

## Year 5 and Year 6 June Week 1

Hello again! Hope you are well. This first section you can choose which you do and the order you want to do them in over the week. **Don't worry if you can't do it all.** Then I have put a short GPS activity, a maths section and a reading section from 'The Explorer' for each day. There are daily writing links to the Explorer too. Have fun!

- Longer write for the week - Write an adventure story set in a setting of your choice.
  - Choose a setting of your choice e.g. a wood, space, castle, theatre, a desert.
  - Describe the setting. Remember to use expanded noun phrases.
  - Use this setting as the location of a story. Write your story. Remember to include a start to capture the reader's attention, a problem and an ending.
  - Edit your story. Can you make any changes to make your story even better? Have you used a variety of sentence types? Have you used a range of punctuation?
- Design a front and back cover for your story. Remember to include a blurb that doesn't say how the story ends.
- Take a song whose tune you know and rewrite the words.
- Which is your favourite time in history? Describe what this time was like and why you like it.
- Take the words  
**The Explorer by Katherine Rundell**  
How many words of 4 or more letters can you make?  
What is the longest word you can make?
- Design an outfit for an explorer in the rainforest. Which qualities would it need to be e.g. waterproof? Think about colours. Would you want it to blend in with nature or stand out?

## GPS Colons

Colons can be used to introduce a list.

They can also be used to separate two independent but **linked** clauses.

The clause after the colon is used to either conclude the clause before it or explain the clause before it and enhance the meaning. Here are some examples.

***He sprinted to the bus stop: he was late.***

***He knew what the problem was: the heating was broken.***

### Day 1

- Add a colon in the correct place in the sentence below.

**There was only one thing she wanted chocolate.**

- Fill in the blanks with the correct punctuation.

**Her friends were waiting for her at the cinema \_\_\_\_\_ they would decide what to watch when they went in \_\_\_\_\_ She picked up the pace.**

- Fill in the blanks with the correct punctuation.

**I told my sister not to come over to my house \_\_\_\_\_ I wasn't feeling very well. She come over anyway \_\_\_\_\_ bringing me some home-made soup.**

- Create your own sentence using the word bank to help you. Your sentence must have two clauses and a colon.

excited                  party                  food                  decorations

### GPS Day 2

- Add a colon in the correct place in the sentence below.

**Even though it wasn't an ideal situation to be in, he knew exactly what he had to do run.**

- Add a colon in the correct place in the sentence below.

**Despite it being quite late, they agreed that they all felt the same hungry.**

- Fill in the blanks with the correct punctuation.

**Thoughts of silver \_\_\_\_\_ gold and jewels buzzed around his head as he neared the cave. Xin knew what he would wish for once he had rubbed the lamp \_\_\_\_\_ infinite wishes. Could this day get any better \_\_\_\_\_**

- Create your own sentence using the word bank to help you. Your sentence must have two clauses and a colon.

bake                  cake                  birthday                  mum

### GPS Day 3

- Fill in the blanks with the correct punctuation.

**Since she started bird-watching \_\_\_\_\_ she hadn't had much luck finding anything worth sketching \_\_\_\_\_ Arya had spotted two rare birds on her trek today, though \_\_\_\_\_ a hawfinch and a nightingale.**

- Add a colon to the sentence below.

Knowing what was to happen next was making her feel uneasy she really shouldn't have listened to that conversation between her parents.

- Fill in the blanks with the correct punctuation.

It seems that the currency we all have, and are willing to spend so frivolously \_\_\_\_\_ is the one we should covet the most \_\_\_\_\_ time. I, for one, am not willing to waste mine. How can I, knowing what I know \_\_\_\_\_

- Fabien thinks he has used a colon to provide an explanation in his sentence below.

**The mountains rose high above the lake: towering ominously, casting shadows below.**

Is he correct? Explain how you know.

#### GPS Day 4

- Tobias thinks he has used a colon to provide an explanation in his sentence below.

