

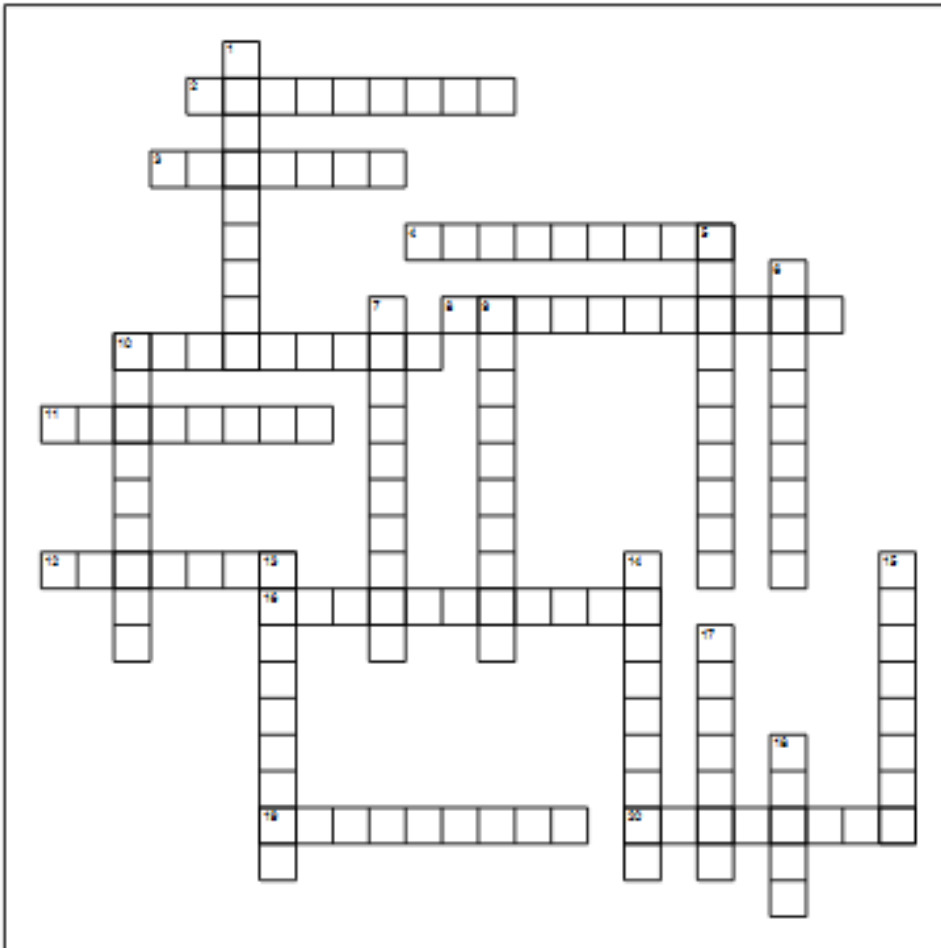


5B Home Learning – Monday 29th June

- Caterpillars have 12 eyes.
- The Queen owns every swan in the country.
- The British accent changes every 25 miles.

ENGLISH

1. Can you answer the clues to complete the crossword? (*Hint – the answers to the clues are all words which come from the Y5/6 spelling list).



Across

2. extremely good
3. these move your body
4. can be seen before thunder
8. up to no good
10. meddle with,
11. ____ with = know very well
12. not professional
16. making clear why
19. needed
20. strongly encourage someone

Down

- | | |
|---|--|
| 1. being | 14. break into a conversation |
| 5. it sets the rules | 15. eg English, French, German or Mandarin |
| 6. the television came with a 2 year ____ | 17. not work |
| 7. often | 18. get ready for; give the tools for |
| 9. one | |
| 10. straight away | |
| 13. advise that it is good | |

2. Watch, read and complete the quiz <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv> to remind yourself what a coordinating conjunction is. Next watch, read and complete the quiz <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3> to remind yourself what a subordinating conjunction is. Then complete the following:

1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over _____ I bumped my head.
- c. Would you like to go to the park _____ would you rather play on your bike?
- d. I wanted to go to the beach _____ mum said we couldn't go.
- e. I like to watch football _____ I can't play it.
- f. I took my dog for a walk across the field _____ we both got muddy.



