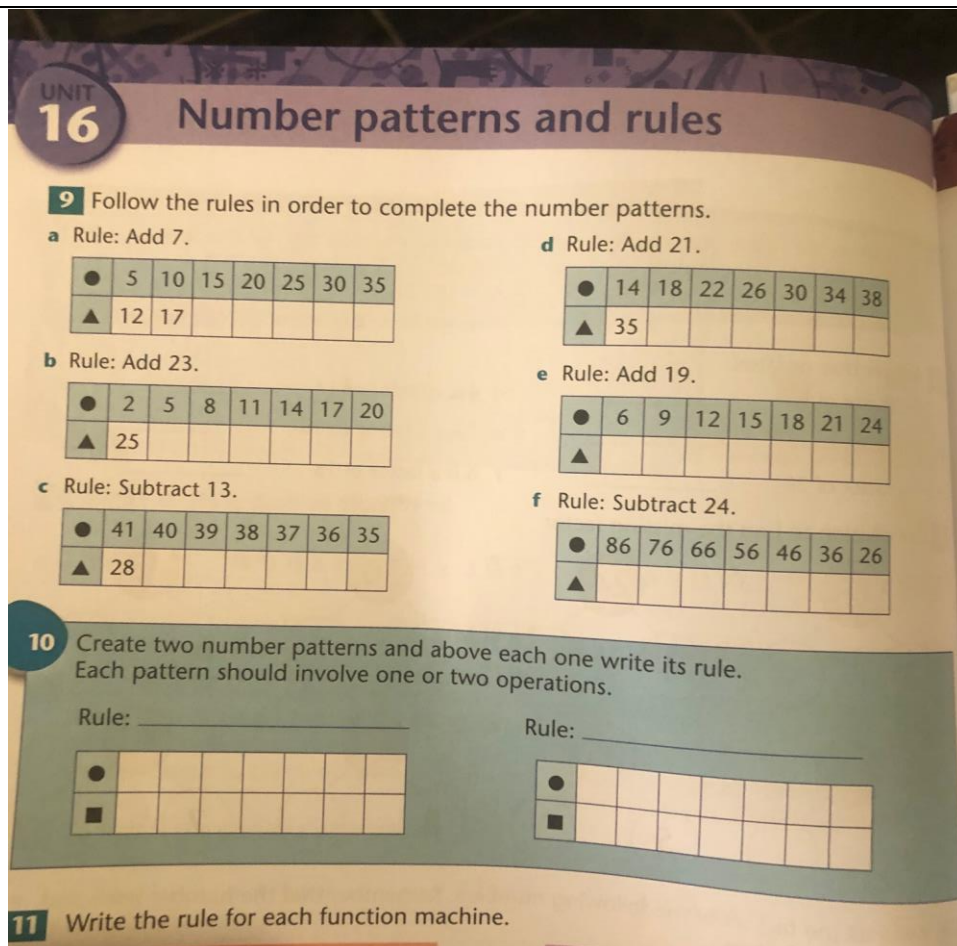


## Year 5 Home Booklet 13

**Monday**

<p>Spelling</p>	<p>Write your spelling words in your book and discuss the meaning of the words with someone.  <i>Digraph /or/ making the sound "or" as in fork.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p><b>Red</b></p> <p>fork storm stormy organ torso horse orbit normal</p> </td> <td style="width: 33%; padding: 5px;"> <p><b>Orange</b></p> <p>abnormal absorb enforce orchard thunderstorm assort assortment northerly</p> </td> <td style="width: 33%; padding: 5px;"> <p><b>Green</b></p> <p>transport support formal informal formation endorsement horticulture victorious</p> </td> </tr> </table>	<p><b>Red</b></p> <p>fork storm stormy organ torso horse orbit normal</p>	<p><b>Orange</b></p> <p>abnormal absorb enforce orchard thunderstorm assort assortment northerly</p>	<p><b>Green</b></p> <p>transport support formal informal formation endorsement horticulture victorious</p>
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<p>Sentence of the day</p>	<p>Write this sentence putting in an adjectival clause in the space.  Remember that the clause should start with a personal pronoun (who for people what for things) and should contain a verb (was, were, is, are).</p> <ul style="list-style-type: none"> <li>• <b>The nurse.....was very kind.</b></li> </ul>			
