

## CELT Home Learning - Suggested Activities for children in Year 5

### Weeks Beginning - June 15th and June 22nd

Please find below activities which may be beneficial to your child's home learning. We have tried to include a range of practical activities, written activities and activities using technology to cover whatever home setup you may have available. **It is not essential you complete all these activities.** We know many parents are working and therefore we do not want to ask more of you than you can easily give. Therefore, the activities have been arranged into three categories: **essential**, **recommended** and **additional optional** activities. We recommend completing the essential activities then seeing what time is available to commit to additional activities. Please feel free to message your child's class teacher via **Class Dojo or eSchools** with questions you have regarding these activities. If you have a concern or need help accessing any of the home learning documents, please do not hesitate to contact us. Teachers would love to see photos or receive information about what you have been up to at home when you have time. Please encourage your child to continue sharing their learning online where possible.

#### ESSENTIAL daily activities for children in Year 5

##### Online Learning

- **Daily Reading (20 to 30 mins)** - If you have run out of books to read, you may wish to read an eBook on Oxford Owl (free subscription at <http://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>). Alternatively, there are free audible books available at <http://stories.audible.com/start-listen> or many authors are reading their books online including David Walliams at <http://www.worldofdavidwalliams.com/elevenses/> and others at: <http://islingtongovuk.j2bloggy.com/lteprimary/authors-reading-their-books/>
- **Times Tables (10 mins)** on Times Table Rock Stars (there are a range of games you can play). <https://play.ttrockstars.com/auth/school/student>
- **SPAG (20 mins)** - Have a go at tackling the levels of Comma Castle <https://gridclub.com/activities/comma-castle> or <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
- **Spelling Shed** <https://www.edshed.com/en-gb/login>

##### Offline Learning

- **Spellings** - **Have a look at your spelling lists.** Make sure you know all the Y3/4 words before looking at the Y5/6 list. Choose 5-10 at a time. Write each word in bubble writing/graffiti style/rainbow colours/write the vowel letters in capital letters and consonant letters in lower case letters. Write each spelling in a sentence, use a dictionary to check the meaning if you are unsure. Remember: Look, cover, write, check. Ask a family member to quiz you. How many of those words can you use correctly in a sentence? Word Search Whizz- create your own word search based on your spelling lists.
- **Times tables** - Children need to develop confidence with any times table up to 12x12. Create your own times table grid for the 1x table to 12x table. Hang it on your wall to help you learn your times tables. Make a times table rap or song. Choose two playing cards and multiply the numbers. Play ping pong with an adult for any times table eg: 7x table - start at 0 and take it in turns to reach 7 x 12, then go backwards! Time challenge - how quickly can you recall aloud each times table up to 12 x and then back to 0 x. Can you beat your time after some practice?
- **Daily reading** - If you have run out of school reading books to read, then read home reading books of a suitably challenging level or anything else you can find such as a magazine, add subtitles to the TV or even the ingredients on food packaging!

#### RECOMMENDED daily activities for children in Year 5

##### Online Learning

- **Maths (20 mins)** - We recommend BBC Bitesize <https://www.bbc.co.uk/bitesize/tags/zhqppg8/year-5-and-p6-lessons/1> for daily Maths lessons.
- **Reading (20 mins)** Using the **Accelerated Reader website** <https://readon.myon.co.uk/>, click on the 'Sports and Vehicles' category, select 'Sports' and then scroll down to the book entitled 'The World's Greatest Olympians' (on the 10<sup>th</sup> row down). Look at some of the achievements by different Olympic Champions and create your own poster celebrating some of them.
- **Writing (20 mins)** <https://www.pobble365.com/> Choose some of the activities to complete that are underneath the picture for the day.