**Despite the weather: the party went ahead as planned.**

Is he correct? Explain how you know.

- Euan thinks he has used a colon to provide emphasis in his sentence below.

**The loud bang: meant only one thing fireworks.**

Is he correct? Explain how you know.

- Create your own sentence using the word bank to help you. Your sentence must have at least two clauses and a colon.

Nadia                brave        stage        fear        performance        nervous

#### GPS Day 5

- Jaxon thinks he has used a colon to introduce a list in his sentence below.

**The fact that he was usually extremely disorganised meant that he felt he should make a list: of what he needed to buy pencils, pens, a rubber and a notepad.**

Is he correct? Explain how you know.

- Isaac thinks he has used a colon to provide an explanation in his sentence below.

**Far into the distance: the lake glistened as the breeze rippled the surface of the water, reflecting the moonlight onto the bank.**

Is he correct? Explain how you know.

- Create your own sentence using the word bank to help you. Your sentence must have at least two clauses and a colon.

rain        storm        dark        threatening        sky        wet

## Maths Day 1

$3 \times 8 =$	$5 \times 6 =$	$5 \times 9 =$	$4 \times 8 =$	$5 \times 3 =$	$8 \times 7 =$
$9 \times 12 =$	$11 \times 7 =$	$8 \times 4 =$	$8 \times 5 =$	$10 \times 11 =$	$12 \times 2 =$
$3 \times 3 =$	$7 \times 8 =$	$7 \times 5 =$	$11 \times 11 =$	$12 \times 12 =$	$6 \times 9 =$

The following maths gets harder as you go through. Have a go at as many as you can.

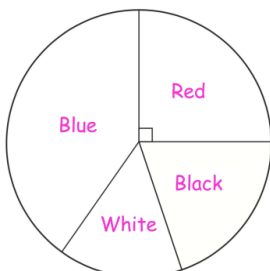
- A)  $7.5 - 2.8$       B)  $12 \times 11$       C)  $6^2$       D)  $\frac{3}{4} - \frac{5}{8}$

E) Write one number in each box

	multiple of 7	not a multiple of 7
multiple of 2	14	
not a multiple of 2		

F)  $\frac{3}{5} = \frac{9}{\square} = \frac{\square}{30}$

G) There are 40 cars in a car park.  
The chart shows information about their colours



Tick the statements that are **true**

There are more red than white cars ☐

The total number of black and white cars is 20 ☐

25% of the cars are red ☐

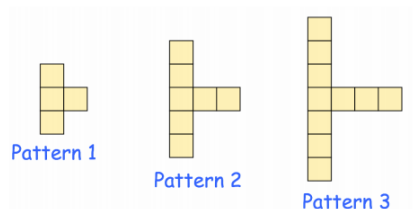
There are less than 20 blue cars ☐

H)  $630 \div 18$

I)  $8 + 16 \div 4$

J) Find the value of  $c$  in the equation  $39 - 7c = 25$

Here is a sequence of patterns



K) How many squares are in Pattern 4?

L) How many squares are in Pattern 7?

## Maths Day 2

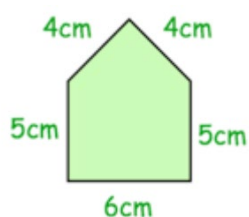
$32 \div 8 =$	$10 \div 2 =$	$36 \div 3 =$	$36 \div 12 =$	$24 \div 2 =$	$24 \div 4 =$
$6 \div 6 =$	$21 \div 7 =$	$18 \div 9 =$	$36 \div 4 =$	$27 \div 3 =$	$42 \div 7 =$
$130 \div 10 =$	$25 \div 5 =$	$110 \div 11 =$	$56 \div 7 =$	$48 \div 8 =$	$30 \div 6 =$

The following maths gets harder as you go through. Have a go at as many as you can.

