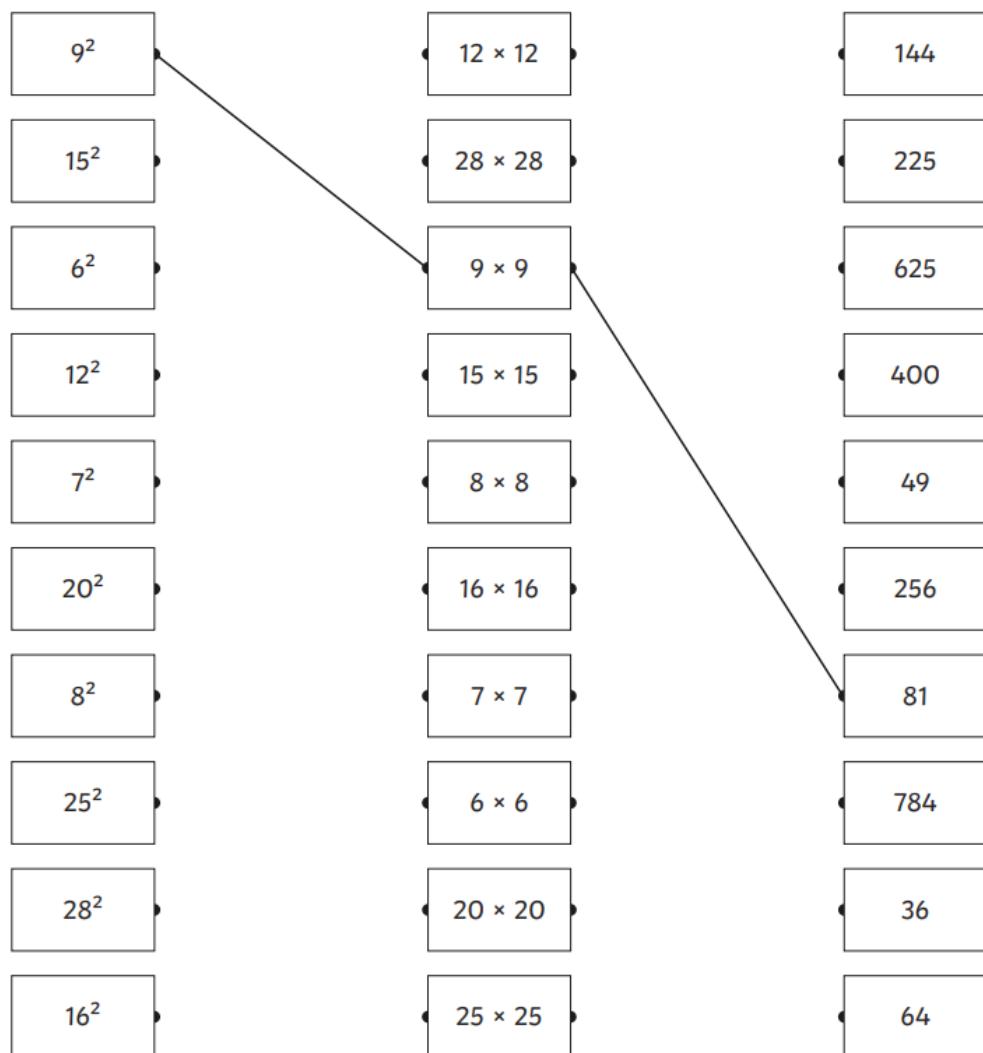


What do you notice about the 100-square below? Can you see any patterns relating to what you have learned above?

\times	1	2	3	4	5	6	7	8	9	10	11	12
1		2	3	4	5	6	7	8	9	10	11	12
2	2		6	8	10	12	14	16	18	20	22	24
3	3	6		12	15	18	21	24	27	30	33	36
4	4	8	12		20	24	28	32	36	40	44	48
5	5	10	15	20		30	35	40	45	50	55	60
6	6	12	18	24	30		42	48	54	60	66	72
7	7	14	21	28	35	42		56	63	70	77	84
8	8	16	24	32	40	48	56		72	80	88	96
9	9	18	27	36	45	54	63	72		90	99	108
10	10	20	30	40	50	60	70	80	90		110	120
11	11	22	33	44	55	66	77	88	99	110		132
12	12	24	36	48	60	72	84	96	108	120	132	

Match the square number with its multiplication calculation and answer.

Use long multiplication to work out the answers if you need to.



PE (1pm- 2pm)



Click on the images above- they will take you to a video which you can follow to learn some dance routines.

Once you have had a go at these, select your own song and make up a new routine.

Now, teach that routine to an adult in your house.

Have fun!