











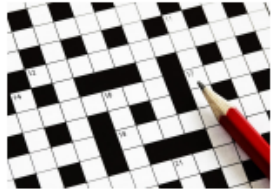
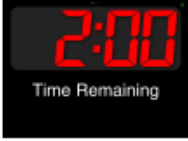






<b>Week 1</b> <b>Words with endings</b> <b>that sound like /</b> <b>shuhs/ spelt with</b> <b>-cious</b>	<b>Week 2</b> <b>Words with endings</b> <b>that sound like /</b> <b>shuhs/ spelt with</b> <b>-tious or -ious</b>	<b>Week 3</b> <b>Words with the short</b> <b>vowel sound /i/ spelt</b> <b>with y</b>	<b>Week 4</b> <b>Words with the long</b> <b>vowel sound /i/ spelt</b> <b>with y</b>	<b>Week 5</b> <b>Homophones &amp; near</b> <b>homophones</b>	<b>Week 6</b> <b>Homophones &amp; near</b> <b>homophones</b>	<b>Week 7</b> <b>Review Week</b>
vicious gracious spacious malicious precious <b>conscious</b> delicious suspicious atrocious ferocious	ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious	<b>symbol</b> mystery lyrics oxygen symptom <b>physical</b> <b>system</b> typical crystal <b>rhythm</b>	apply supply identify <b>occupy</b> multiply <b>rhyme</b> cycle python hygiene hyphen	past passed proceed precede aisle isle aloud allowed affect effect	farther father guessed guest heard herd led lead mourning morning	Within this assess and review week, use the provided <b>Spot the Mistake with Mr Whoops</b> sheets within the pack to assess pupil progress against the objectives that have been covered during the half term.  In addition, you may want to use our <b>Y5 Term 1A Spelling Dictation Sentences</b> as an assessment tool.

# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <b>jumping</b> <b>caterpillar</b></p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. <b>(vowels: a, e, i, o, u)</b></p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <b>trainbackstop</b></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>

# SPELLING MENU

<p><b>21. Question/Answers</b></p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p><b>22. Riddles</b></p> <p>Write a riddle for each of your words. Don't forget to answer them.</p> <p>e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p><b>23. Crossword Puzzle</b></p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p><b>24. Rhyming Words</b></p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme.</p> <p>e.g. men and again</p>
<p><b>25. Homophones</b></p> <p>Can you find any homophones which go with your spelling words? What do they mean?</p> <p>e.g. wear and where, to, too and two their, there and they're</p>	<p><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code.</p> <p>e.g. a = □ b = ◆ c = ♠</p>	<p><b>28 Word Classes</b></p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p><b>29. Synonyms</b></p>  <p>Find at least 2 synonyms for each of your spelling words.</p>	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>BACKWARDS</b></p>
<p><b>33. X Words</b></p> <p>Write 2 words with one letter in common so that they cross over each other.</p> <p>e.g. b r c h e e s e a d</p>	<p><b>34. Acrostic Poem</b></p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing.</p> <p>e.g. sun</p> <p>Sun shines brightly Up in the sky Nice and warm on my face</p>	<p><b>35. Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 	

## Times tables:

You will find a copy of the 36 most important facts from the times tables. If you learn these facts, you will be able to apply them to help work out the remaining facts. E.g. if we learn  $4 \times 3 = 12$  you know  $3 \times 4$  as a fact. We encourage the children to see this relationship to help with their tables.

We encourage the use of TT Rockstars to support with this. The children all know their logins and copies are in their reading records, but should they need another copy, we can print one if they let us know.

## 36 Essential Facts to Learn

<b>x2</b>	<b>x3</b>	<b>x4</b>	<b>x5</b>	<b>x6</b>	<b>x7</b>	<b>x8</b>	<b>x9</b>
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$

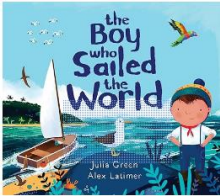
## Topic:

We will be setting a task-based homework to undertake throughout the half term. This project will allow the children to use a range of skills needed across the curriculum. Please see the attached grid for choices. There are 6 options to choose from; we recommend you try at least one. You can adapt any of the suggested activities and be a little creative with them. If you need any support with any of these, just let us know.

## Homework Grid

This term we are learning about Sustainability.

