



Reading  
30 minutes



**Read the extract carefully.**

Rita reached up with a big burst of force. One foot at a time, she pushed through the pain. Her arms felt searing-hot as her fingers hung desperately to the rock.

With her free hand, she took her camming-device and wedged it into the cliff. This will hold me, she thought hopefully, and she attached her rope. Just one more ledge to go, just a few more pulls and she would be at the top. She would not give up!

Finally, she reached the ledge and threw herself over, landing in a crumpled heap. When she looked at the view she felt euphoric and a huge grin spread over her face. She had done it.

*Today's focus: Word meaning and inference.*

*1. What image were you visualising while you read the text? Draw it on your notepad.*

*2. What do you think these words mean?  
(Don't use a dictionary)*

- a) Camming-device*
- b) Euphoric*



*Now for some pleasure reading! Read an e-book on Bug Club and answer the comprehension questions or choose a novel of your choice.*

GPS warm-up  
10 minutes

**These are your 10 spellings for the week - Tip: Choose 2 words to learn each day, and then ask a grown up to test you Friday afternoon!**

The letters 'ough' can be said in many different ways! Say your spellings out loud so you can hear the different sounds.

*Now watch this video and complete the online activities:*

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z9f2b82>

Plough	Fought
Ought	Enough
Cough	Though
Rough	Although
Thorough	Bought

## **Relative Clauses**

### **Relative clauses**

**A relative clause can be used to give additional information about a noun.**

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example:

**I won't stand by the man who smells of slime.**

In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

# Match the Clause

The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).

The sentences below have been mixed up! Please match the main clause to the relative clause that suits it best. For example:

My favourite food is pizza,	which originates from Italy.		This makes sense
My favourite food is pizza,	which is made from snow.		This doesn't make sense

Main Clauses
I go swimming at 7 a.m.,
Robert is a very hard-working boy,
I can't eat the sandwich because it has peanut butter inside it,
My sister looks like my mum,
We moved house in 2014,
Jaguars live in the rainforest,
The Egyptians were great architects,
I have to play inside the house,
The flying boy is called Peter Pan,

Relative Clauses
whose hair curls in the same way.
which I am allergic to.
when I was 8 years old.
who always does his homework.
where my mum can keep an eye on me.
who built many pyramids.
where it is hot and humid.
which means I don't have breakfast until 8:30 a.m.
whose home is in Neverland.

Use these relative pronouns to help you:

who	which	when	where	whose
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1. I like to eat pizza. It's my favourite food.

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2. My alarm broke this morning. This meant I was late for school.

\_\_\_\_\_

3. My best friends are Mel and Victoria. They walk with me to school.

\_\_\_\_\_

Writing  
30 minutes

<https://www.literacyshed.com/the-music-video-shed.html>

As you are watching the video above, I want you to think about...

- What might have happened here?
- What might have caused this destruction?
- Where is this?
- How does the boy feel?



Today, I would like you to write a description of the first scene – as the boy walks through the destroyed school.

**Describe....**

- The school building**
- How the boy moves through the school**
- The boy's feelings.**

You can use my sentence starter to get you going!

*Scared and alone, the boy slowly staggered to his feet. He looked...*

***If you cannot access the video,  
describe the image below. Focus  
on describing the destroyed city.***



Maths  
30 minutes

## Negative numbers

Numbers don't just stop at **zero**. When you count **backwards** from **zero**, you go into **negative numbers**.

Positive numbers are more than zero: 1, 2, 3, 4, 5, etc.

Negative numbers are less than zero: -1, -2, -3, -4, -5, etc.

A number line can be used to order negative and positive numbers.

Zero, 0, is neither positive nor negative.



<https://www.bbc.co.uk/bitesize/articles/z4kwjvhv> - Watch the 2 videos and complete the online activities.

There are 2 worksheets to complete in the Year 5 Home learning portal.

Enquiry/Project work  
30 minutes

**This week's theme is Geography!**

**Today we are going to look at different types of settlements.**

I would like you to design your very own map of a made up country. There must be at least one of each type of settlement. Make sure you label your map clearly and include sketches so it is clear what kind of settlement it is.

Take care of your map because we may need it in future lessons!



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Take Care!

