**The Year Five Newsletter 10/8/20**

Hey everyone!

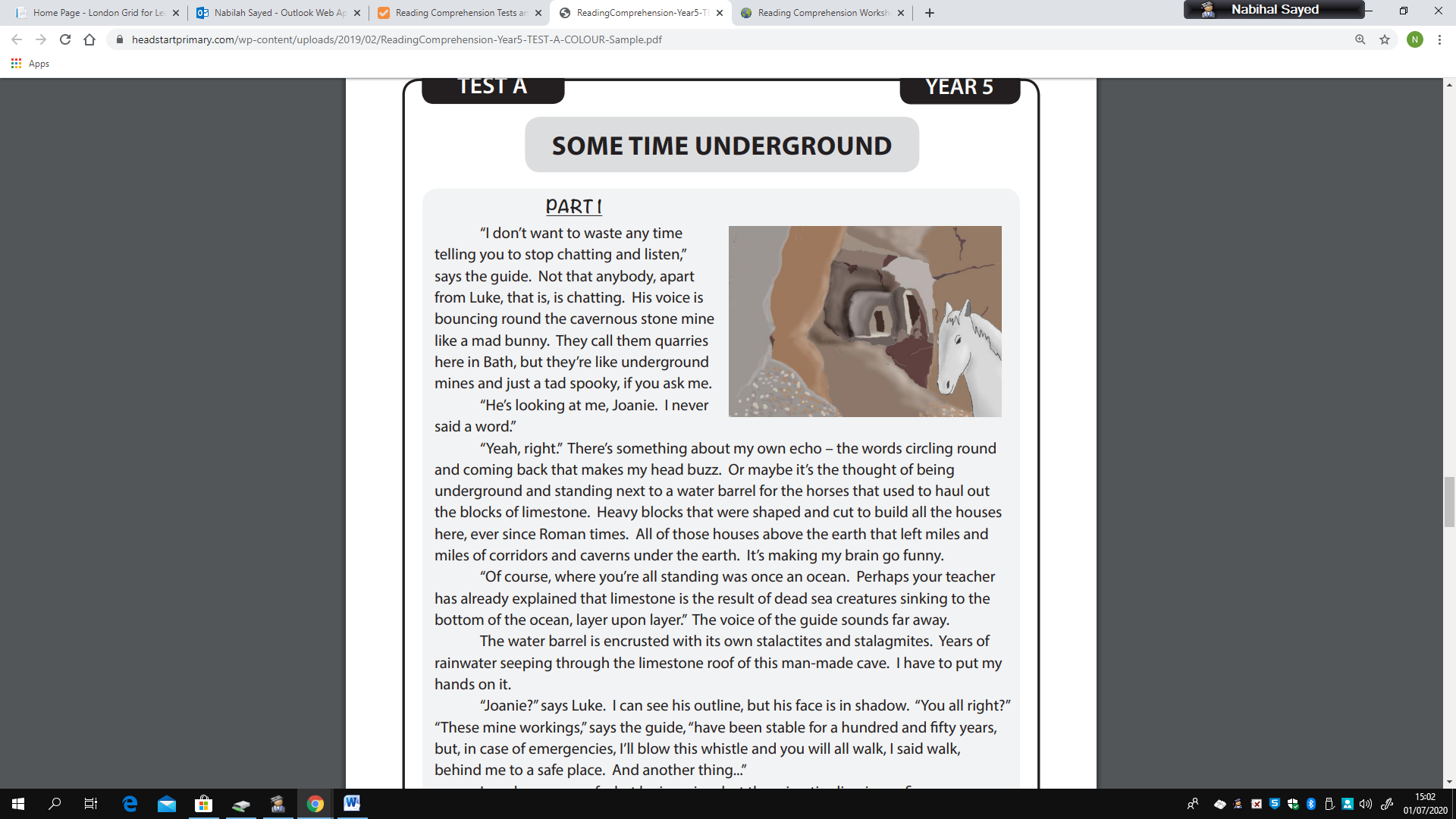
We hope you and your families are well.