<p>Writing</p>	<p>See Attached writing task.</p>			
<p>Reading</p>	<p>Read for at least 20 mins a book of your choice</p>			
<p>Comprehension</p>	<p>See attached comprehension worksheet</p>			
<p>Problem Solving</p>	<p>Anna opens a savings account. She deposits \$4 in the first week.  She then deposits twice as much money each week as she did the previous week.  The total amount of money in the account is</p> <p><input type="radio"/> always odd.  <input type="radio"/> always even.  <input type="radio"/> sometimes odd and sometimes even.</p>			
<p>Maths</p>	<p style="text-align: center;"><b><u>Patterns</u></b></p> <p>Patterns can be increasing (getting bigger) or decreasing (getting smaller).  Whole Number: 43, 40, 37, 34 (rule= -3).  Decimals: 0.2, 0.5, 0.8, 0.11 (rule = + 0.3)  Fractions: 6/10, 7/10, 8/10 (rule = + 1/10)</p> <p>In your workbook, write the heading 'Patterns' and answer the questions.</p>			



Other

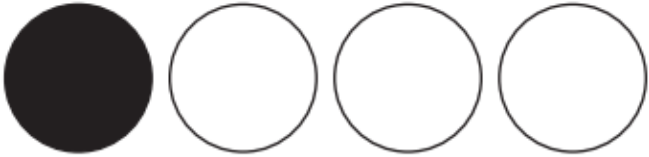
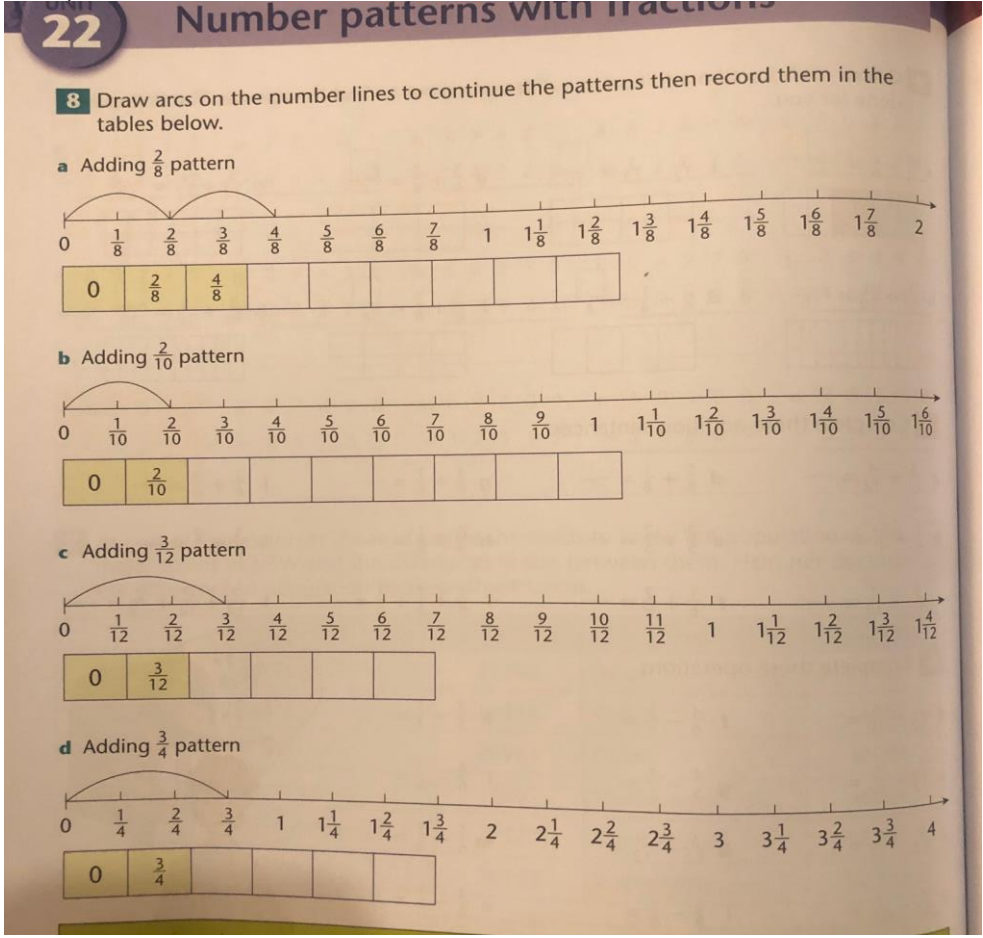
Make a flip book cartoon. Cut approx. 20 squares of paper (all the same size). Staple them together. Draw a simple picture on the last page. Then each page after that, have the picture move slightly.