A)  $4899 - 1925$

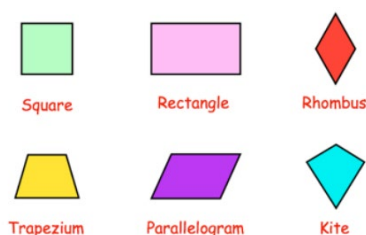
B)  $149 \times 5$

C) Work out the perimeter of this pentagon



D) In a class there are 27 children. Two ninths of the children wear glasses. How many children do not wear glasses?

E) Which shape has no parallel sides?



F)  $175 - 210$

G)  $79 \times 13$

H) Raheem is putting 50p coins into bags. Each bag holds 20 coins. He has 645 coins. How many bags can Raheem fill? How many coins will be left over? How much money does he have in total?

I) Two angles in a triangle are 80 degrees and 50 degrees. Is the triangle isosceles? Explain your answer.

J)

1	9	3	2	3	0
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K)  $10^4$

L) Miss Rodgers is buying rulers. 20 rulers cost £5.20. 10 rulers cost £3.15. 1 ruler costs 65p. Miss Rodgers has £20 to spend on rulers. What is the greatest number of rulers she can buy?

M)

Here is a pattern of number pairs		Complete the rule for the number pattern	
a	b	b = <input type="text"/> × a + <input type="text"/>	
1	17		
2	20		
3	23		
4	26		

N) Find the highest common factor of 16 and 24.

## Maths Day 3

$36 \div 6 =$	$40 \div 2 =$	$9 \times 3 =$	$11 \times 11 =$	$22 \div 2 =$	$9 \times 4 =$
$9 \times 9 =$	$27 \div 9 =$	$12 \times 7 =$	$48 \div 6 =$	$12 \times 12 =$	$15 \div 3 =$
$7 \times 11 =$	$45 \div 5 =$	$77 \div 11 =$	$56 \div 8 =$	$8 \times 6 =$	$120 \div 12 =$

The following maths gets harder as you go through. Have a go at as many as you can.

A)  $49 + 565$       B)  $\frac{8}{11} - \frac{2}{11}$

C)

Daisy visits a restaurant with her friends.  
This is the menu

Starters	Mains
Soup	Chicken
Prawn Cocktail	Beef
Melon	Pizza

D)

Here are four number cards

9 2 3 5

Jessica uses each card once to make an **even** four-digit number. She places:

- 9 in the tens column
- 5 so that it has a higher value than any of the other digits.

Write a digit in each box to show Jessica's number

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Daisy chooses one starter and one main.

List all possible combinations

E)  $1925 \div 7$

F) 10% of 60 500

G) A house is 12m wide and 8 m tall. Kirsty makes a scale model of the house. Her model is 16cm tall. How wide is her model?

H) How many centimetres are in 12 metres?

I) Here is a number written in Roman numerals. CCCXI. Write the number in figures.

J)  $3\frac{1}{5} \times 30$

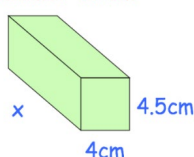
K)  $4.5 \div 90$

L) A cake weighs 850g. 40% of the cake is sugar.

Work out how many grams of sugar are in the cake.

M)  $m$  is a whole number.  $6m$  is greater than 40.  $10m$  is less than 120. Write all the numbers that  $m$  could be.

Volume:  $432\text{cm}^3$



N) Find the length of this cuboid.

## Maths Day 4

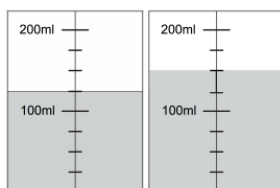
$4 \times 4 =$	$5 \times 5 =$	$2 \times 2 =$	$11 \times 11 =$	$12 \times 12 =$	$3 \times 7 =$
$8 \times 8 =$	$10 \times 10 =$	$6 \times 6 =$	$5 \times 6 =$	$9 \times 6 =$	$11 \times 10 =$
$3 \times 3 =$	$7 \times 7 =$	$9 \times 9 =$	$12 \times 5 =$	$5 \times 4 =$	$8 \times 7 =$

The following maths gets harder as you go through. Have a go at as many as you can.

