

You do not need to print off any of the challenges. You can complete them on a piece of paper and take a picture of your work to upload it to Twitter or Facebook.

Year 5

Week 3
Graffiti

Reading

The Explorer



Read the text (or watch Mrs Haigh reading it on **Seesaw**) and complete the comprehension questions.

Mrs Haigh has also created a 'How to...' video to practice the skills needed for our question types also on **Seesaw**.

Writing

Create a character profile about one of the main characters from the story.

- Fred
- Con
- Lila
- Max

Think about how they are described in the first two chapters of the book. Any missing details, use your inference skills to fill in the gaps! Use our template to help you.

Spelling

Task 1 = practice these statutory spellings that you should know in Y5.

1. amateur
2. ancient
3. bargain
4. muscle
5. queue
6. recognise
7. twelfth
8. identity
9. develop
10. harass

Task 2 = complete the word search.

Punctuation & Grammar

This week we are going to recap over contracted words.

E.g did not = didn't
will not = won't

Please watch Miss Booker's helpful video as a reminder.

<https://www.youtube.com/watch?v=ANfpXETNbeA&feature=youtu.be>

Then complete the set activity. Enjoy

Maths

We are continuing with multiplication as it is an important area of maths to practice. The more you practice, the quicker you will become with your methods mental and written.

Task 1 = Mr A has uploaded some very detailed videos on **Seesaw** that explain how to complete single and multi step word problems.

Please watch and complete the attached problems to solve.

Task 2 = Mr Armstrong has a short reminder video for long multiplication. Why not use it to remind you. Don't forget that place holder!

<https://www.youtube.com/watch?v=hBLu-07uWGg>

Then complete the following questions.

- A. 269 x 23
- B. 843 x 18
- C. 9172 x 15
- D. 3044 x 35
- E. 5118 x 21

Don't forget about TTRS tool!



Art/ Geography



Graffiti artwork has such a vast variety nowadays. Think about what makes your community great!

You, your family and friends, other people/neighbours in the community, our school or our city of Manchester.

Create a new piece of graffiti that you can link to one of the following:

- Team 9 or Team 10
- Charlestown Primary School
- Blackley
- Manchester

Really think about what it will represent and why.

Add a description to explain what you have created and why.

Wellbeing

It is important to do things that are good for your mind and soul. Sometimes it is useful to just stop and focus on 1 thing.

Have a go at some of the activities below.



Reading



FLIGHT

Like a man-made magic wish, the aeroplane began to rise.

The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky. Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.

The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manaus, the city on the

water. He brushed his hair out of his eyes and pressed his forehead against the window.

Behind Fred sat a girl and her little brother. They had the same slanted eyebrows and the same brown skin, the same long eyelashes. The girl had been shy, hugging her parents until the last possible moment at the airfield; now she was staring down at the water, singing under her breath, her brother trying to eat his seatbelt.

In the next row, on her own, sat a pale girl with blonde hair down to her waist. Her blouse had a neck-ruffle that came up to her chin, and she kept tugging it down and grimacing. She was determinedly not looking out of the window.

The airfield they had just left had been dusty and almost deserted, just a strip of tarmac under the ferocious Brazilian sun. Fred's cousin had insisted that he wear his school uniform and cricket jumper, and now, inside the hot, airless cabin, he felt like he was being gently cooked inside his own skin.

The engine gave a whine, and the pilot frowned and tapped the joystick. He was old and soldierly, with brisk nostril hair and a grey waxed moustache which seemed to reject the usual laws of gravity. He touched the throttle and the plane soared upwards, higher into the clouds.

It was almost dark when Fred began to worry. The pilot began to belch, first quietly, then violently and repeatedly. His hand jerked, and the plane dipped suddenly to the left. Someone screamed behind Fred. The plane lurched away from the river and over the canopy. The pilot grunted, gasped and wound back the throttle, slowing the engine. He gave a cough that sounded like a choke.

Fred stared at the man – he was turning the same shade of grey as his moustache. 'Are you all right, sir?' he asked. 'Is there something I can do?'

Fighting for breath, the pilot shook his head. He reached over to the control panel and cut the engine. The roar ceased. The nose of the plane dipped downwards. The trees rose up.

'What's happening?' asked the blonde girl sharply.
'What's he doing? Make him stop!'

The little boy in the back began to shriek. The pilot grasped Fred's wrist hard for a single moment, then his head slumped against the dashboard.

And the sky, which had seconds before seemed so reliable, gave way.

Chapter 1 Questions.

Reading domain focus = retrieval, language and inference.

Retrieval

1. How many passengers were on the plane?
2. What did the plane follow?
3. Where was their destination?
4. List what you know about the pilot based on what is written in the text.
5. What was Fred wearing?

Language

6. Why did the author describe Fred's jaw as being set with concentration?
7. What is meant by '...And the sky, which seemed so reliable, gave way' think about what it makes you think as the reader?

Inference

8. How did each passenger feel on the flight? How do you know?
9. How would you describe the girl sat on her own? What is she like?
10. What do you predict will happen in Chapter 2?