OR

Do some gardening, weeding, watering.

**Tuesday**

Spelling	Write you spelling words using red and blue pencil or pen. Use red for the vowels (a, e, i, o, u) Use blue for the consonants (all the other letters) Example - able = <b>a</b> ble
Sentence of the day	Write this sentence putting in an adjectival clause in the space. Remember that the clause should start with a personal pronoun (who for people what/that for things) and should contain a verb (was, were, is, are). • <b>Have you seen my mobile phone</b> .....
Writing	See Attached writing task.
Reading	Read for at least 20 mins a book of your choice
Comprehension	See attached Comprehension Task

<p>Problem Solving</p>	<p>In a game, each black counter is worth double the points of each white counter.</p>  <p>= 40 points</p> <p>How many points is each black counter worth?</p> <input data-bbox="371 398 592 465" type="text"/>
<p>Maths</p>	<p>In your workbook write the heading 'Number Patterns with Fractions' and answer the questions</p> 
<p>Other</p>	<p>The floor is Lava. Go outside and see if you can make your way around your backyard without touching the ground. (be safe, use objects like shoes or a cricket bat as stepping stones to help)</p> <p style="text-align: center;">Or</p> <p>Learn how to cook a Pasta dish for dinner.</p>

**Wednesday**

<p>Spelling</p>	<p>Write your words as pyramids Example - l</p> <p style="text-align: center;">l lo loc lock locka lockab</p>
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	lockabl lockable
Sentence of the day	Write this sentence putting in an adjectival clause in the space. Remember that the clause should start with a personal pronoun (who for people that for things) and should contain a verb (was, were, is, are). • Will you please sharpen the pencils.....
Writing	See Attached writing task.
Reading	Read for at least 20 mins a book of your choice
Comprehension	See attached comprehension worksheet
Problem Solving	Henry uses the number sentence $12 \times 6 = 72$ to solve a problem. Which problem could he solve with this number sentence? <input type="radio"/> Henry has 12 apples and gets 6 more. How many apples does he have now? <input type="radio"/> Henry has 12 apples. He shares them with 6 friends. How many apples does each friend get? <input type="radio"/> Henry has 12 friends. He buys 6 apples for each friend. How many apples does he buy? <input type="radio"/> Henry has 12 apples and gives 6 away. How many apples does he have now?

**Maths**

In your workbook write the heading 'Number patterns/fractions/decimals' and answer the questions

**25** Number patterns/fractions/decimals

**7** Use the number lines to assist you with the number patterns.

a	$\frac{1}{10}$	$\frac{3}{10}$	$\frac{5}{10}$		
b	$\frac{3}{12}$	$\frac{5}{12}$	$\frac{7}{12}$		
c	0	$\frac{3}{12}$	$\frac{6}{12}$		
d	$1\frac{1}{12}$	$\frac{11}{12}$	$\frac{9}{12}$		
e	$1\frac{1}{10}$	$\frac{9}{10}$	$\frac{7}{10}$		
f	0	$\frac{3}{5}$	$1\frac{1}{5}$		
g	0	$\frac{4}{12}$	$\frac{8}{12}$		
h	$\frac{5}{12}$	$\frac{9}{12}$	$1\frac{1}{12}$		
i	$1\frac{9}{10}$	$1\frac{5}{10}$	$1\frac{1}{10}$		
j	$1\frac{11}{12}$	$1\frac{8}{12}$	$1\frac{5}{12}$		

Calculators can be used to record patterns such as a pattern of numbers created when doing repeated addition.

