






<p>Week 9</p> <p>Space</p>	<p>Reading</p> <p>The Moon</p>  <p>Read the text about the moon and answer the comprehension questions.</p> <p>Writing</p> <p><u>Poem</u></p> <p>You are now the experts on PLANETS and SPACE!</p> <p>Write a poem about either one of the planets or Space in general.</p> <p>Use the resources attached to help you.</p> <p>Think about what type of poem it could be. Try to do a different poem to what you did the other week.</p>	<p>Spelling</p> <p>Using the suffix 'al'</p> <p>Task 1: Learn these spellings and their meaning.</p> <ol style="list-style-type: none"> 1. musical 2. political 3. accidental 4. mathematical 5. functional 6. tropical 7. professional 8. central 9. global 10. industrial  <p>SPAG</p> <p>Uplevelling sentences is something we do to improve our writing. This is usually to create a stronger impact upon the reader.</p>	<p>Maths</p> <p>Task 1: Complete the puzzles using all the mathematical knowledge you have learned this year.</p> <p>Task 2: Use the clues to complete the maths mystery.</p> <p>Task 3: Remember to log into TTRS!</p>	<p>STEM</p> <p>Art: Use the attached illustrations as inspiration to create your very own space art.</p> 	<p>Wellbeing</p> <p>Transition to Y6</p> <p>Task one: Reflect on your year and fill in the sheet about your favourite memories.</p>  <p>Task two: It's perfectly normal to be worried about going to the next year group, read the story about worries and complete the activity at the end.</p> 
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Reading

The Moon

Do you ever look at the Moon at night? Do you wonder what it would be like to visit the moon? Read on to find out more...

Moon and Sun

The Moon shines very brightly, but it does not make its own light. It reflects the light of the Sun. When the Sun comes up for our daytime, it appears that the Moon goes away, but it doesn't. It's just harder to see because the sky is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the day.

Orbit

The Moon is the only thing that naturally goes around (orbits) the Earth – anything that does this is called a satellite. It takes the Moon about 28 days to go around the Earth once, we call this a lunar month.




The phases of the Moon depend on its position in relation to the Sun and Earth. As the Moon makes its way around the Earth, we see the bright parts of the Moon's surface at different angles. These are called the 'phases' of the Moon.

Did You Know...?

We only ever see the same side of the Moon. This is called the 'near side'.

Moon Phases

The phases of the Moon depend on its position in relation to the Sun and Earth. As the Moon makes its way around the Earth, we see the bright parts of the Moon's surface at different angles. These are called the 'phases' of the Moon. Some of these phases include:

	
First Quarter	Full Moon
	
Last Quarter	New Moon

The Moon



Moon Facts

- Day temperature: 107°C
- Night temperature: -153°C
- Distance from Earth: 238 857 miles (384 403km)
- Diameter (from one side to the other): 2160 miles (3476km)
- Length of Day: 708 hours

What Is It Like on The Moon?

The Moon is very hot during the day but very cold at night. The surface of the Moon features a huge number of craters (large holes) that have been created after being hit by comets and asteroids. The Moon has many mountains. The tallest is Mons Huygens which is 4700 metres tall; half the height of Mount Everest.

The Moon does not have an atmosphere like Earth does and therefore it is not possible to breathe on the moon without a special suit and tanks containing oxygen. The moon is also a very dry place and was thought to be completely without water. However, about a decade ago, traces of water were discovered. Some people now believe that humans may one day be able to live on the Moon.

Only 12 people have ever walked on the Moon. The first person was Neil Armstrong on 20th July 1969. When he first walked on the Moon, he famously said, 'That's one small step for man, one giant leap for mankind'. There were two other men on the mission: Edwin 'Buzz' Aldrin and Michael Collins. They were part of a mission to the moon called Apollo 11. It took them just over three days to get there from Earth.

You may have seen a film of people walking on the Moon and they bounce along. This is because the Moon's gravity is not as strong as the Earth's so people take longer to come back down when they go up in the air.