Choose at least one task to complete (but you can do as many as you wish)

<p><b>TASK 1</b> <b>DT</b></p> <p><b>Sail the World</b> Long before ships had engines, they travelled using the power of the wind in their sails. We still use boats like this today.</p> <p>Using recycled materials, build a wind powered boat.</p> <p>A recommended read for inspiration with this project is:</p> 	<p><b>TASK 2</b> <b>Art: landscapes using ICT</b></p> <p><b>Photo Editor</b> We are looking at the work of David Hockney. He used photos to create images of a landscape. Either take photographs of a landscape and collage them into a new image or take a photo and use a photo editor to change the images.</p> <p>You could go on a scavenger hunt in nature and use some found objects in your photography. You may want to look at the work of Andy Goldsworthy as inspiration for this.</p>	<p><b>TASK 3</b> <b>Science</b></p> <p><b>Balloon Buzz</b> We are looking at different types of energy including electricity. Have you ever wondered why your hair sometimes stands on end or you get a little fizzy shock when you slide down a plastic slide?</p> <p>Have a look at the experiments on the next page to investigate. Remember to get a grown up to help.</p>
<p><b>TASK 4</b> <b>Geography</b></p> <p><b>Design a city</b> Example activity Design a city that is as friendly to the environment as possible. You could make a PowerPoint presentation, a labelled model or a drawing to share your ideas. Think about these things when you are designing your city.</p> <p>Energy - Your aim: Use renewable energy. Food - Your aim: Reduce your food miles and grow food in the city. Nature - Your aim: Bring nature back to the city. Transport - Your aim: Fewer cars and cleaner air. Waste - Your aim: Reduce, reuse and recycle.</p>	<p><b>TASK 5</b> <b>Writing</b></p> <p><b>Found Objects</b> Find an object or item to use as the inspiration for a short story. It may be something you collected during your nature walk, a food product examined in the Life History of Stuff activity), or a commercial item that you already own.</p> <p>Brainstorm some of the major issues surrounding sustainability, such as:</p> <ul style="list-style-type: none"><li>• water</li><li>• non-renewable and renewable energy</li><li>• greenhouse gases</li><li>• recycling</li><li>• or landfill.</li></ul> <p>Select one issue from the list to use along with your item as the stimulus for a short story.</p>	<p><b>TASK 6</b> <b>A mix of subjects</b></p> <p><b>Electric Cars</b></p> <ul style="list-style-type: none"><li>• Explore the use of electric cars. Research different models of all-electric and hybrid cars.</li><li>• Compare and contrast the technical and design features of each.</li><li>• Create flow diagrams that illustrate the process of sourcing and generating energy from renewable and non-renewable sources,</li><li>• Design a vehicle that uses at least one form of renewable energy.</li></ul>
<p>Remember to check with a grown up before you try any projects. If these don't inspire you, you could also try your own idea using out topic as a starting point. Have fun 😊</p>		

# Static Investigation

## You will need:

- 2-3 balloons
- hole punch dots
- sugar (~1 tablespoon)
- tissue paper
- string
- scissors
- piece of wool cloth
- \*a wool sock or mitt will do too.



## Instructions

1. Blow up a balloon and tie the end. To investigate the effect of static charge, you must first 'charge' the balloon. Rub the balloon on your hair, or with a piece of wool. This will create a negative charge on the balloon.
2. Bring the charged balloon close to someone's hair. Observe. What happened? What happens when you lift the charged balloon away and bring it close again?
3. Charge the balloon again by rubbing it against your hair or with a piece of wool. This time, bring it close to some scattered hole punch dots on your desk. Observe. What happened?
4. Sprinkle a little bit of sugar on your desk. Again, charge up your balloon and hover it over the sugar. Observe. What happened?
5. Use the scissors to cut out the tissue paper. You can cut a spiral snake shape, little butterflies, or simply into smaller pieces. Charge your balloon and bring it close to the tissue paper shapes. Observe. What happened?
6. Finally, blow up a second balloon and tie the end. Tie a string of equal length to the end of each of the balloons and dangle them down from a height, or have a friend hold the strings. At first the balloons should be touching slightly. Now use a piece of wool cloth and charge both balloons on the side they are touching. Observe. What happened? Why?

## Static Investigation

### Explanations

**Static electricity** is the result of an imbalance of electrical charges, often as a result of two objects being rubbed together. The object with an excess charge discharges its electrons to the other in a one-time transfer. It is called static electricity because the charge is static, which means it doesn't move and stays in one area without flowing or moving.

In these experiments, the charged balloon had a build up of excess electrons. When it was brought close to different objects, the positive charges present on those objects were attracted to the balloon, making it stick together. Conversely, in the final experiment, when two net negatively charged balloons were brought close together, they repelled away from each other.

**What other static phenomena have you observed? Can you apply your knowledge of static electricity to explain what is happening?**