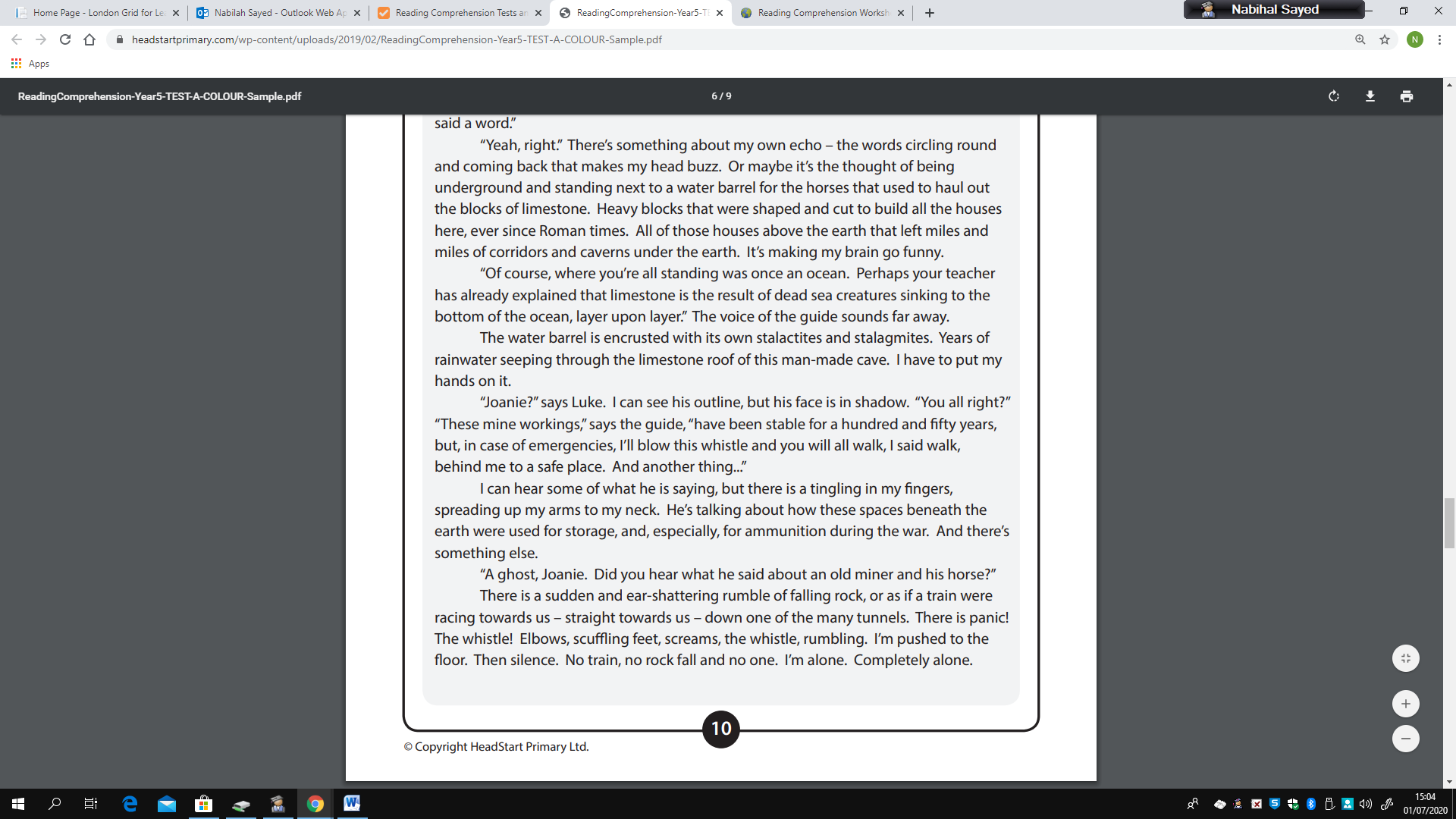
Thank you for all your hard work this year. Other than having fun and enjoying the sunshine, please continue to do some home learning over the summer holidays! There are lots of tasks that you can complete on Purple Mash and the school website. Well done for all your dedication towards your learning. Keep up the good work!

Purple Mash: <https://www.purplemash.com/sch/shaftesbury-e7> and enter your username and password (this is the same details you use during computing lessons). Remember, make sure the school selection is Shaftesbury Primary school.