##### Offline Learning

- **Maths** - This week concentrate on your 4 operations. In Year 5 you should be able to add and subtract 5 digit numbers. Ask a family member to set you some addition and subtraction questions to try and answer. You should also be able to multiply 3 digits by 2 digits. Set yourself some questions and check them using a calculator. Try and remember the method we used in class. Have a go at some of the challenges on the sheet attached.
- **Reading** - Have a look at the attached reading and writing challenges. Work through them over the course of the next two weeks either on your own or with a family member.
- **Writing** - See the accompanying plans below.  
Week 1: Write a biography based on the life of a famous Olympic athlete or someone who inspires you.  
Week 2: Create a performance poem based on taking part in an Olympic event.

## Geography

**Online: Bronze Medal** - Pick an Olympic country and make a fact file about the country by researching facts online (use the sheet below to help). **Silver Medal** - Find the most successful Olympic country from each continent and rank them in order. **Gold Medal** - Design 6 Top Trump cards using Olympic countries including facts about famous Olympians from that country.

**Offline: Bronze Medal** - Label all the continents and oceans on the world map (write them onto the map attached below, or print or draw your own map). **Silver Medal** - As well as the above, label one country from each continent (apart from the cold one). **Gold Medal** - As well as the above, label one city from each country you have labelled.

## Spanish

**Online:** Click on [www.duolingo.com](https://www.duolingo.com) and choose Spanish. If you select 'Casual', you can choose to have a go at an activity. Watch this YouTube video and see if you can sing along with 'Head, shoulders, knees and toes' in Spanish <https://www.youtube.com/watch?v=tWqodLTiQwI>

**Offline:** Draw a body and label the head (*la cabeza*) shoulders (*el hombro*) knees (*la rodilla*) toes (*el dedo del pie*) ears (*la oreja*) eyes (*el ojo*) mouth (*la boca*) and nose (*la nariz*). Can you sing, 'Head, shoulders, knees and toes' in Spanish?

## PE

**Online:** <https://www.youtube.com/watch?v=smMJi1SrFSE> - have a look at these highlights from the opening ceremony at the London 2012 Olympics.

**Offline:** Choreograph a dance that could be performed at the opening ceremony of the Tokyo Olympics. Choose one of the Olympic sports - running, jumping, throwing or cycling. Have go at the sport once. How far can you throw a ball? How fast can you run? How far can you cycle? Then try to improve your skills - repeat the activity and see if you can run faster or throw the ball further etc. Record your progress using data or video yourself to track your improvements.

## RE/PSHE

Create an 'Inspiration Rosette or Medal'. In the centre, write down the name of someone who inspires you (a friend, family member, famous sports person). On the outside, note down words to show how this person inspires you (determined, honest, works hard, brave etc.). You could also note down how this inspiration impacts your life (they inspire me to always try harder etc.).



## Year Group Theme - Olympics



### Additional Optional Activities

You may wish to complete one or more of these activities over this two week period.

These have been organised into different subject areas and are based on your child's year group theme.

## COMMUNITY SPIRIT

**Online:** Watch this video for good and bad examples of Sportsmanship from Rio 2016 Olympics

<https://www.youtube.com/watch?v=t3pf6OHCVR0&list=PLHHEA32K9qqsi07ppt8qHo5G7P1lsR9e7&index=10>

**Offline:** Create a poster that teaches competitors and other children about good sportsmanship while they are taking part in sport (think about team work, shaking hands, encouragement, honesty, respect and the rules).

## DT



**Online:** Investigate the Eatwell Guide using the website below to help you understand the different food groups.

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Create your own Eatwell plate based on what you have eaten today.

Have a look at the BBC Good Food website

<https://www.bbcgoodfood.com/howto/guide/eat-athlete-hub>

Click on an Olympic athlete to look at what they eat for breakfast, lunch and dinner. What food groups do you see the most and least of? Use the Eatwell Guide to help you.

**Offline:** Create and prepare a meal, drink or snack that an Olympic athlete may eat or drink before or during the Olympics. Think carefully about which different food groups would help them to compete in their event. Imagine you are at the Olympics selling your food or drink to the athletes, design a wrapper, package or label to promote and help to sell your product.