Questions

1. Fill in the missing words:

When the _____ comes up for our daytime, it appears that the _____ goes away, but it doesn't. It's just harder to see because the _____ is so bright.

2. On average, how cold does it get on the Moon at night? Tick **one**.

- ☐ 107°C
☐ 708°C
☐ -153°C
☐ 153°C

3. What is the diameter of the Moon in kilometres?

4. **Find** and **copy** a word which means to **go around** something.

5. How many days does a lunar month take? Tick **one**.

- ☐ 30
☐ 28
☐ 31
☐ 29

6. Explain what happens to the Moon in the daytime.

7. In your own words, describe what it is like on the Moon.

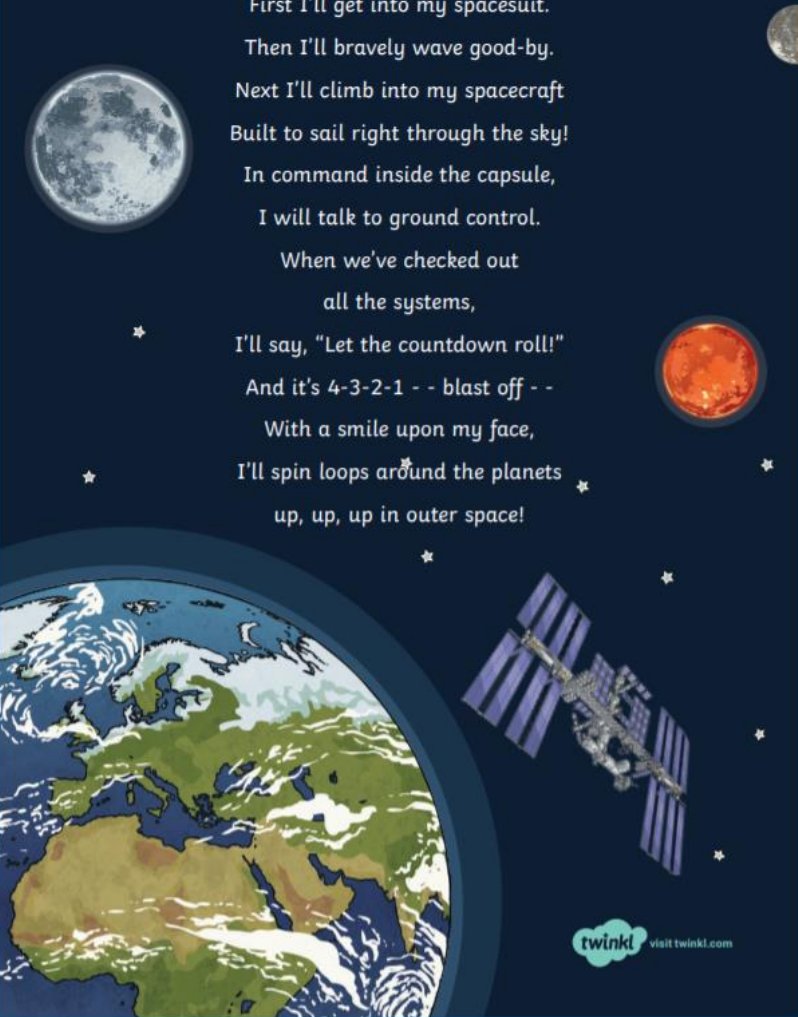
8. Explain why astronauts appear to bounce when they are walking on the Moon.

Writing

Here are
some
example
poems.