A)  $4 \times 45$

B)  $929 \div 1$

C) Rosie has 800 millilitres of milk in a bottle. She pours some milk into two measuring jugs. How much milk has Rosie poured into the measuring jugs in total? How much milk does Rosie have left in the bottle?



$$\begin{array}{r} 6452 \\ + 827 \\ \hline \square 2791 \end{array}$$

D) Write the three missing digits to make the addition correct.

E)  $3 \times \frac{3}{10}$

F)  $75\,390 + 16\,998$

G) How many times larger is the area of Yorkshire than the area of Huntingdonshire?

County	Area
Yorkshire	15,000 km <sup>2</sup>
Huntingdonshire	1,000 km <sup>2</sup>

H) In June Spencer collects 3, 4 or 5 strawberries from his greenhouse. In the first 17 days, Spencer collects 76 strawberries. What is the **greatest** number of strawberries that Spencer can collect in June?

I) Find three different prime numbers with a sum of 40.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = 40$$

prime number    prime number    prime number

J)  $\frac{1}{3} \div 2$

K) 30% of 19

L) Add these signs to make the calculation correct. + -  $\times$   $\div$

$$5 \boxed{\phantom{00}} 8 \boxed{\phantom{00}} 4 \boxed{\phantom{00}} 2 = 11$$

M) 40% of the apples in a bag are red. The rest of the apples are green. There are 12 red apples in the bag. How many apples are in the bag?

## Maths Day 5

$24 \div 6 =$	$12 \div 2 =$	$27 \div 3 =$	$84 \div 12 =$	$36 \div 6 =$	$32 \div 4 =$
$45 \div 9 =$	$28 \div 2 =$	$45 \div 5 =$	$50 \div 5 =$	$39 \div 3 =$	$42 \div 7 =$
$100 \div 10 =$	$44 \div 11 =$	$64 \div 8 =$	$56 \div 8 =$	$24 \div 8 =$	$66 \div 6 =$

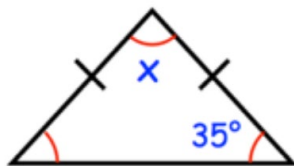
A)  $88 \div 11$     B)  $7 \times 4 \times 10$     C)  $1.04 \times 1000$     D)

8	8	7	9	2
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E) Edward has drawn a 3-D shape. His shape has 6 vertices. It has 9 edges. It has 5 faces. What 3-D shape has Edward drawn?

F) Martin finished a 10 kilometre race in 47 minutes 13 seconds. Dean finished 9 minutes 54 seconds **after** Martin. How long did Dean take?

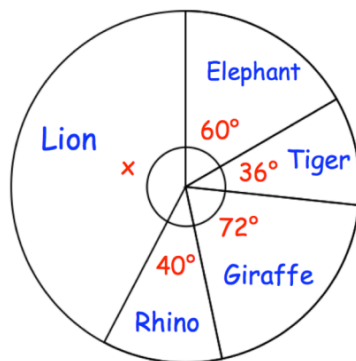
G) Calculate the size of angle x



H) 5% of 1400

I)  $0.144 \div 9$

J) The pie chart shows information about the animals some children liked best. Find the size of angle x.



K) What fraction of children liked elephants best?

L) Farmer Smith has 100 more sheep than Farmer Jones.

Farmer White has twice as many sheep as Farmer Jones.

In total there are 2500 sheep. How many sheep does Farmer Jones have?



Day 1 Extract from 'The Explorer' by Katherine Rundell. We re-join the story where Lila has just found an animal.

'It's a sloth,' said Lila. Her voice was hushed with awe. 'A baby sloth.'

Fred stepped closer. It was one of the most extraordinary things he'd ever seen. It was very ugly and very beautiful, both at once. Its fur still had the fluffiness of babyhood.

'Let's make it play!' said Max. He grabbed at Lila's arm.

'No!' Lila seized his wrist, cradling the sloth against her chest. 'Don't! You'll hurt it!'