There are lots of activities on the school website! You can visit: <https://www.shaftesburyprimaryschool.co.uk/page/?title=School+Closures&pid=101> alternatively when on the Shaftesbury website visit- **Parents- School Closure.**

**English**

**Task 1: Read this comprehension text.**



Answer the following questions:

1. Who are being shown by the guide round the underground limestone quarries?
2. When Luke says, ‘I never said a word,’ why does Joanie say, ‘Yeah, right’?
3. How have these underground caverns been created?
4. In the 3rd paragraph, beginning ‘Yeah, right’, there are two phrases describing how Joanie feels that suggest some strange adventure is about to happen to her. What are those phrases?
5. Why did Joanie and Luke begin to panic?
6. The writer doesn’t say who the two are who help Joanie when she is lost. Who do you think they are?
7. How do you think felt when she realized she was all alone?
8. At the end of the story, Luke is puzzled as Joanie smiles and touches the metal button in her pocket. What could she be thinking?

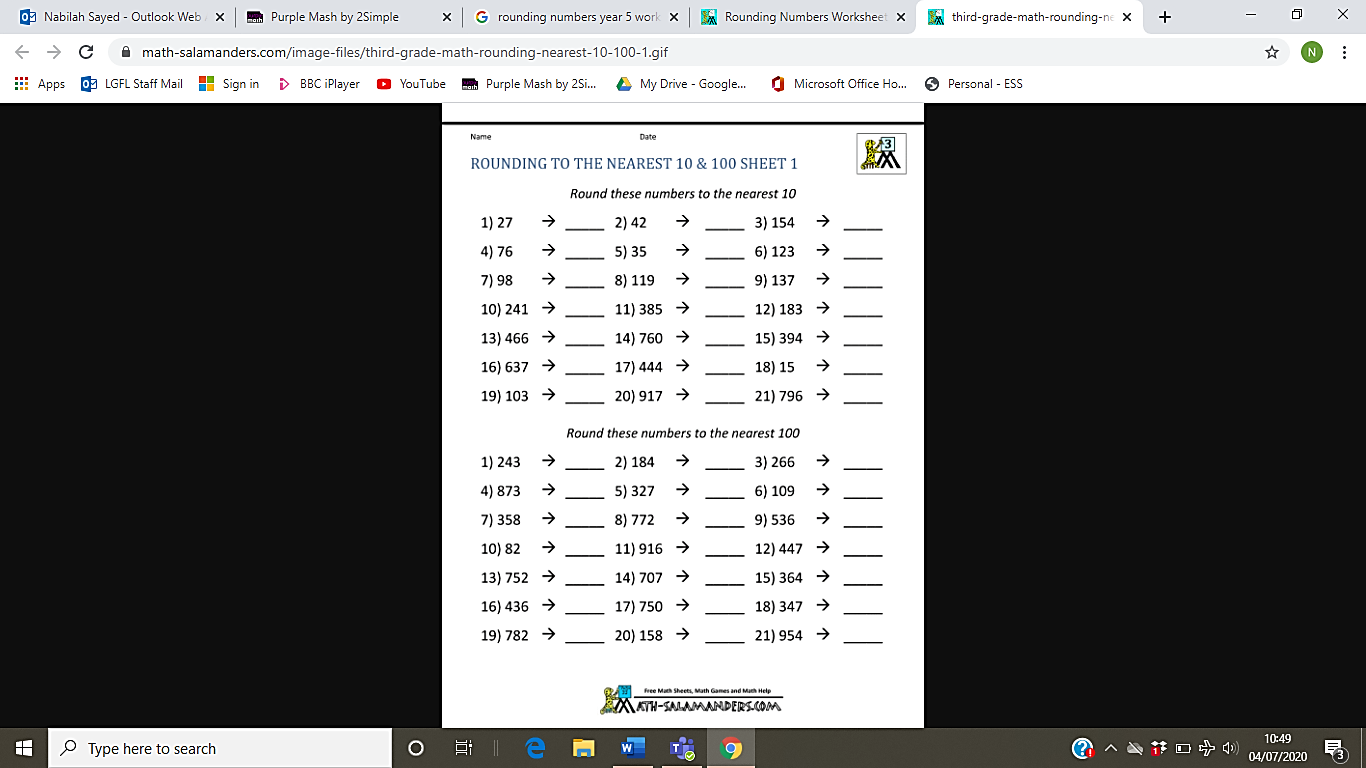
**Task 2: Writing**

Write a 3-paragraph sequel to the story above. The theme of this text is horror! What happens next to Joanie and Luke?

