

Spellings:

Please see the list of weekly spellings attached, which will serve as the foundation for your child's learning. Each week, children will be expected to learn the designated words at home. They will be tested on these spellings every Friday during a class dictation. To support your child, we encourage you to engage with them in their spelling practice, perhaps by creating fun games or quizzes to reinforce their learning. Regular revision will greatly assist in embedding these spellings into their long-term memory.

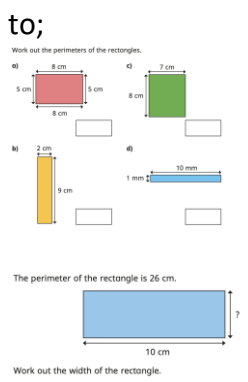
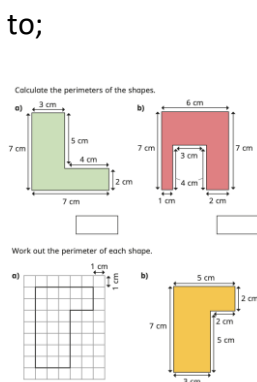
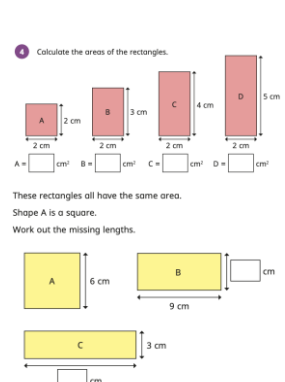
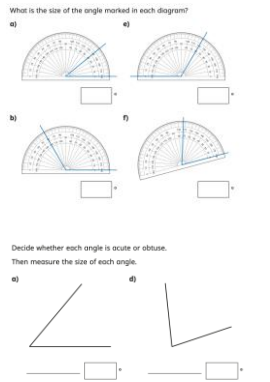
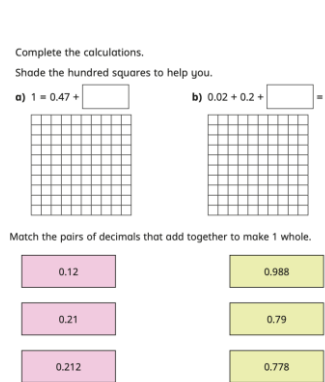
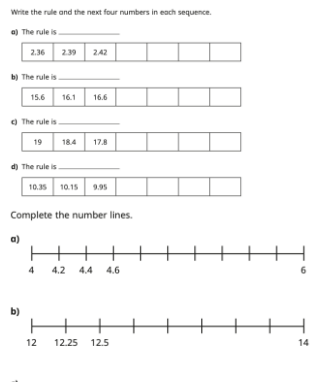
Week 1 w/c 1/6/26	Week 2 w/c 8/6/26	Week 3 w/c 15/6/26	Week 4 w/c 22/6/26	Week 5 w/c 29/6/26	Week 6 w/c 6/6/26
<u>Year 3 and 4 high frequency words review</u> circle difficult enough experiment extreme famous heart imagine important interest material popular remember various	<u>Year 5 high frequency words review.</u> convenience conscious desperate determined especially frequently identity individual language necessary occur prejudice	<u>Contractions</u> we'll could've should've here's they'd there's might've you'd mustn't they'll I'll	<u>Recap the rule for the words spelt 'ei' after c.</u> deceive deceit receive receipt perceive conceive ceiling	<u>Prefixes -dis -mis -re -over are used to modify the meaning of verbs.</u> disqualify disloyal disarm misspell misjudge misinform deconstruct deforest defrost reactivate rehydrate overcharge overthink	<u>Homophones</u> altar alter bridal bridle compliment complement heard herd lead led past passed farther father aloud allowed

Reading:

In year 5, we expect that children read 3 times a week. Children are also encouraged to take part in the Academy Reading Challenge.

Maths:

Additionally, below are a set of arithmetic questions to practice with your child each week. Children can also utilise their Timetable Rock Stars to further enhance their mathematics skills at home. Thank you for your support with this.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Questions similar to;</p>  <p>Work out the perimeters of the rectangles.</p> <p>a) 8 cm 5 cm</p> <p>b) 2 cm 9 cm</p> <p>c) 7 cm 8 cm</p> <p>d) 1 mm 10 mm</p> <p>The perimeter of the rectangle is 26 cm.</p> <p>Work out the width of the rectangle.</p>	<p>Questions similar to;</p>  <p>Calculate the perimeters of the shapes.</p> <p>a) 3 cm 5 cm 4 cm 7 cm 2 cm</p> <p>b) 6 cm 7 cm 4 cm 1 cm 2 cm 7 cm</p> <p>Work out the perimeter of each shape.</p> <p>a) 1 cm 5 cm</p> <p>b) 5 cm 2 cm 5 cm 3 cm 7 cm</p>	<p>Questions similar to;</p>  <p>Calculate the areas of the rectangles.</p> <p>A = $\square\text{ cm}^2$ B = $\square\text{ cm}^2$ C = $\square\text{ cm}^2$ D = $\square\text{ cm}^2$</p> <p>These rectangles all have the same area. Shape A is a square.</p> <p>Work out the missing lengths.</p> <p>A: 6 cm $\square\text{ cm}$</p> <p>B: 9 cm $\square\text{ cm}$</p> <p>C: 3 cm $\square\text{ cm}$</p>	<p>Questions similar to</p>  <p>What is the size of the angle marked in each diagram?</p> <p>a) \square° e) \square°</p> <p>b) \square° f) \square°</p> <p>Decide whether each angle is acute or obtuse. Then measure the size of each angle.</p> <p>a) \square° d) \square°</p> <p>b) \square° e) \square°</p>	<p>Questions similar to –</p>  <p>Complete the calculations.</p> <p>a) $1 = 0.47 + \square$ b) $0.02 + 0.2 + \square = 1$</p> <p>Shade the hundred squares to help you.</p> <p>Match the pairs of decimals that add together to make 1 whole.</p> <p>0.12 0.988</p> <p>0.21 0.79</p> <p>0.212 0.778</p> <p>0.012 0.788</p> <p>0.222 0.88</p>	<p>Questions similar to –</p>  <p>Write the rule and the next four numbers in each sequence.</p> <p>a) The rule is \square 2.36 2.39 2.42 \square \square \square \square</p> <p>b) The rule is \square 15.6 16.1 16.6 \square \square \square \square</p> <p>c) The rule is \square 19 18.4 17.8 \square \square \square \square</p> <p>d) The rule is \square 10.35 10.15 9.95 \square \square \square \square</p> <p>Complete the number lines.</p> <p>a) 4 4.2 4.4 4.6 \square \square \square \square 6</p> <p>b) 12 12.25 12.5 \square \square \square \square 14</p> <p>c) 3.45 5.45 7.45 \square \square \square \square</p> <p>Discuss with your partner how each number line increases.</p>

Star Curriculum Challenge:

Complete the challenge to earn a certificate!

Research a real-life famous spy.

Research a famous spy, for example Sidney Reilly or Kim Philby. Find out

- When and where were they born?
- What was their early life like?
- What did they do before they were a spy?
- Who did they spy for? When? Why? What was their mission?

You could make a poster, write a short biography or fact sheet. Can you add some illustrations?

Year 5
Home Learning – Term 6