**Option B - I have no access to the internet today so I cannot work online.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 5 Maths** | **Page** |  | **Year 5 Reading** | **Page** | **Year 5 Writing to be completed in their homework book. This should be completed after the reading task.** |
| **Day 1** | Counting and numbers | 1, 2 | The Word Party | 2 | Create your own poem in the style of the Word Party. |
| **Day 2** | Counting and numbers  Place Value and Ordering | 3  4 | An Astronaut’s Guide to Life on Earth | 4 | Imagine you are an astronaut and you have landed on a new planet. Write a description of your planet, taking your first steps and coming back home.  ***Challenge – can you use any of the descriptive language from the text.*** |
| **Day 3** | Place Value and Ordering  Adding | 5  6 | Why Recycle? | 6 | Write a persuasive letter to our local MP – Jake Berry.  Can you persuade him why we need to recycle more in the Rossendale Valley?  **Challenge – can you use some emotive language and rhetorical questions?** |
| **Day 4** | Adding  Subtracting | 7  8 | Tales of King Arthur | 8 | Can you write your own story about Queen Amelia and how she found out she was the true born queen. Make sure your story has a clear opening, build up and resolution. |
| **Day 5** | Subtracting  Primes, Factors and Multiples | 9  10 | The Great Fire of London | 10 | Write a discussion text – Was the Great Fire of London a positive or negative event in Great British History?  Remember to include both sides of the argument and a summary of your own thoughts at the end. |
| **Day 6** | Primes, Factors and Multiples | 11 | The Iron Man | 12 | Character description – imagine you are stood infront of the iron Man. **As I opened my eyes and looked up with amazement I saw…..** |
| **Day 7** | Multiplying | 12, 13 | Pompeii | 14 | Can you create a tourist poster about Pompeii – use facts from the text. |
| **Day 8** | Multiplying  Dividing | 14  15 | From a Railway Carriage | 16 | Write a diary entry about your journey on a steam train. Use the text to help you. |
| **Day 9** | Dividing | 16, 17 | Tracking Basking Sharks | 18 | Write ten facts that you now know about basking sharks. |
| **Day 10** | Estimating | 18, 19 | A Letter from E.B. White | 20 | Can you write a blurb to persuade people to read the book Charlotte’s Web. |
| **Day 11** | Fractions, decimals and percentages | 20,21 |  | Poems about Knights | 22 | Can you invent your own knightly character. Write and illustrate an acoustic poem based on their knights name. Include some animal-based similes like those in line 3 of Sir Nicketty Nox. |
| **Day 12** | Fractions, Decimals and Percentages | 22 |  | The Wind in the Willows | 24 | Write a newspaper article describing the events that led to Toads trial. Remember to use a headline, quotations and pictures |
| **Day 13** | Fraction Calculations | 23,24 |  | Hiding Out | 26 | Use first person to describe Peters thoughts and feelings at different times in the extract. |
| **Day 14** | Measuring Problems | 25,26 |  | Wolves in the UK | 28 | Write a fairy tale that describes wolves in a positive light.  For example – Three Bad Pigs |
| **Day 15** | Measuring Problems | 27,28 |  | The Wolves of Willoughby Chase | 30 | Create a cartoon strip of the extract.  Challenge – Can you show tension in your drawings? |
|  | If your child has previously been off school due to isolation or awaiting test results, please follow on from where they left off.  Aim to complete **2 maths pages per day** using the CGP workout Maths booklet.  Answers can be found in the back of the booklet. | |  | If your child has previously been off school due to isolation or awaiting test results, please follow on from where they left off.  Aim to complete **one reading unit per day.** |  | When a child is isolating at home it is important for teachers to give feedback. Please make sure you email your child’s class teacher every few days to let them know how your child is getting on with their work and if they need any additional support. Written work can be returned to school at the end of the isolation period so that it can be marked. If your child has missed out on any work that has been completed in school during the isolation period, on return to school the teacher will identify which areas they will need to catch up with.  **Please remember to only email your child’s class teacher from Monday – Friday.** |