Writing



What do you know about the character?
(Appearance/ type of person they are)

What is the character's personality
like? How do you know?



Portrait of your chosen
character



What are the character's traits?

How do you think the character will
develop in the story?



**HELPFUL
VOCABULARY
TO USE IN
YOUR
CHARACTER
PROFILE**



Adjectives for Characters



angry
mad
furious
bad
evil
bold
naughty
cheeky
rude
dreadful
awful
harsh
terrible
wicked
horrible
horrid
brave
courageous
daring
adventurous
clever
intelligent
smart
skilful

contented
calm
happy
satisfied
merry
joyful
dangerous
savage
vicious
delicate
weak
frail
forgetful
careless
untidy
wasteful
generous
kind
helpful
loving
brilliant
wonderful
excellent
awesome

cheerful
colourful
greedy
mean
selfish
lazy
idle
dozy
pretty
beautiful
attractive
handsome
athletic
sporty
odd
unfriendly
aloof
quaint
cute
rich
wealthy
rowdy
loud
ugly

disgusting
wrinkled
enormous
broad
large
big
tall
short
tiny
foolish
silly
zany
confused
muddled
lucky
fortunate
poor
unfortunate
quick
fast
speedy
rapid

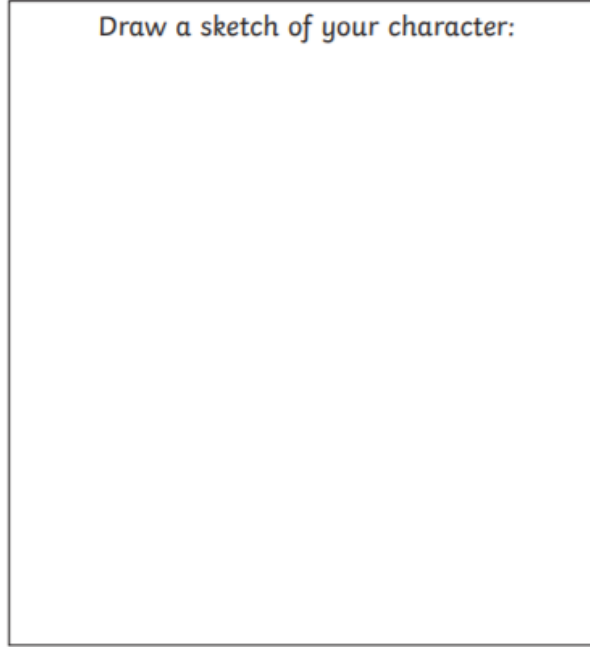
Character Profile

Character name

Appearance:

Personality:

Draw a sketch of your character:



Actions: What does your character **do** in the story?

Change:

You do not have to
use this template.
If you would rather
complete this
activity on paper of
your own and
change the layout
a bit that is fine!



Spellings

Task 1 = practice these statutory spellings that you should know in Y5.

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Task 2

Statutory Spelling Challenge Words



SPAG

Contractions

1. Finish these statements. The first one has been completed for you.

I will is contracted to **I'll**.

it is is contracted to _____

you will is contracted to _____

would not is contracted to _____

he will is contracted to _____

could not is contracted to _____

she will is contracted to _____

should not is contracted to _____

we will is contracted to _____

have not is contracted to _____

they will is contracted to _____

you would is contracted to _____

2. Now choose 3 of the words. Write each word into a sentence below.

Don't forget capital letters and full stops!

Maths

Task 1 = Mr A has uploaded some very detailed videos on **Seesaw** that explain how to complete single and multi -step word problems.

Please watch and complete the attached problems to solve.