**8** Repeated addition

a Enter 0.2 on your calculator. Press + (press the plus button twice), press = and repeatedly press the = button until you reach 2.  
0.2

b Enter 0.4 + = until you reach 4.  
0.4

c Enter 0.5 + = until you reach 5.  
0.5

d Enter 1.5 + = until you reach 15.  
1.5

e Enter 3.33 + = until you reach 33.3.  
3.33















Other	<p>Make a list of common household items. Rename them according to their use. Eg. Scissors - Snippy Snips, Fridge - cooler cupboard</p> <p style="text-align: center;">OR</p> <p>Have a paper plane challenge. Can you make one do a full loop?</p>
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### Thursday

Spelling	Write your spelling words in alphabetical order.																																										
Sentence of the day	<p>Write this sentence putting in an adjectival clause in the space. Remember that the clause should start with a personal pronoun (who for people that for things) and should contain a verb (was, were, is, are).</p> <ul style="list-style-type: none"> <li><b>The children.....sang beautifully.</b></li> </ul>																																										
Writing	See Attached writing task.																																										
Reading	Read for at least 20 mins a book of your choice																																										
Comprehension	See attached comprehension worksheet																																										
Problem Solving	<p>Grace poured half a litre of milk into a jug.</p> <p>How many millilitres did she pour into the jug?</p> <p><input type="radio"/> 50</p> <p><input type="radio"/> 250</p> <p><input type="radio"/> 500</p> <p><input type="radio"/> 2000</p> <p><input type="radio"/> 5000</p>																																										
Maths	<p>Represent these number problems with a tables representing the pattern.</p> <p>1. The swimming pool fills at a rate of 3 litres per minute.</p> <table border="1" style="margin-left: 20px;"> <tr> <th style="background-color: #4a7ebb; color: white;">Minutes</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <th style="background-color: #d9e1f2;">Litres</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>2. The car travels 100 kilometres every hour.</p> <table border="1" style="margin-left: 20px;"> <tr> <th style="background-color: #4a7ebb; color: white;">Hours</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <th style="background-color: #d9e1f2;">Kilometres</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>3. Fill in the missing numbers by working out the rule.</p> <table border="1" style="margin-left: 20px;"> <tr> <th style="background-color: #4a7ebb; color: white;">First Number</th> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <th style="background-color: #d9e1f2;">Second Number</th> <td></td> <td>9</td> <td></td> <td>15</td> <td></td> <td>21</td> </tr> </table>	Minutes	1	2	3	4	5	6	Litres							Hours	1	2	3	4	5	6	Kilometres							First Number	1	2	3	4	5	6	Second Number		9		15		21
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Other	<p>Create a picture collage of your dreams. (use magazines) Draw yourself in the center.</p> <p style="text-align: center;">OR</p> <p>Play a game of hand tennis. Using only your hand as a racquet. You can play against a wall.</p>
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Friday