## HISTORY

**Online:** Have a look at the BBC bitesize page

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>

Watch the video about how the Olympic Games began and what they were like when they first started.

Click on the athletes to find out about the sporting events from the Ancient Greek Olympic Games. Create a poster about one of these events.

Research and find out about what this event is like in the Olympics today. Add this comparison to your poster or create a new poster or table to show the similarities and differences.

**Offline:** Look at the History Venn diagram below. Can you sort the pictures into the correct places? Draw your own diagram or print off the sheet and write or draw the events into the correct place. Which events were from the Ancient Greece Olympics, which are from the Modern Olympics and which were in both?

## Science

Complete this scientific experiment and record your results in a table or graph.

- 1) Before doing any sports activity, what do you notice about your body? What is your breathing or heart rate like?
- 2) Complete an activity of your choice (jog on the spot, dancing, star jumps etc.) for 1 minute.
- 3) What do you notice about your body now? What is your breathing or heart rate like? Record this in your table.
- 4) Repeat step 2 and 3 but this time, complete the activity for 5 minutes. Record the changes that you notice now and write an explanation for why you think this happened.

## ART

Design your own Olympic mascot. It could be a mascot for the Team GB or a mascot that represents the whole of the Olympics. Think about what the mascot will look like, what it may represent and how the character links to the Olympics.

# Maths

## Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3
	x			6	7
		1	7	8	0
		1	5	2	5
1	5	2	5	8	0
1	7	0	3	8	1

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

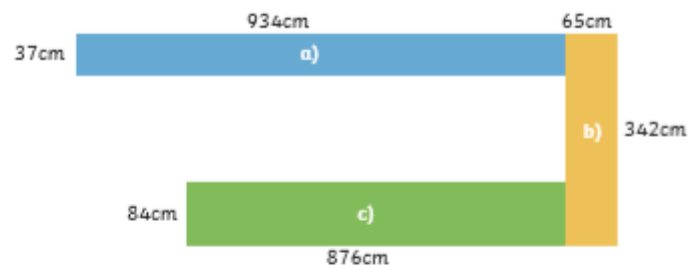
- 1) Complete these calculations using long multiplication.

a)  $238 \times 43$

b)  $564 \times 73$

c)  $856 \times 35$

- 2) Mr Star, the Twinkl Academy site manager, is working out the area of the class flowerbeds ready for the children to plant some seeds.



What is the area of each flowerbed?

- a) \_\_\_\_\_  $\text{cm}^2$   
 b) \_\_\_\_\_  $\text{cm}^2$   
 c) \_\_\_\_\_  $\text{cm}^2$

- 1) Laila has been practising long multiplication. For each question, spot the mistake she has made and explain where she has gone wrong. Then, complete the calculation and work out the correct answer.



a)

	5	2	2
x		4	4
	2	0	8
	2	0	8
	4	1	7

(522 x 4)  
(522 x 40)

b)

		6	5	3
x			2	3
	1	9	5	9
	1	2	0	6
	1	4	0	1

c)

		2	3	7
x			6	2
		4	7	4
	1	4	2	2
	1	7	1	0

- 2) Twinkl Garden Centre is ordering bulbs and packets of seeds for spring.

They order 604 boxes of bulbs and 726 packets of seeds. There are 34 bulbs in a box and 28 packets of seeds in a bag.

- a) How many bulbs will arrive in total?  
 b) How many packets of seeds will arrive in total?  
 c) How many more bulbs will they have than packets of seeds?

- 1) Identify the missing digits in these calculations.



		4		
	x			2
		8	5	4
1	2		1	0
1		6		4

			5	3
	x			6
		3		8
2		1	2	0
		0	3	8

- 2) Each letter matches a number – either 2, 3, 5 or 7. Can you work out which letter corresponds to which number to solve the calculation correctly? The zero placeholder has been put into the calculation for you.