When I'm an Astronaut

by Bobbi Katz

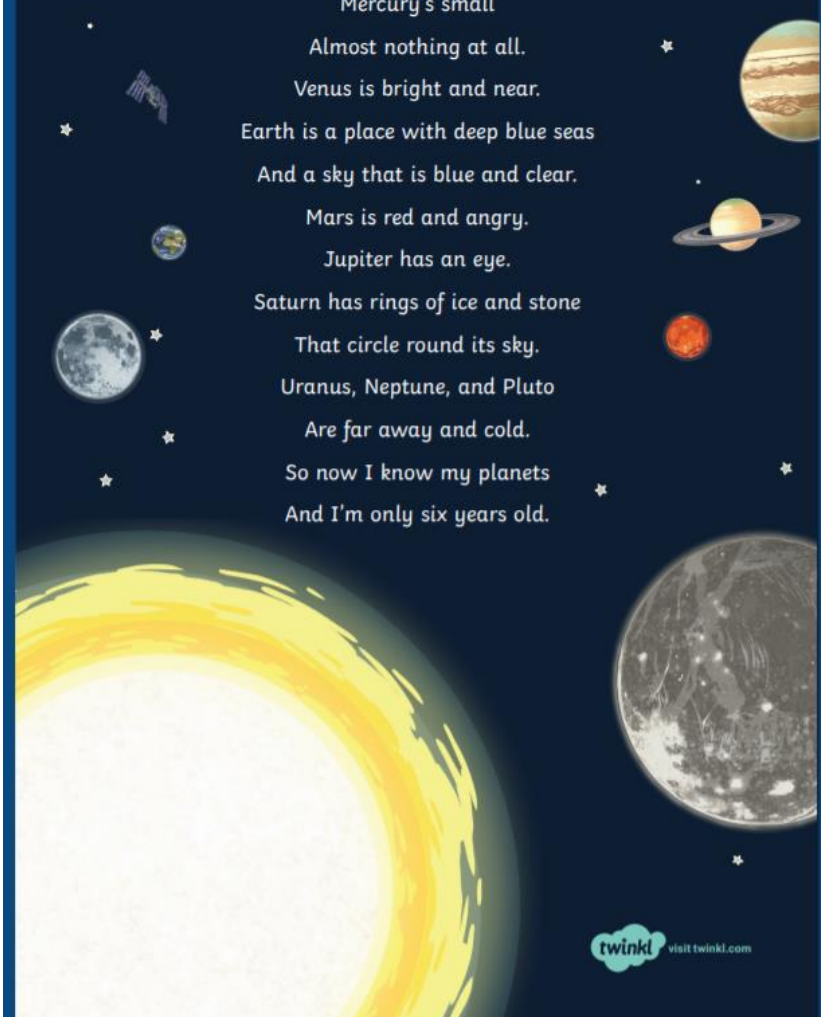


First I'll get into my spacesuit.
Then I'll bravely wave good-bye.
Next I'll climb into my spacecraft
Built to sail right through the sky!
In command inside the capsule,
I will talk to ground control.
When we've checked out
all the systems,
I'll say, "Let the countdown roll!"
And it's 4-3-2-1 - - blast off - -
With a smile upon my face,
I'll spin loops around the planets
up, up, up in outer space!

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Children of the Sun

by Brod Bagert



Mercury's small
Almost nothing at all.
Venus is bright and near.
Earth is a place with deep blue seas
And a sky that is blue and clear.
Mars is red and angry.
Jupiter has an eye.
Saturn has rings of ice and stone
That circle round its sky.
Uranus, Neptune, and Pluto
Are far away and cold.
So now I know my planets
And I'm only six years old.

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It is completely up to which type of poem you would like to write.

Here are the different types you can choose.

Then get planning!

Text Type Guide - Poems

Limerick

- The whole poem is 5 lines.
- Lines 1, 2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

Haiku

- A haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included, e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

Acrostic

- The focus is a theme of your choice, e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

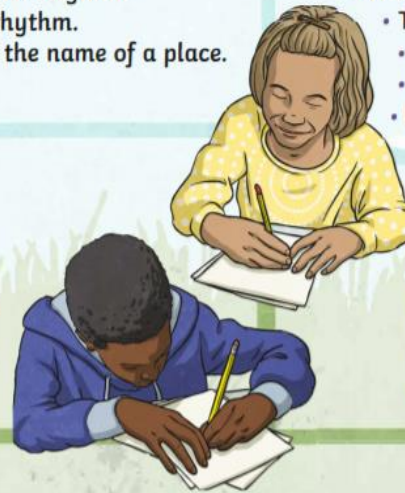
Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

Remember: it does not need to rhyme.

Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.



Remember: there is no end punctuation or rhyming.

Riddle

- A riddle is usually 5 or 6 lines long.
- Uses creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be, "What am I?"

Poetry Writing Checklist

Did I...

Child

Friend

Teacher

use a title?

☐☐☐

choose my words carefully?

☐☐☐

use interesting words and phrases to describe the subject?

☐☐☐

use words that help the reader to see a picture in their head?

☐☐☐

start each new line of the poem on a new line on the page?

☐☐☐

use rhythm in the poem, if needed?

☐☐☐

Poetry Language Planner

Nouns

Nouns are used to name a person, animal, place, thing or idea.

Verbs

Verbs are 'doing' words. They usually tell us about an action.

Alliteration

Alliteration is the repetition of sounds in a group of words.

Adjectives

Adjectives are describing words.

Adverbs

Adverbs describe the way that something happens.

Onomatopoeia

Words that sound like the thing they are describing.

Similes

Similes compare different things. They usually use the words 'like' or 'as'.

Metaphors

Metaphors compare different things by suggesting that they are similar.

Personification

Saying that non-living things have human qualities.

Spellings

Task 1 = practice the words with the suffix al

1. musical
2. political
3. accidental
4. mathematical
5. functional
6. tropical
7. professional
8. central
9. global
10. industrial

Remember to check you understand the meaning.

Creating Adjectives Using the Suffix -al

m t a c c i d e n t a l e
l a f a b r m l t b l a i
p p t t g l o b a l f r n
o r r h r f t m r a u f d
l o o t e m a c b r n i u
i g p l c m c e f l c d s
t e i f b u a n t a t h t
i s c l r s c t b m i f r
c m a c f i l r i l o c i
a i l a t c f a t c n g a
l v r b t a m l c r a j l
b n i t a l l b a t l l b
a p r o f e s s i o n a l

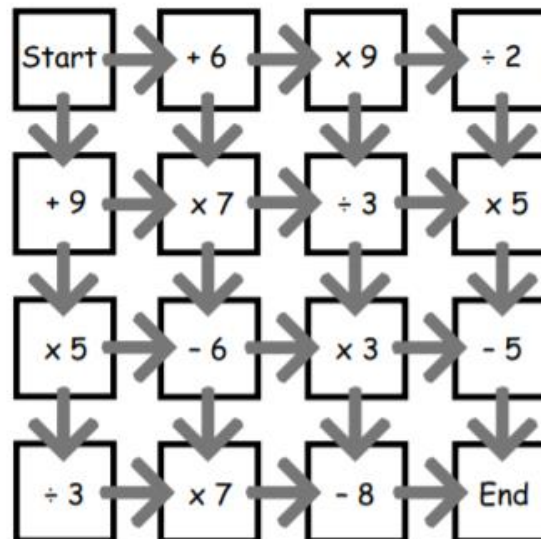
musical	mathematical	central
political	functional	global
accidental	tropical	industrial
	professional	

Maths – Task one

Maze

Start with zero.

Find a route from 'Start' to 'End' that totals 100 exactly.



Which route has the highest total?

Which has the lowest total?

Now try some different starting numbers.

Maths - Task 2

The Mystery of the Locked Cupboard

It's the start of a new school year and Mr Wilson is busy making sure that all of the resources his new class will need are exactly where they should be. He remembers that at the end of last term, one of the year 5 pupils locked all of the tablets safely in the storage cupboard for the holidays. However, when Mr Wilson goes to the key cupboard, he discovers that the key is missing!

Mr Wilson frantically racks his brain, desperately trying to remember who he asked to lock the cupboard. If he can work out who helped him, he might be able to find the missing key before the new school year starts.

Can you help Mr Wilson work out who the mystery key-keeper was by solving the clues?