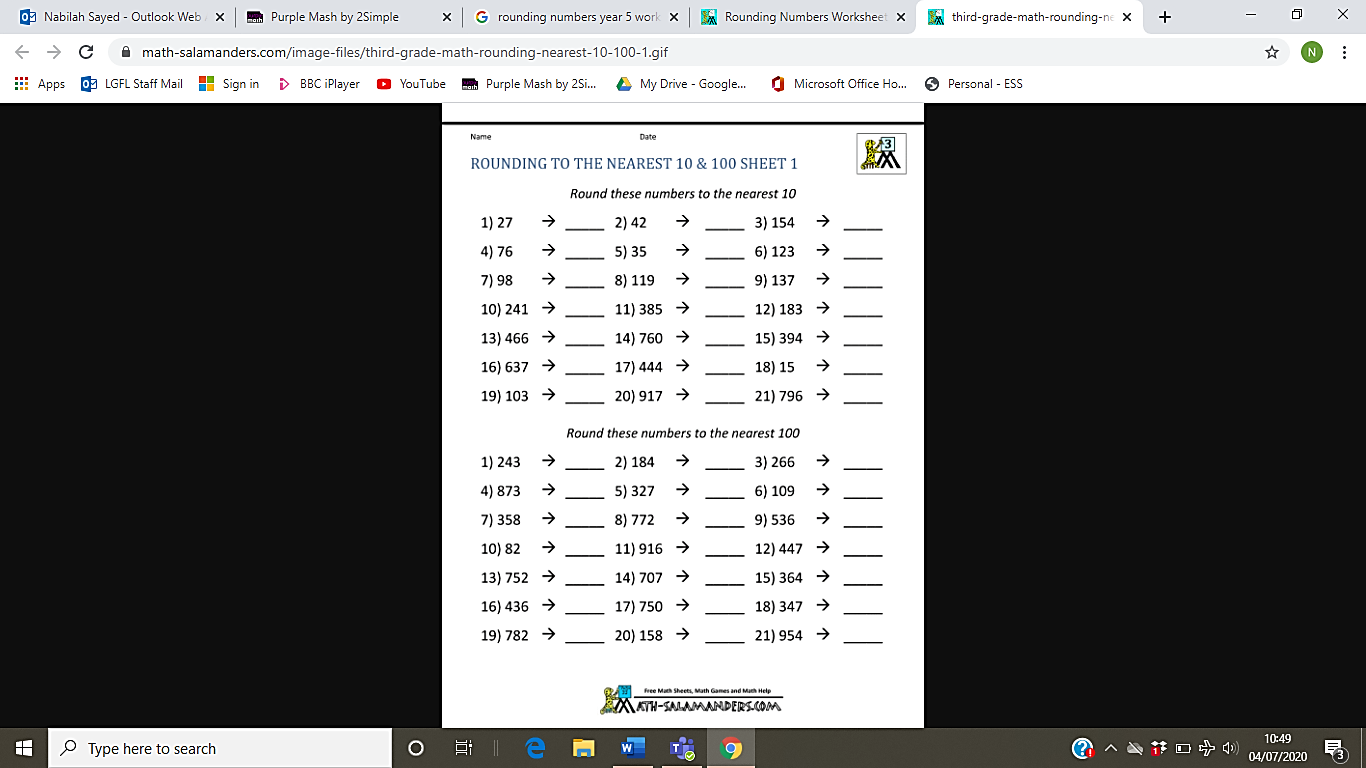
**Maths**

**Rounding numbers**