		A	A	B
	x		C	C
		D	C	D
D	C	D	B	0
D	B	B	A	B

Number	Letter
2	
3	
5	
7	

Here are 6 read/write challenges for you to try over the next two weeks.

You can use a book you are currently reading, a recent favourite book you have read ... or a book from the Accelerated Reader website <https://readon.myon.co.uk/>

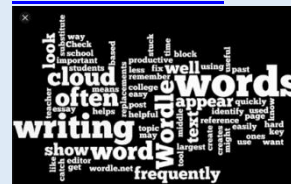
There are also 4 Reading Comprehension activities further on in this document.

## Olympic Reading Challenge

After reading the text on Usain Bolt, create your own 'Wordle'. This is a page that displays words associated with the topic/person in a 'word cloud'.

If you are able to access the internet, you could use the wordle site to type the words in using the 'Web version' .

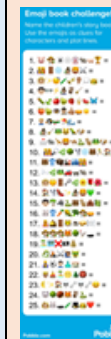
[www.wordle.net](http://www.wordle.net)



## Emoji book challenge

Look at the document on the page below which has 25 children's story book titles... but in the form of emoji clues! Can you work out the title of each of the books?

Good luck!



(Larger version below!)

## Alphabet Challenge of Olympic events

How many different Olympic events (modern or ancient) can you find which start with a different letter of the alphabet? Can you then add a different adjective to each to create some Olympic alliteration! Some of the letters will be trickier than others!

e.g Awesome Athletics  
Brilliant Badminton

## Book Tournament

Use the Tournament Prioritiser sheet and write down in a random order the names of 16 of your favourite books in the Round 1 section... these could include class novels, books from earlier year etc. Then select a winner/ favourite from each round until you have an overall Winner- your favourite book of all time!



(Larger version below)

## Crossword or Wordsearch

Create your own Olympic themed crossword or wordsearch, based on events and key Olympians you have learnt about over the week.



### My learning 3,2,1 pyramid

Think about three things you have learnt in the Olympics topic we have covered, 2 of your favourite interesting facts about the Olympics, and 1 thing you'd like to know or find out.

Draw your own triangle on a piece of paper and write these from the bottom of the triangle to the top.



## Emoji book challenge!

Name the children's story books.  
Use the emojis as clues for  
characters and plot lines.

1. 🐱 🧑 🕷️ 🕸️ 🏠 🏆 =
2. 🧑 🏠 🕸️ 🧑 🏠 🏆 =
3. 🧑 🕸️ 🧑 🕸️ 🕸️ 🕸️ 🏆 =
4. 🧑 🕸️ 🧑 🕸️ 🕸️ 🕸️ =
5. 🍌 🍌 🍌 🍌 🍌 🍌 🦋 =
6. 🍌 🍌 🕸️ 🧑 🍌 🍌 =
7. 🧑 🕸️ 🧑 🕸️ =
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## TOURNAMENT PRIORITISER