The Mystery of the Locked Cupboard

Pupil's Name	Male or Female?	Long or Short Hair?	Height	Special Role in School
Alex	male	short	162cm	school council
Bertie	male	long	156cm	eco group
Charlie	male	short	154cm	school council
Delilah	female	long	165cm	peer supporter
Eddie	male	short	171cm	peer supporter
Fredrick	male	long	155cm	eco group
Greta	female	long	162cm	school council
Harriet	female	long	153cm	school council
Jessie	female	short	152cm	peer supporter
Kylie	female	short	149cm	eco group
Markus	male	long	154cm	tuck shop team
Nikita	female	short	144cm	tuck shop team
Paulo	male	short	149cm	peer supporter
Rosie	female	long	161cm	eco group
Sven	male	short	151cm	tuck shop team
Ulrika	female	long	142cm	peer supporter



The mystery key-keeper was: _____



The Mystery of the Locked Cupboard

Clue 1

Order each set of numbers from the smallest to greatest. Take the last number in each set and circle it on the table. Finally, rearrange the circled words to find the first clue.

4256	5250	5105	5002	5205

87 362	78 326	78 623	87 263	87 326

12.65	12.56	21.56	21.65	15.26

0.637	0.367	0.763	0.376	0.736

0.481	0.48	0.408	0.418	0.048

87 362 key	5250 the	87 326 female
21.65 keeper	21.56 not	0.418 mystery
0.481 male	0.736 is	0.763 isn't

The Mystery of the Locked Cupboard

Clue 2

Check these calculations and number sequences. If a calculation or sequence is right, put a tick. If it is wrong, put a cross. Count up the number of ticks and crosses.

If there are more ticks than crosses, the culprit has long hair.

If there are more crosses than ticks, the culprit has short hair.

	✓	✗
3, 2, 1, -1, -2, -3		
XC - IX = LXXXI		
867 201 > 876 201		
8750 = 875 tens		
50, 25, 0, -50, -25		
10 000 + 100 000 + 10 = 101 010		
300, 200, 100, 0, -100, -200		
5000 + 50 000 + 50 = 55 050		
1230 < 12 330 < 123 330		
Total		

The Mystery of the Locked Cupboard

Clue 3

Look at the underlined digit in each number. Match it to the correct value in the grid to find the next clue.

235. <u>8</u>	2. <u>3</u> 58
3. <u>2</u> 5 <u>8</u>	<u>2</u> 3 538
32 <u>3</u> 58	8 <u>3</u> 238
<u>8</u> 38 235	5 <u>8</u> 8 853

8 tenths the	8000 40cm	20 000 is	300 taller
3000 than	5 hundredths key	2000 shorter	800 000 1m
8 thousandths keeper	80 000 60cm	5 thousandths isn't	8 hundredths 50cm



The Mystery of the Locked Cupboard

Clue 4

Crack the code to find the final clue.

÷	200	50	12	106	8400	783	21 000	9	120 000
10	a	b	c	d	e	f	g	h	i
100	j	k	l	m	n	o	p	q	r
1000	s	t	u	v	w	x	y	z	I

120	
20	
1.06	
20	
0.2	
1.2	
0.9	
7.83	
7.83	
0.12	

1.2	
7.83	
0.012	
84	
1.2	
12 000	
0.12	
1.06	
840	
1.06	
5	
840	
1200	

Art: Use the attached pieces of artwork for inspiration for your own space themed piece of art work.



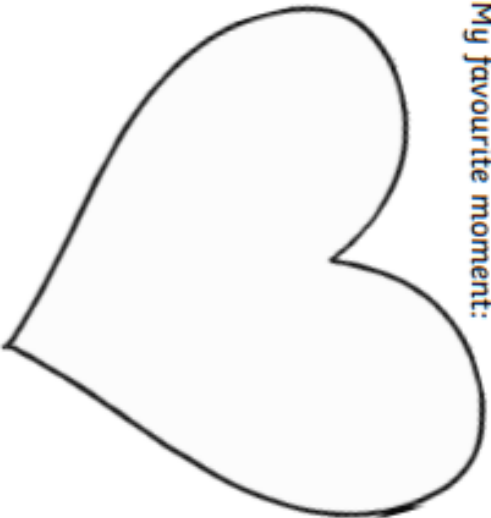
Wellbeing – Complete the sheet reflecting on your year in Year 5.