Spelling	Get someone to test you on your spelling words, or do a look cover write check with them.																				
Sentence of the day	<p>Write these sentences putting in an adjectival clause in the spaces. Remember that the clause should start with a personal pronoun (who for people what for things) and should contain a verb (was, were, is, are).</p> <ul style="list-style-type: none"> <li>• <b>My teacher..... wanted us to line up.</b></li> </ul>																				
Reading	Read for at least 20 mins a book of your choice																				
Problem Solving	<p>Ted uses sticks to make a pattern. He starts with 2 sticks for Stage 1.</p> <table border="1" data-bbox="327 1025 1273 1301"> <thead> <tr> <th data-bbox="327 1025 563 1077">Stage 1</th> <th data-bbox="563 1025 799 1077">Stage 2</th> <th data-bbox="799 1025 1035 1077">Stage 3</th> <th data-bbox="1035 1025 1273 1077">Stage 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 1077 563 1240">  </td> <td data-bbox="563 1077 799 1240">  </td> <td data-bbox="799 1077 1035 1240">  </td> <td data-bbox="1035 1077 1273 1240">  </td> </tr> <tr> <td data-bbox="327 1240 563 1301">2 sticks</td> <td data-bbox="563 1240 799 1301">6 sticks</td> <td data-bbox="799 1240 1035 1301">12 sticks</td> <td data-bbox="1035 1240 1273 1301">20 sticks</td> </tr> </tbody> </table> <p>How many sticks does Ted need for Stage 6?</p> <table data-bbox="456 1402 1273 1487"> <tr> <td data-bbox="456 1402 499 1435">24</td> <td data-bbox="715 1402 758 1435">26</td> <td data-bbox="971 1402 1015 1435">30</td> <td data-bbox="1230 1402 1273 1435">42</td> </tr> <tr> <td data-bbox="456 1453 499 1487"><input type="radio"/></td> <td data-bbox="715 1453 758 1487"><input type="radio"/></td> <td data-bbox="971 1453 1015 1487"><input type="radio"/></td> <td data-bbox="1230 1453 1273 1487"><input type="radio"/></td> </tr> </table>	Stage 1	Stage 2	Stage 3	Stage 4					2 sticks	6 sticks	12 sticks	20 sticks	24	26	30	42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																		
Other	<p>Go outside and create a little fitness circuit. (Short sprints, push ups, burpees etc.)</p> <p style="text-align: center;">and</p> <p>Complete any unfinished work.</p>																				

# Alexander Fleming

(1881 – 1955)

Alexander Fleming was born on 6th August 1881 near Darvel, Ayrshire and grew up on a farm. He moved to London when he was 13 and worked for a shipping company. In 1903, Fleming went to study medicine at St Mary's hospital. He later became a bacteriologist; someone who studies simple, tiny living cells called bacteria.

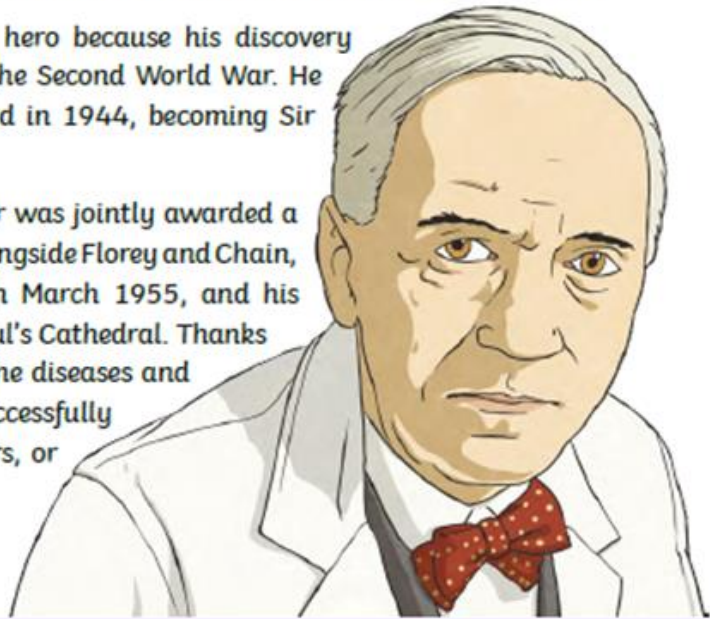
Some bacteria help us stay healthy, but some bacteria can also cause infection and disease. In France during the First World War, Fleming saw many soldiers die from infected wounds. As a result, he endeavoured to do more medical research to try to find antibacterial treatments.

