



# ALL SAINTS NATIONAL ACADEMY

## Part of St Chad's Academies Trust

"With faith in our hearts,  
we achieve and succeed"

Learning Project Week Commencing 04.01.2021

Year 5

Reading

English

You will either need a copy of the book 'Street Child' to read or you can listen to it for free here: [Street Child Audiobook](#) | [Berlie Doherty](#) | [Audible.co.uk](#)

**Wonder:** Please complete the comprehension questions below about our story 'Wonder'.

A link is included so you can revisit the story, but be aware the page numbers do not match up with those stated on the question sheet. But to answer the comprehension question please concentrate on the following chapters:

- Paging Mr Tushman
- Nice Mrs Garcia
- Jack Will, Charlotte and Julian

Link to access the Wonder text:

[https://archive.org/details/Wonder\\_201810/page/n7/mode/2up](https://archive.org/details/Wonder_201810/page/n7/mode/2up)

### Wonder Comprehension

Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

#### Part B

1. August calls his mum and dad 'Mommy' and 'Daddy' on pages 15-16. What does this tell you about the way he's feeling on visiting his new school?

2. At the bottom of page 16, August says the school smells like a hospital. Why do you think he uses this comparison?

3. On page 18, August's mum admires the picture of Mrs Garcia's grandson and Mrs G is about to say something else about him. Why do you think she doesn't?

4. Describe the change in August's behaviour with Mr Tushman on page 20 with how he reacted to him on pages 15 and 16. What has caused this change?

5. On page 20, immediately after Mr Tushman and August joke together, August hears kids' voices outside the office. Why does the author position these two scenes right next to each other?

6. There's a lot of tension on page 21. Find three pieces of evidence that illustrate the tense mood.

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Wonder p. 15-23 Paging Mr Tushman, Nice Mrs Garcia, Jack, William, Julian and Charlotte.

#### Part A

1. Even though he wasn't there, how had Dad helped August cope with the meeting with Mr Tushman on page 15?

2. Do you think Mr Tushman makes a good impression on August? Find three pieces of evidence on pages 15 and 16 to support your opinion.

3. On page 17, why doesn't August look at Mrs Garcia's face?

4. On page 19, what does Mr Tushman's office tell you about his attitude to his students?

5. On page 20, what is a jack-o'-lantern?

6. On page 20, why does August shake his head and cover his mouth? Does this action remind you of any other character's actions earlier in the book?

7. Why didn't Mr Tushman tell August about meeting the other children at the beginning of the visit?

Using the WAGOLL below, the Street child book and the Work house Word Mat to create a description of the workhouse imagining you're just arriving there for the first time.

To help with your writing first create a spider diagram identifying and collating words and phrases which describe the Work house.

Things to include:

- What does the Work house look like?
- How does it smell?
- How does the food taste?
- How do the clothes and beds feel?
- What can you hear?
- You are writing in the first person so must use 'I'
- How do you feel arriving at the Work house?

You could also include:

- How the other children look in the Work house
- Try to include words and phrases from the word mats below.



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## Weekly Maths Tasks: Multiplication and division

This week, in class, we will be looking at multiplication and division focusing on multiples and factors.

A multiple is a number is the result of multiplying a number by an integer

e.g. 15 is a multiple of 5 as  $3 \times 5$  is 15

16 is not a multiple of 5

A factor is a number that divides into another number exactly without leaving a remainder

$1 \times 6 = 6$ , so 1 and 6 are factors of 6.

### Task One:

Watch video explaining what a multiple and factor is:

<https://www.bbc.co.uk/bitesize/articles/zqc9bqt>

After watching the video can you list all the factors of these numbers?

12, 20, 40, 21, 36, 18, 27, 48, 50

### Task Two:

To help identify multiples and factors of numbers play the game by following the link below

<https://www.topmarks.co.uk/maths-games/multiples-and-factors>

### Task Three:

Complete factors worksheet below.

### Task Four:

Play the Frog Hop game as seen below to help you practise identifying multiples of a number

## Art

- What can you find out about the artist Pablo Picasso?
- Picasso was famous for his unique self-portraits, that can be seen below. At home can you create your own self-portrait in this same unique style?





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## Spellings to practise

Choose and use the correct homophones:

Their

They're

There

We're

Where

Wear

Use your spelling words correctly in a sentence for the correct purpose. E.g. They're going to the local park.

Your new car is over there.

What shall I wear today?

For addition help with homophones you can check out:

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/z3cxrwx>





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## The Workhouse



<p><u>Workhouse</u></p> <p>Old, ancient, Victorian Huge, dirty, ramshackle place Deathly haunted place Gloomy, neglected Surrounded by tall walls on all sides Imprisoned by towering walls Stood empty and lifeless Built of brick Roof leaked like a ... Heavy oak door studded with black nails Large brass handle Blocked a metal gate Towered above him Courtyard Dark, dimly lit, forbidding Vast echoing entrance hall Draughty corridor Bare floorboards Dusty and bare Lights shimmered with cobwebs Old, battered furniture</p>	<p>The place felt evil. It was the type of place that made people quicken their step as they passed Dread swept through me Prickle of fear at base of spine Numb and paralysed by fear Fear settled on him like a dark fog Cold sweat poured down forehead Sick with fear Uneasy Throat dry and tight Struck dead with fear Thought of the consequences urged him to go in Could taste the fear in the back of his throat Panic rose in his chest Heart pounded Pulse raised Heart abandoned his chest to beat in his throat Hairs prickled on the back of his</p>	<p>Rats scuttling across the floorboards Cacophony of chattering teeth, desperate to keep warm Deathly moan from the infirmary Echoed through the night Rang in his ears Pierced the silence Uncontrollable sobbing Mumble weakly</p> <p>The disgusting smell of gruel consumed every part of me, as it did every morning.</p>	<p>Where is my family? Will I ever see them again? Is this what my life has become? Will I ever be full again? I am going to die here</p>	<p><u>Children</u></p> <p>Expressionless faces Haggard and drawn Defeated faces Head hung in despair Sat corpse-like Dragged down by an irresistible urge to sleep Face deathly white Tired-looking eyes Heavy eyelids Bloodshot eyes</p>	<p><u>Masters</u></p> <p>Cold, chilly, icy expressionless face Smile as empty as a carcass Demoniac, sly Sneered Vicious smile Cold, sinister look Steely gaze Hard, cold eyes Frosty smile Splinter of ice in voice A haunting voice that visited him nightly in his dreams</p>
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### WAGOLL – What A Good One Looks Like

The uncaring policeman, who never told me where I was going, dropped me at the entrance of the mammoth workhouse. As I anxiously looked up, there were jet-black gates with hundreds and thousands of glass windows. The towering gates, which groaned menacingly, started to open. Slowly, a man came to unfurl the gates as they devoured me. Petrifyingly, I walked into my worst nightmare. Unkindly, the policeman remarked that I wouldn't be coming out again until I died. Imagine how that made me feel. Would you like to be in there?

The freezing cold penetrated my very bones, my very core. Unbelievably, I was hustled into the room by the rough and tyrannous matron into a freezing concrete-lined courtyard. Feeling humiliated, I was cruelly stripped by the malicious matron and an icy bucket of water was thrown over me. Blunt scissors attacked my hair, which was shorn to the scalp with no empathy from the wielder of the weapon. Annoyingly, I was forced to have itchy clothes to wear.

Walking briskly, we all entered the dark, dull hall, there were rows and rows of children who all wore haunted expressions and seemed unable to smile. Grotesquely, we all had disgusting gruel: I was hoping for something more pleasant. Suddenly, you could hear the clashing of spoons and bowls: kids trying to stuff their mouths. Loudly, the matron was walking up and down the corridor



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## Constructing an Expanded Noun Phrase

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Determiner	Adjectives	Noun	Prepositional Phrase
<p>A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.</p> <p>the a an my these her our your five some many those</p>	<p>Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.</p> <p>colourful gigantic miniature pristine dilapidated ancient obnoxious mischievous crumpled ecstatic muscular rectangular</p>	<p>The noun is the thing, person or idea that the expanded noun phrase is about.</p> <p>socks bus engine bottle television pond custard paper lettuce caravan tongue Linda imagination</p>	<p>A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.</p> <p>beside the river near the town in the water during the night through the winter this evening on the table between the houses underneath the waterfall before morning towards home</p>

Use the boxes above to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge

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## Progression of Diary Writing – Pupil Word mat

Key Stage One	Year 3	Year 4	Year 5	Year 6
First, ... Next, ... After, ... Finally, ... The best part was... The worst part was... I liked ... I didn't like ...	Last week, ...  During our school trip, ...  Soon...  Meanwhile...	Later on, ...  Before long ...  At that very moment...  At precisely...	As it happened...  As a result of...  Consequently, ...  Subsequently, ...	They are unusually...  They are rarely ...  They are never...  They are very ...
Afterwards, ... After that, ... When ... Suddenly, ... Just then, ... Much later, ... I found it interesting when ... I found it boring when ...	To begin with...  I was pleased with ...  I didn't expect...  It was difficult to...	When this was complete...  I was gripped with...  I felt overwhelmed when...  I was personally affected by...  This has changed how I feel about...	Unlike the rest of the group, I felt...  In a flash...  Presently, ...  Meanwhile, ...  In conclusion, ...  The experience overall...	Generally, ...  Be careful if you ...  Frequently, they...  I will attempt to ...  It can be difficult to...  Each paragraph...  More than half/ less than half...





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## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,







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## Frog Hop

### How this will help your child

- This activity will allow your child to recognize numbers that are multiples of 2 and multiples of 10.
- It will help them to recall part of the 2 times table.

### Words and phrases to use

multiple, times table, pattern

### You will need

- 1–6 dice
- 2 counters

### During the activity, look at what your child can do

- Recall part of the 2 times table.
- Recognize that multiples of 10 are also multiples of 2.
- See some patterns of multiples in part of a hundred square.

### What to do

- Give your child the Frog Hop sheet and ask them to look at the lily pads and to show you numbers in the 2 times table (multiples of 2) and/or the 10 times table (multiples of 10).
- To begin, each player puts a counter on the frog at the start.
- Each frog counter hops in multiples of 2.
- Roll the dice to find out the number of hops the frog takes, e.g. if the dice shows 4, then 4 times 2 hops equals 8. Move the frog to the number 8 lily pad. **1**
- Take it in turns to roll the dice and to move the frogs through the pond of lily pads.
- Encourage your child to make the frog hop in 2s, rather than counting in ones.
- If a frog finishes on a multiple of 10, they can hop to the next multiple of 10. **2**
- The winner is the first frog to land on the reeds next to the number 60 lily pad.

### Next steps...

- Play the game so that the frogs have to hop in multiples of 4.
- Then play the game so that the frogs have to hop in multiples of 3.



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## Frog Hop