My Favourite Memories from This Year!

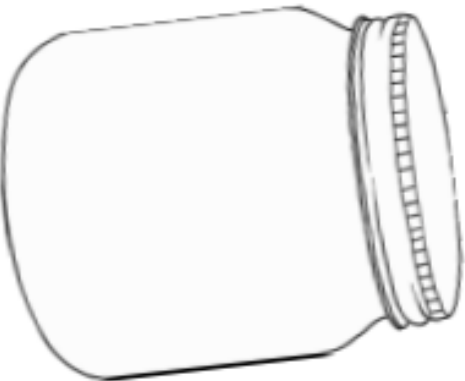
My friends:



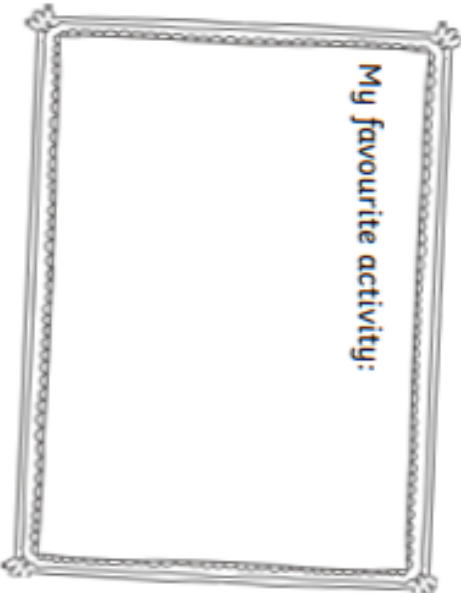
My favourite moment:



Memories I will treasure:

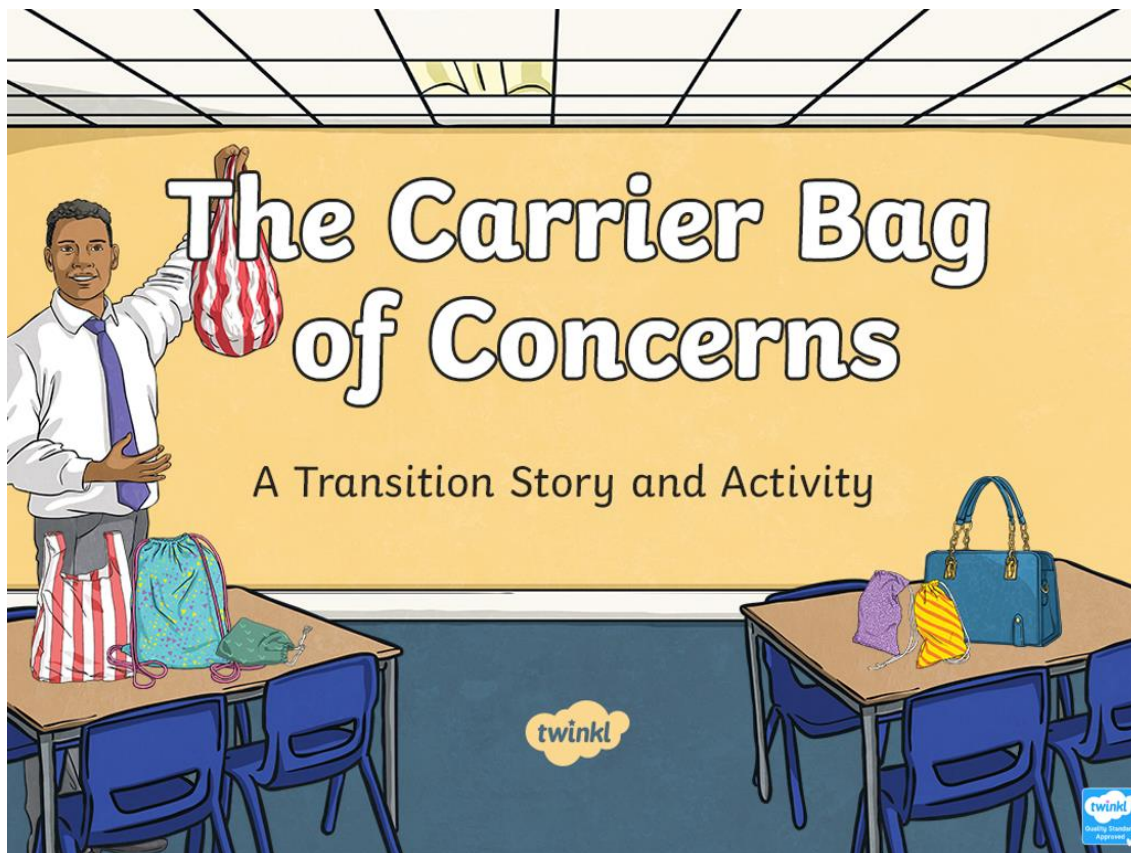


My favourite activity:



What I love the most about this year: _____

Wellbeing - It's perfectly normal to be worried about starting a new class, read the story about worries and fill in your own bag of concerns.





Saima had always thought of herself as **lucky**. She had a hilarious group of best friends who always got on (well, almost always); she had a mum who was busy but fun; she had teachers she really liked, who really liked teaching her. Best of all, she had a hobby she loved: swimming. Saima's swimming teacher had told her that one day she could be a **champion**.



The end of the school year was getting closer and, as it did, Saima started to feel different. She didn't like change and she started to think about how many changes there would be. One day after assembly, her teacher, Ms Wilson, told her class who their new teacher would be next year. Saima didn't know the new teacher but she had heard he was strict and scary. She had also heard that he set a lot of homework and sometimes kept children in at breaktime. Saima started to think that perhaps she **wasn't** so lucky after all.



The next day, Saima saw her friends whispering in the playground. Normally, she would run over to them and ask what they were talking about. But today she felt certain that they were talking about her – about whether she would be able to keep up with the work next year. All day, Saima couldn't stop thinking about this and about all the other changes there would be. She probably wouldn't even sit at the same table as her friends next year, she thought, and then they would always have secret jokes she knew nothing about.



Over the next few weeks, Saima started feeling more and more anxious. Worried thoughts about the new class and the new teacher kept popping into her head, no matter what she was doing. She started to think of her worries and concerns as a carrier bag that she always carried with her, the kind she helped her mum to carry shopping home in. The more concerns she had, the heavier the carrier bag of concerns became. However, unlike a bag of shopping, she could **never** put this bag down – it just kept getting heavier and heavier.



Saima tried to talk to her mum about the carrier bag of concerns but her mum just laughed. "What can you possibly have to be worried about, my precious girl?" she chuckled. "It's not like you have to go to work or pay the bills. Unlike me, you have no concerns at all!"

But Saima **did** have concerns; she had a whole carrier bag full of them! Hearing that they didn't exist just made her feel worse so she decided not to bother her mum with the carrier bag of concerns again.



Saima thought about talking to her teacher, Ms Wilson, about the carrier bag of concerns. But Ms Wilson was constantly busy: taking displays down, marking tests and organising the end of year show. There never seemed to be a spare moment when she was on her own for Saima to talk to her.

Saima decided that, just like her mum, Ms Wilson didn't have time to listen to her concerns.



Saima's carrier bag continued to get heavier and heavier. It made her feel tired in the day and kept her awake at night. She found it difficult to concentrate at school and it stopped her having fun with her friends. Even things she enjoyed, like swimming, didn't make her happy like they used to. When she swam, she felt the weight of the bag pulling at her, making her strokes slow and clunky.



One day, after a particularly difficult swimming lesson, Saima's swimming teacher, Mr Ross, asked her what was wrong.

"I know you're a fantastic swimmer, Saima," said Mr Ross, "but I think something's been bothering you lately and holding you back. Am I right?"

Saima was so relieved that someone had finally noticed her carrier bag of concerns that she began to cry.