The brother and sister glared at each other. 'No I won't! I'll be soft.'

'Maxie, you mustn't. It's terrified; it doesn't have a mother to protect it. See it's shaking.'

'But I *love* it!' Max looked dangerously close to tears.

'But it doesn't need you to love it to death. It needs us to be slow,' whispered Lila. 'Come on Maxie - let's take it back to the camp.'

**What does 'awe' mean?**

**Describe the sloth.**

**Why didn't Lila want Max to make it play?**

**Why is it shaking?**

**What do they decide to do with the sloth?**

**How do you think something can be ugly and beautiful at the same time?**

**Why is *love* written in italics?**

**Choose a word from this section to investigate. Write a definition for it, use it in a sentence of your own, find synonyms (words that mean similar), find antonyms (words that mean opposite). Is it a word you can add prefixes or suffixes to? Does it link to any other words e.g. act - actor, action, re-enact?**

**Writing link - What is your favourite animal? Describe it and explain why you like it more than others.**

Day 2 - Extract from 'The Explorer' by Katherine Rundell. We re-join the story where Lila has just brought the sloth back to camp.

'I've never seen one in real life,' she whispered. 'People always told me sloths are slow, and stupid. But I think they're only slow like the way a ballet is slow.' Very, very softly, she laid a finger on the sloth's chest. 'I can feel his heart. It's fast. It's a different rhythm.'

The sloth finished chewing on the pineapple. It crawled up Lila's arm and clung to her, up near her shoulder, resting its head just below her right ear. It made a little snorting noise and Lila's hair ruffled.

'He needs a name,' said Con.

'I've never named anything,' said Lila, her neck twisted to look at the sloth. He was trying, very slowly, to eat her earlobe.

'You don't have pets?' asked Fred. It seemed strange, for a person who was so clearly designed to live alongside living things.

'I was never allowed one. I begged and begged, but Mama and Papa move a lot for their work, and they said it wouldn't be fair.' Lila looked hard at the sloth. She narrowed her eyes. Her lips formed a word.

'What's his name?' asked Max. 'You have to tell us! It can't be a secret!'

'Abacaxi,' she said.

'Yes,' said Max authoritatively. 'That's good.'

'Say it again?' said Con.

'Abacaxi. It's Portuguese for pineapple,' said Lila. 'Baca, for short.'

**What does Lila mean when she says the sloth is only slow like a ballet is slow?**

**Who decides it needs a name?**

**How do we know the sloth feels safe with Lila? Find the evidence.**

**Why hadn't Lila ever named anything before?**

**What did they decide to name it? Why?**

**What would you have named the sloth? Why?**

**Writing link- design a guide on how to look after a pet.**

Day 3 - Extract from 'The Explorer' by Katherine Rundell. We re-join the story where the children have found a map in the trees with an x marked on it. They had decided to follow it but unfortunately their camp had caught fire and destroyed everything, including the map.

'You're both so defeatist,' said Con. She had pulled a flint from her pocket and, as they watched, she tore a strip of bark from the raft and began etching something on it.

'There- that was the squiggle - and that was where the river curved,' she said.

'Your photogenic memory!' said Max.

'Photographic,' said Con. She kept scratching.

'There,' she said. 'What do you think? Does that look right?'

Fred studied her map. 'It does look almost exactly -'

'Not almost exactly. Exactly,' said Con sharply. 'I was just being polite, actually. I *know* it's right.'

Fred looked at the bark, and then up at Lila, at Max, at Con. 'Whatever it is that's on that map, it's got to be better than what's back there. What do you say?'