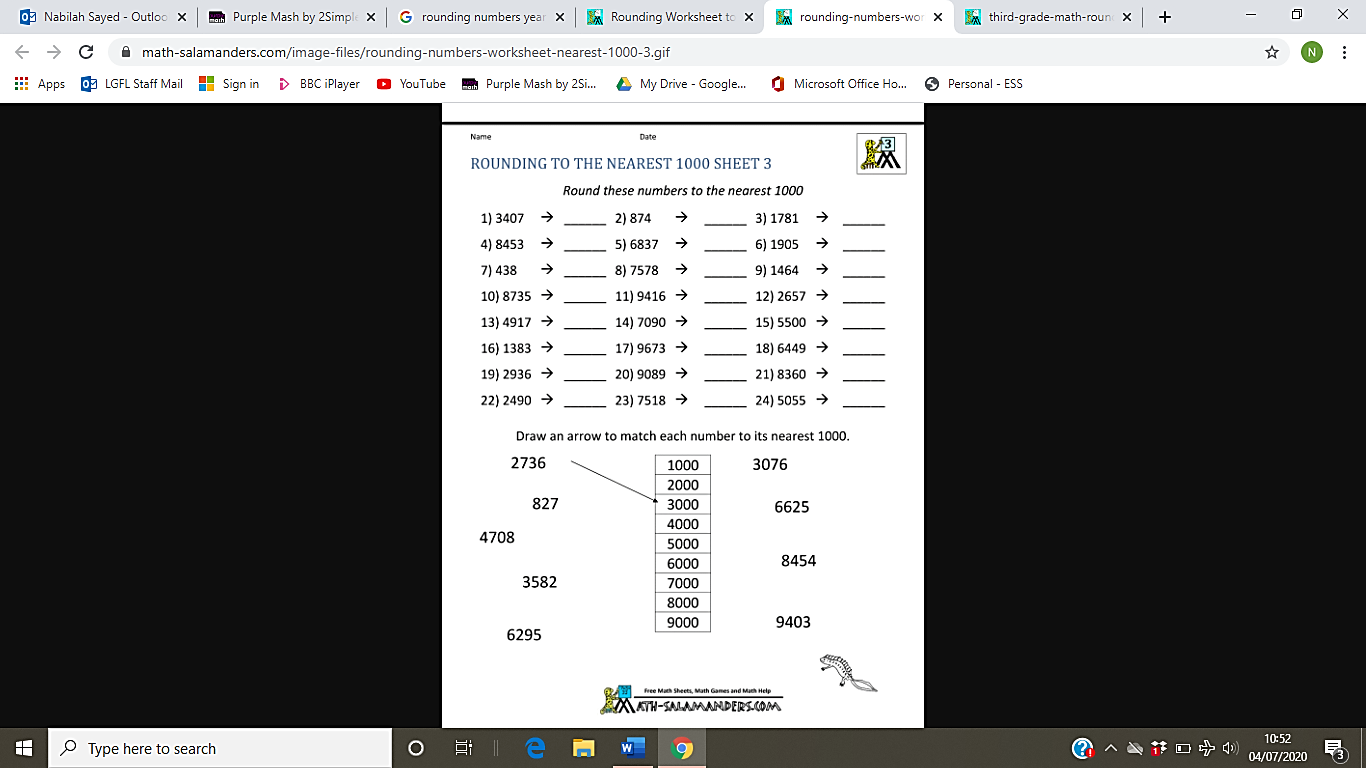
Round these numbers to the nearest 10:

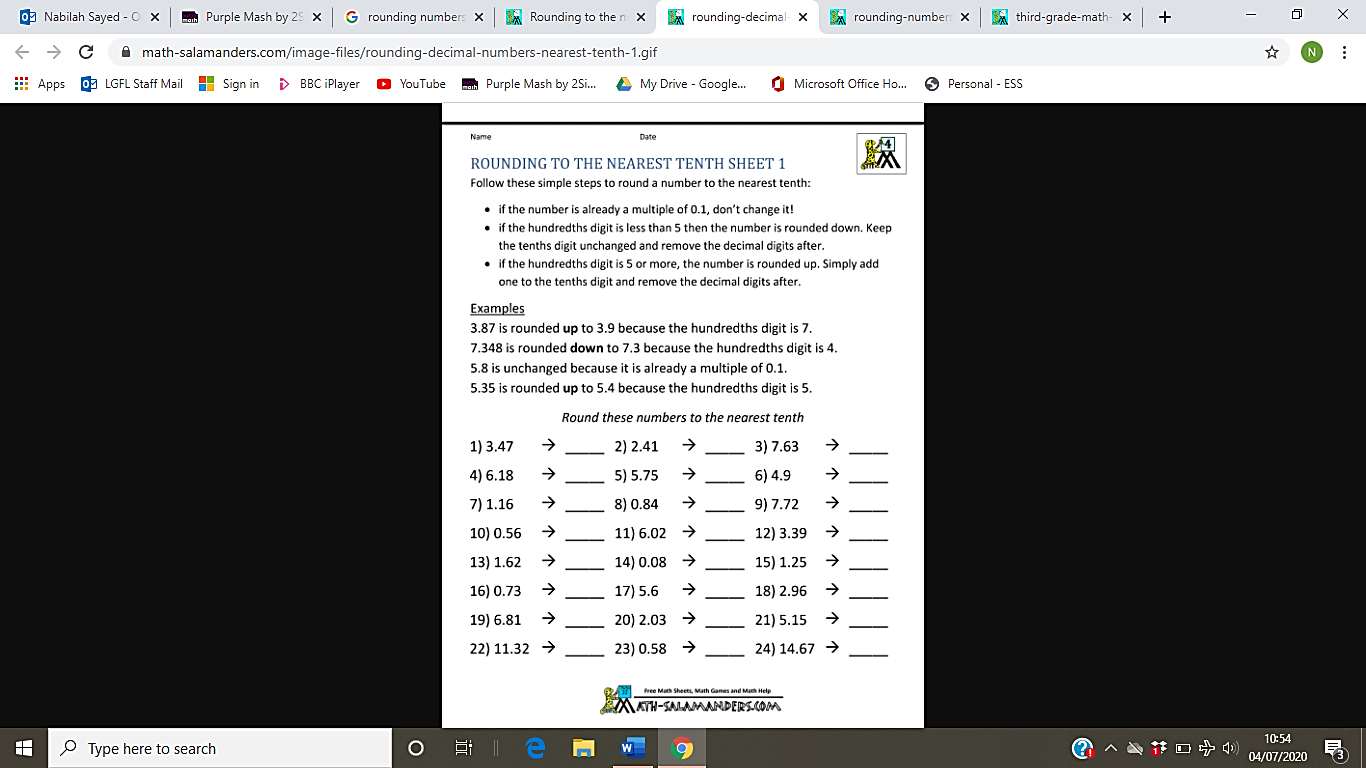


Round these numbers to the nearest 100:



Round these numbers to the nearest 1000:



Round these numbers to the decimal numbers to the nearest tenth:

**Rounding word problems:**

Use your reasoning skills!