Saima told Mr Ross all about the carrier bag of concerns: how it had become so heavy now that she was scared to even look inside. She told him about how it followed her everywhere, even when she was swimming.

Mr Ross listened.

“I can see how a carrier bag of concerns is a difficult thing to have to carry everywhere with you, Saima.”

Mr Ross asked if he could speak to Saima’s teacher about the carrier bag to see if she could help. Saima said he could.



Talking to Mr Ross had made Saima feel better but, on her way to school the next day, she felt more worried than ever! What if Ms Wilson asked Saima about her carrier bag in front of the whole class? What if her friends found out and made fun of her? What if Mr Ross had told Ms Wilson that she was silly or making things up? Saima felt her cheeks turning red and the carrier bag got heavier and heavier.

Yet, when she entered her classroom, Saima couldn't believe what she saw...



Every surface in the classroom was covered in **bags**. There were crinkly brown paper bags, brightly patterned fabric bags and re-used plastic shopping bags. There were bags of every shape, size and colour imaginable! Saima's mouth fell open in amazement.

"Right, class," announced Ms Wilson, "everyone grab a bag!"

The class quickly chose their bags and settled down at their tables while Ms Wilson explained that they would be making 'Concern Bags'. She handed out small pieces of paper for everyone in the class and asked them to write down their concerns or questions about moving to a new class. She told them to put all their concerns inside their bag.



Saima wasn't sure she could do it at first. She had so many concerns and questions – where could she possibly start? Yet, as she looked around and saw her classmates scribbling away, she found the courage to try.

To her amazement, as she wrote down her worries, her own carrier bag of concerns started to feel a little bit lighter. She had soon written a whole bag of worries and she began to feel better.

Then it was time for all of the children to share their concerns. Saima was certain that she would have more worries than anyone else in the class. However, to her surprise, everyone's bags were **full**. Even the most confident and cheerful children in the class had concerns about changing classes.



As the other children read out their concerns, Saima recognised many of them as her own. Children were worried about having a new teacher, the different rules and routines in the new class and the work becoming more difficult. There were worries about friendships changing and different amounts of homework. For every question or concern, Ms Wilson reassured them and explained how things would be in the new class. Without dismissing their fears, she showed them that some of their concerns were, in fact, nothing to worry about.

Saima felt better just saying her concerns out loud – especially when she learned that others had the same worries as her. She felt even better when Ms Wilson explained the realities of the new class.

By the end of the lesson, Saima realised that her carrier bag of concerns had become much lighter. Sharing her worries with Ms Wilson and her friends seemed to have helped to empty it.

Just then, there was a knock at the door. In came a tall, serious-looking man. Saima recognised him as Mr Blake – the teacher she would have next year. Just as she felt her concerns getting heavy again, she noticed he was holding something. As he lifted it up to show the class, she saw that it was a striped carrier bag.

“Is it too late for me to share my worries with you?” asked Mr Blake, with a smile. The children laughed and then listened as Mr Blake read from the many scraps of paper inside. He was worried his new class wouldn’t like him; he was worried about setting up his new classroom; he was worried about his book order not arriving in time.



"I worry about everything!" said Mr Blake with a sigh.

"I think you will be the perfect teacher for this class then," said Ms Wilson cheekily, "and, as long as you share your concerns with each other often, your bags will never get too heavy to carry!"

The class cheered, throwing their pieces of paper in the air, making a confetti snowstorm of concerns that swirled around the classroom.

Saima smiled for the first time in a long while. She looked at Mr Blake and he looked back at her with kind, caring eyes. Saima gripped her real-life carrier bag and felt her imaginary one drifting off into the distance, as light as a feather.

She felt **lucky** to be rid of it and **extra** lucky to have a teacher who would understand if it ever appeared again.



Today, you will be making a carrier bag of concerns, just as Saima and her classmates did.

- You can decorate your bag however you wish.
- Write down your concerns or any questions you have about starting in a new class.
- Put your concerns or questions into your bag.
- Your teacher can answer your questions, reassure you about your concerns and tell you what it will be like in the new class.