In August 1928, Fleming left a jar of mould in his laboratory before he went on holiday. When he returned, he noticed that bacteria, which was a green-yellow colour, had entirely covered the jar, except for one area which remained clear of the bacteria. This was Fleming's breakthrough; the moment he realized that some antibacterial agent had stopped the bacteria growing. He later identified this antibacterial agent as a form of penicillin.

In 1939, two scientists, Howard Florey and Ernst Chain, began investigating methods to produce more of Fleming's penicillin. Their work meant that penicillin could go on to be produced in large amounts and enabled the first ever antibiotics to be made. Infections such as meningitis and scarlet fever could now be treated and many bacterial infections were completely eliminated.

Fleming was hailed as a hero because his discovery saved many lives during the Second World War. He was awarded a knighthood in 1944, becoming Sir Alexander Fleming.

For his work, Sir Alexander was jointly awarded a Nobel Prize in Medicine, alongside Florey and Chain, in 1945. He died on 11th March 1955, and his ashes were placed in St Paul's Cathedral. Thanks to Fleming's discovery, some diseases and infections have been successfully treated for almost 80 years, or entirely eliminated.



## Tuesday Comprehension

1. Where and when was Alexander Fleming born?

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2. Where did he spend his childhood? \_\_\_\_\_

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3. What does a bacteriologist do? \_\_\_\_\_

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4. Why do you think their work is important? \_\_\_\_\_

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5. During the First World War, what did Fleming witness happening that could have been prevented? \_\_\_\_\_

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### Wednesday Comprehension

1. What accidental discovery gave Fleming a breakthrough in his research? \_\_\_\_\_

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2. What had Fleming discovered? \_\_\_\_\_

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3. How did Florey and Chain's work help Fleming's discovery?

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4. With antibiotics available for the first time, what did this mean for public health? \_\_\_\_\_

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5. Why do you think Alexander Fleming was hailed as a hero and awarded a knighthood? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Thursday Comprehension

1. In what other way was Sir Alexander Fleming's work recognised? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. After studying medicine, what did Alexander Fleming go on to study? \_\_\_\_\_

\_\_\_\_\_

3. Why did Fleming want to do more research into antibacterial treatments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What did Fleming notice about a jar of mould he had left in his laboratory? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. If Alexander Fleming had not made this discovery in medicine, how might this have changed our lives? \_\_\_\_\_

\_\_\_\_\_

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## Monday Writing

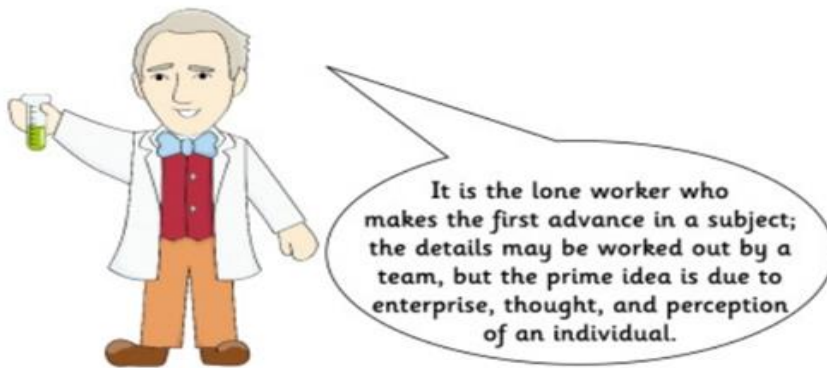
Read the passage about Alexander Fleming. Imagine that you are him and you have just discovered the jar of mould and what it means for medicine. Write a diary entry about the breakthrough. Make sure to include language to show how you may have been feeling at the time.

## Tuesday Writing

Well done reporter! You've managed to persuade Alexander Fleming to give you an exclusive interview. Now is your chance to ask him some questions so that we can find out more about this fascinating man.

Write down at least 3 questions you would ask and then write the answers you think Alexander Fleming would have given you.

## Wednesday Writing



Read the quote by Alexander Fleming.

What do you think it means? \_\_\_\_\_

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Rewrite the quote in your own words. \_\_\_\_\_