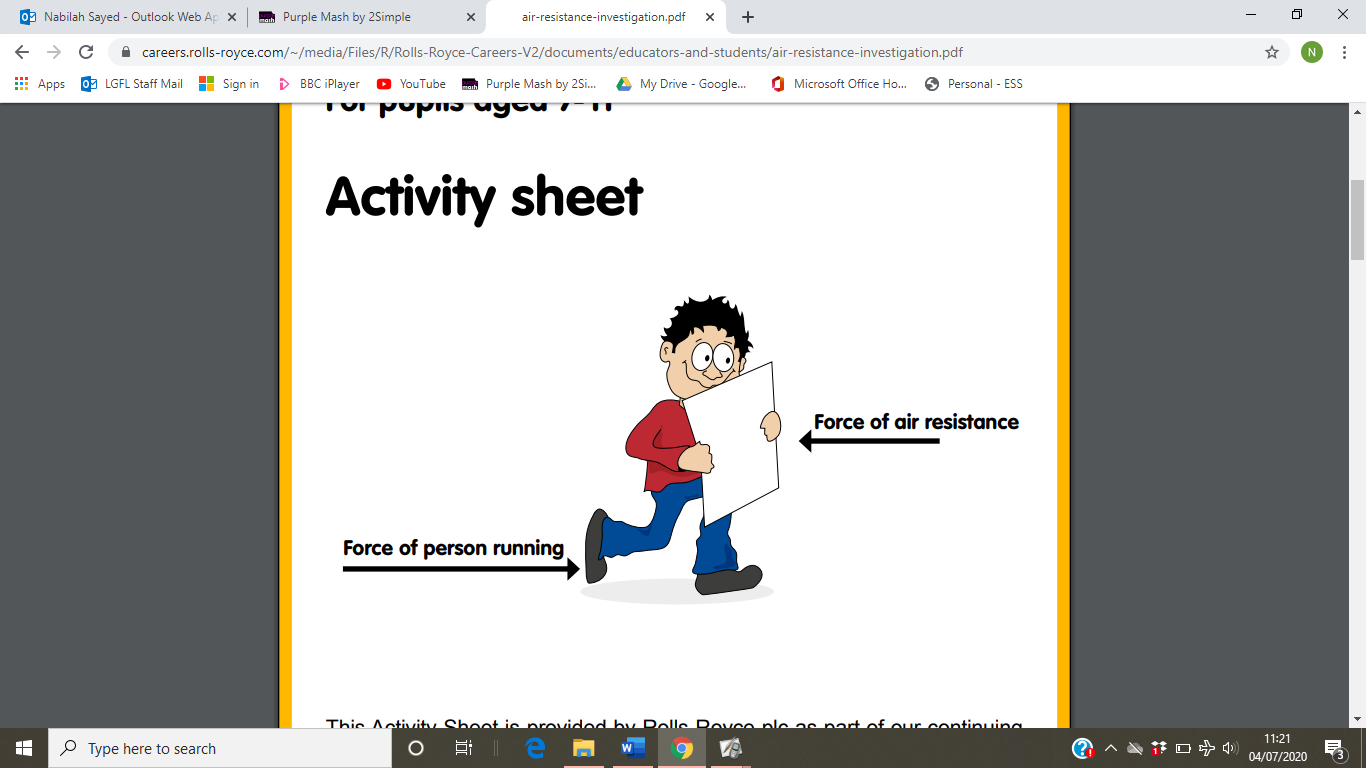
1. John and his two friends are going to the cinema. The cinema costs £3.30 for each person. How much will it cost John? If the bank will only give him £10 notes, how many £10 notes does he need?
2. The next week John takes his two friend to the cinema, and will buy them drinks as well. The dinks cost £1.25 each. How much money will John need to get from the bank in £10 notes?
3. Alice is making a fruit punch for her party. The bowl for the fruit punch will hold 4.68 litres. The local shop only sells fruit juice in 150ml containers. How many does she need to fill the bowl?
4. Brian is stuck on the wrong side of a fast flowing river. His friends want to throw him a rope, but they only have shoe laces, each 135cm long. How many laces would they need to reach Brian if the river was 23m wide.

**Challenge:** Now create some of your own reasoning problems!

**Science**

**Investigate air resistance!**

*Air resistance is a type of friction between air and another material. When objects move through the air, an invisible force acts upon it and this is air resistance. This is when air particles hit the object and create air resistance.*



**Task –** Investigate what happens when you run accross your hallway, in the park or in your garden with a sheet of card or piece of wood held in front of you!

Do you feel a larger force of air resistance with or without the card? What could you change to alter how much air resistance you feel? Make a list of as many as you can. For example: how fast you run If the card is bent or flat? Or what will happen to the amount of air resistance we feel when we run faster?

Make a **prediction** and if you can give a reason for it, for example: The faster we run the more air resistance we will feel. We think this will happen because as we run faster we are trying to push more air out of the way and it will push back more.

**Write your conclusion:**

Think about what your results tell you -

* What did you find out?
* Was your prediction correct?
* Is there a pattern in the results?
* Could you improve your investigation?

**Topic**

**History**

Starter – Think back to the beginning of the year when we learnt about the Victorian Era. What can you remember?

*In Britain, every child has the right to a free education. However, many poor Victorian children never went to school and were forced to work to earn money for their families. Although there were many poor people, there were also many rich people and there was a big difference between them!*

**Task –** Research the differences between children from rich families and children from working class families. Find out the differences in what they ate, how they dressed, what jobs they had, their luxuries and how they lived. Interpret your notes into a table:

|  |  |
| --- | --- |
| **Rich children** | **Poor children** |
|  |  |

**Challenge:** Listen to these episodes, what can you find out about street children and life in a wealthy Victorian family?

<https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd>

<https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw>

****