2. Write your own sentences using the co-ordinating conjunctions below.

but

or

and

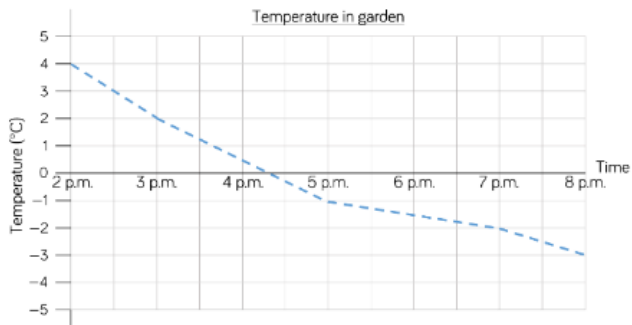
Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

- | | | | |
|----|---|-------|------------------------------|
| 1. | The cold wind blew violently | after | the tornado hit the village. |
| 2. | The relaxed man snored on his sofa | | |
| 3. | Florence jumped high into the air | | |
| 4. | I hate Sundays | | |
| 5. | Mollie was inspired by her favourite dancer | | |

MATHS

A line graph is used to display information which changes over time. It is plotted on a graph as a series of points joined with straight lines.

Here is a line graph showing the temperature in a garden.



What was the temperature at 5 p.m.?

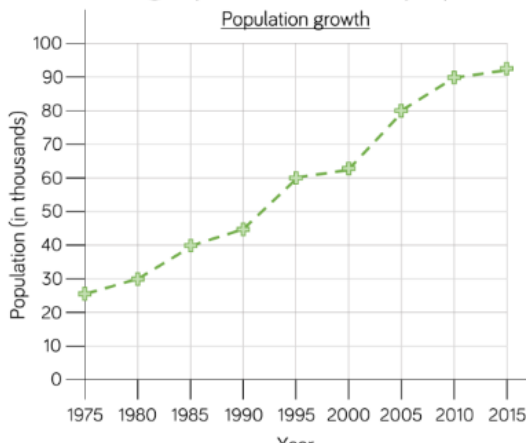
What was the difference in temperature between 3 p.m. and 7 p.m.?

When was the temperature 4°C?

Estimate the time when the temperature was 0°C.

Estimate the temperature at 6 p.m.

This line graph shows the population growth of a town.

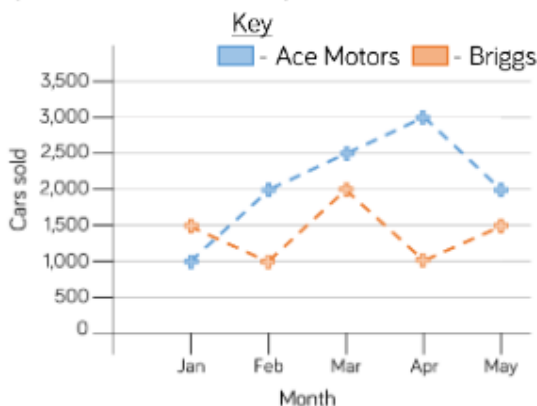


What was the population in 1985?

How much did the population grow between 1990 and 2010?

When was the population double the population of 1985?

The graph shows the number of cars sold by two different companies.



- How many more cars did Ace Motors sell than Briggs in April?
- From January to March, how many cars did each company sell? Who sold more? How many more did they sell?
- Crooks Motors sold 250 more cars than Briggs each month.
Plot Crooks Motors' sales on the graph.

SCIENCE: Adolescence

Have you got a teenage brother or sister? Or maybe both? I know from discussions with you in class that they can be a *little* moody from time to time. You'll also have noticed that it's not just their moods, but their bodies are also changing.

Adolescence is the name we give to the stage when a child, entering puberty, moves from being a child to an adult. **Puberty** is the actual physical process by which a child's body matures.

Have a read of this: <https://www.dkfindout.com/uk/human-body/life-cycle/adolescence/>

We've mentioned mood swings already. Have a read of this – it's written for adolescents:

Why am I getting mood swings and what can I do?

Your hormones (a chemical in your body that controls moods and feelings), coping with the changes in your body and maybe having acne or body odour can all affect your mood. You might feel self-conscious or have low self-esteem and it can help to tell your friends and family that you're finding emotions tough at the moment. Your hormone levels will start to settle down as you go through puberty and you might find that your mood swings don't happen as often and when they do, they're less extreme or less of a problem.

In the meantime, breathing exercises can help when your emotions feel all over the place. Try breathing in for a count of 4 and out for a count of 4 and repeat 5 times to start to feel calmer.

Staying healthy can also help. Try to eat a balanced diet, exercise regularly and get a good night's sleep.

Task: create an information leaflet for a child of your age about adolescence. Focus on information about either a boy or a girl.

I'd love to see what you have created: Class Dojo me or email me at rbishop@ashfield-jun.cumbria.sch.uk