Word Problems

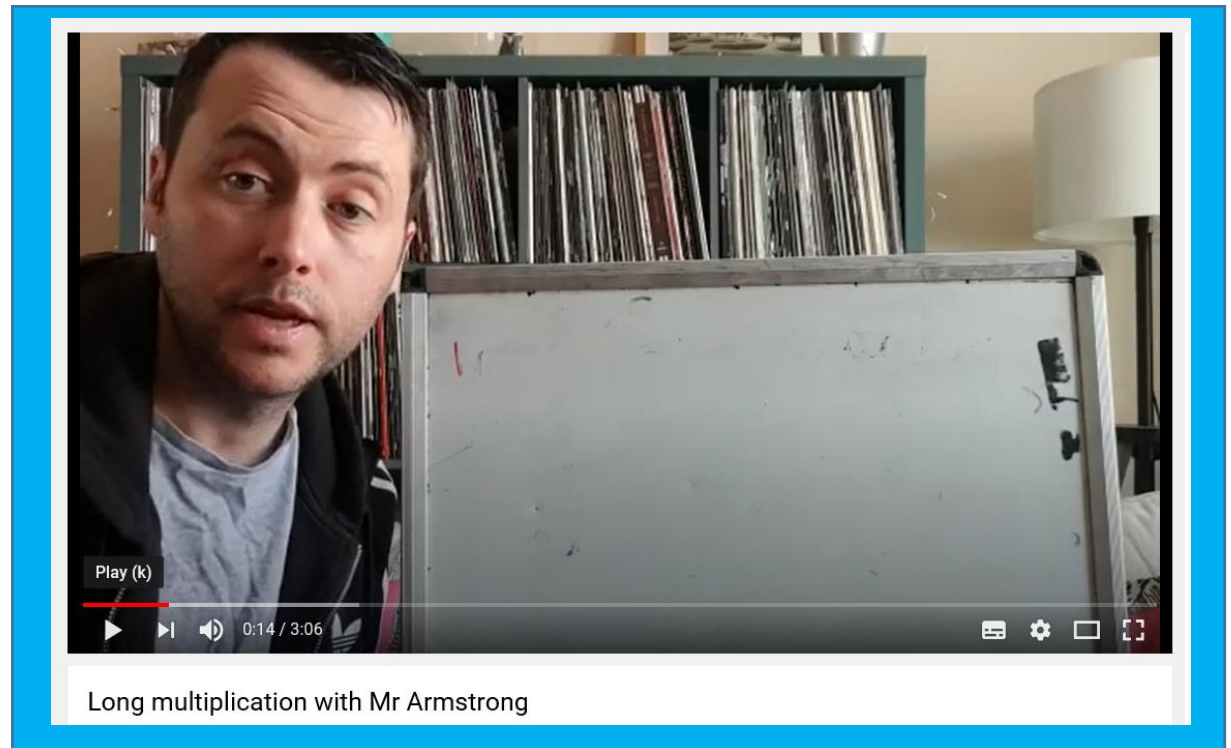
Use a formal method to calculate the answers to these questions.

1. There are 77 biscuits in a packet. A supermarket orders 9778 packets. How many biscuits will be in the 9778 packets?
2. A school supplier buys 5540 boxes of pencils. Each box has 56 pencils. How many pencils has the supplier bought?
3. A wholesaler sells pineapples for 96p each. The wholesaler sells 3990 pineapples in one week. How much money will the wholesaler receive for the pineapples?
4. It takes 78 hours for a satellite to go around the Earth. How many hours will it take for the satellite to go around the Earth 9859 times?
5. A machine makes 8521 dice in a week. In a 52-week working year, how many dice are made in a year?
6. A cinema chain has 28 cinemas. The average weekly attendance is 9828 people. What is the total attendance across the whole chain?
7. Sacks of potatoes contain an average of 95 potatoes. In a year, a farmer sells 4911 sacks. How many potatoes does she sell in one year?
8. A crate of screws contains 5193 nails. A DIY chain orders 52 crates for all its stores. How many nails are in the 52 crates?
9. There are 43 children in year 6. Each child pays £75.60 for a school trip. How much do they pay altogether?
10. A rugby club has an average attendance of 6962 people to each match. What is the total attendance for the 39 matches played in a season?

Maths

Task 2 = Mr Armstrong has a short reminder video for long multiplication. Why not use it to remind you. Don't forget that place holder!
Complete the following questions.

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<https://www.youtube.com/watch?v=hBLu-07uWGg>

M7a: Column Multiplication

4

3647

x 4

14588

212



M9: Long Multiplication

6 Column

$$\begin{array}{r}
 \quad \quad 43 \\
 \times \quad 65 \\
 \hline
 215 \quad (5 \times 43) \\
 + 2580 \quad (60 \times 43) \\
 \hline
 2795
 \end{array}$$



Art/Geography – ideas

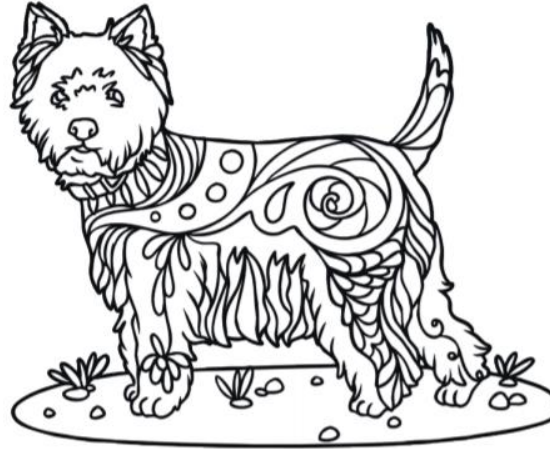


Wellbeing

Mindfulness Challenge Cards



Carefully,
colour in a
picture. Who
will you give
it to and
why?

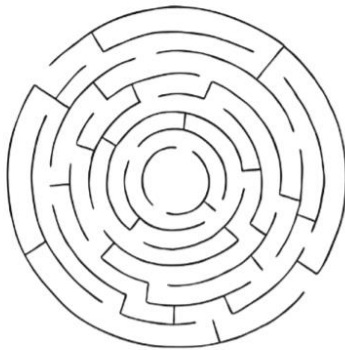


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Mindfulness Challenge Cards



Try a maze. If you go wrong, it is okay. Go back
and try again. Can you get to the end?



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Mindfulness Challenge Cards



Breathe in, out, in, out. If you think of something,
wave it away and go back to your breath: in, out,
in, out. Can you think about breathing for one
whole minute?



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