**What does 'defeatist' mean?**

**What does Con draw?**

**What does she use for her drawing?**

**The author chose to use the word etching. Which other words could they have chosen instead?**

**How does Con know she is right?**

**Why does Fred decide they need to follow the map?**

**Writing link - What do you think the children should do? Give the reasons why you think they should go back to camp. Give the reasons you think they should follow the map.**

**Choose a word from this section to investigate. Write a definition for it, use it in a sentence of your own, find synonyms (words that mean similar), find antonyms (words that mean opposite). Is it a word you can add prefixes or suffixes to? Does it link to any other words e.g. act - actor, action, re-enact?**

Day 4 - Extract from 'The Explorer' by Katherine Rundell. We re-join the story where they are following the map down the river.

A great cliff rose up from the jungle, covered in vines. It was fifty times as tall as Fred. The rock face would have been grey but it was so covered in foliage that it seemed to rise from the earth like a growing thing, a great green extension of the jungle floor.

'That's what the black square meant,' breathed Fred.

'Oh, no,' whispered Con. 'I don't want to do this.'

Lila's hand, clutching Baca on her shoulder, was shaking. 'Fred? Could you climb that?'

Fred swallowed. 'Definitely,' he lied. He stared at the great green expanse. It would be like climbing a green cathedral, he thought. 'We all could. There'll be so many handholds it'll be like climbing a ladder.'

**How did the author describe the cliff?**

**What did the black square on the map show?**

**Who was the first person to say they didn't want to climb the cliff?**

**Who was shaking?**

**Where was Baca?**

**Why do you think Fred said he could climb the cliff?**

**How does he try and make the other children feel better?**

**Writing link - Write a diary as if you are Lila having just seen the cliff. What would be going through her mind? Remember to write in first person and include feelings.**

**Choose a word from this section to investigate. Write a definition for it, use it in a sentence of your own, find synonyms (words that mean similar), find antonyms (words that mean opposite). Is it a word you can add prefixes or suffixes to? Does it link to any other words e.g. act - actor, action, re-enact?**

Day 5 - Extract from 'The Explorer' by Katherine Rundell. We re-join the story where they have just climbed the cliff.

They stood with their backs to a slope, at the edge of a vast expanse of stone.

It was an enormous stone courtyard, as wide as a hayfield and at least four times as long. The ground was built from white and yellow stone blocks, rough-hewn but smooth at the top, as from the passing of many thousands of feet. It was set in a slight dip in the ground, so the earth rose up from it on all sides, forming a natural wall. Down the middle of the great stone courtyard grew two rows of trees, creating a boulevard. There were heaps of stone in five or six places, as if small houses had lined each side.

'My God,' breathed Lila.

Fred took a step forward. Among the trees he could see half-formed stone pillars, some waist-height, some taller than he was. High, high overhead was a thick canopy of green, forming a roof over the courtyard.

'Look!' said Fred. 'Over there!'

At the far end there was a vast stone wall, half crumbling and covered in passion fruit vines. Lining the wall were four immense sculptures, hewn out of wood and stone, and taller than two men. Some of the stone had fallen away, but it was possible to see what they had been: a monkey, a panther, a woman and a man.

'It's a city,' breathed Lila.

The sudden thump of a footstep made Fred spin round, bending down - as he'd done days before - for something to throw.

A man stepped from behind one of the stone pillars. He was pointing a knife at them.

'Whatever you were thinking of doing,' he said, 'I would advise against it.'

The man was tall. His arms and hands were covered in scars and burns; old white scars criss-crossed with new red ones.

**Find words the author has used that mean 'big'.**

**What were the sculptures of?**

**What does Lila think they have found?**

**Writing link -Who do you think will be the next person to speak? What will they say?  
Continue the conversation.**

**Why did Fred bend down and try and find something to throw?**

**What do you think the children should do?**

### Number Challenge

You can **only** use the numbers below. You can only use them once for each question. You do not have to use them all. After completing each question all the numbers are available to be used again.

50	25	2	8	3	4
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Can you make 406?

Can you make 150?

Can you make 600?

How many totals can you make between 100 and 200?

E.g.  $50 \times 2 = 100$   $100 + 2 = 102$  so 102 is a total between 100 and 200.

How many totals can you make between 500 and 600?

How many totals can you make between 20 and 30?