Topic: \_\_\_\_\_

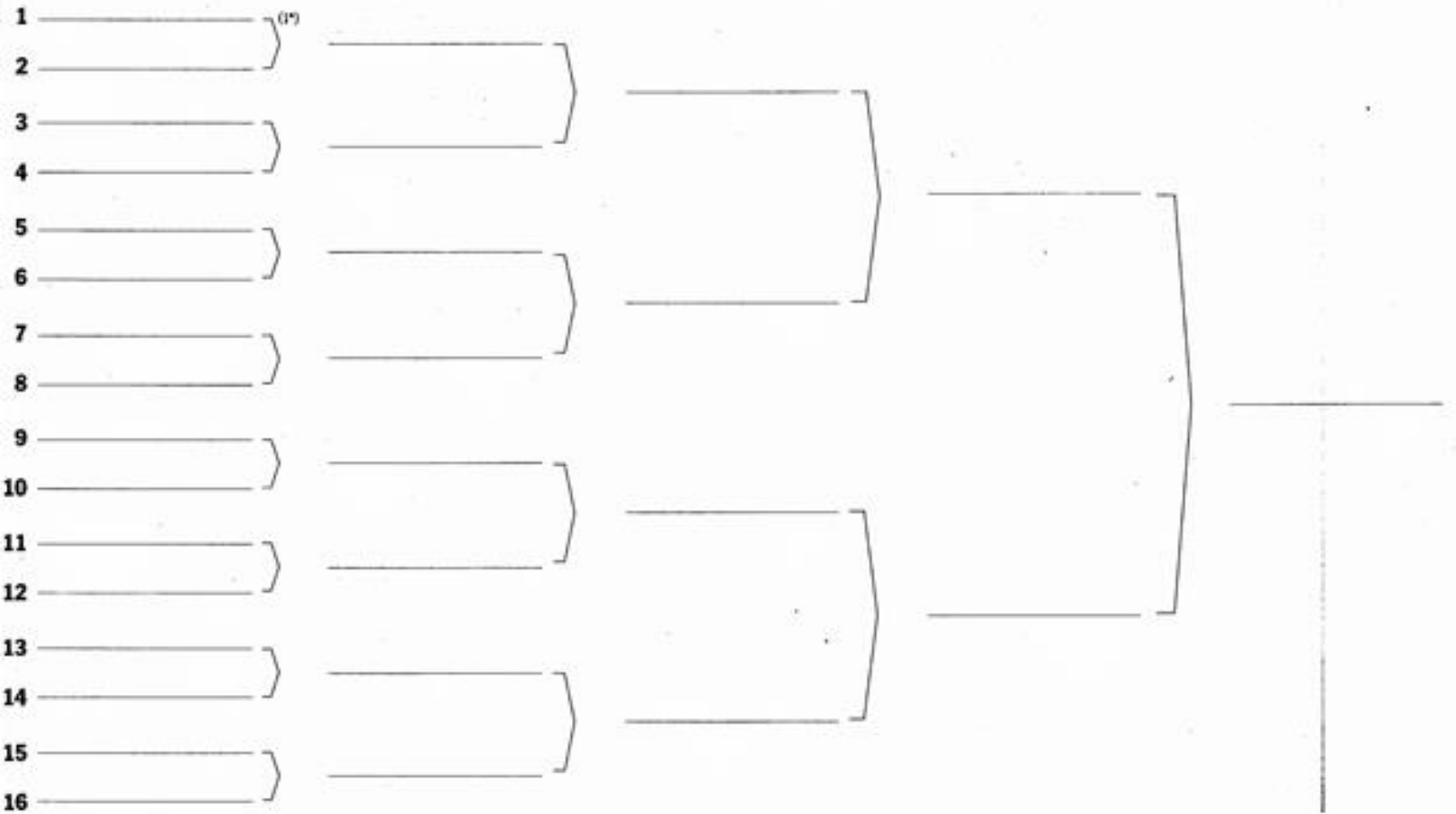
Round 1

Round 2

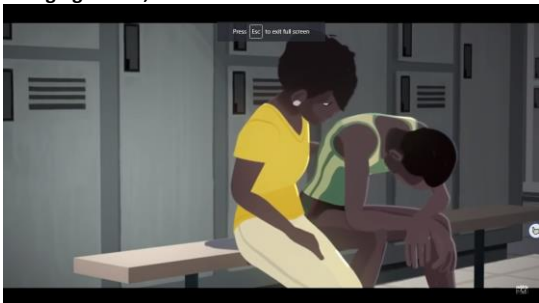
Semi-Final

Final



Winner



## Week 1:

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Reading Comprehension</b> Look at the biography of Usain Bolt- one of the most successful Olympians of all time. Read the text carefully and answer the questions attached.</p> <p>(Text and questions below)</p>	<p><b>The boy who learnt to fly.... Diary Entry</b> <a href="https://www.youtube.com/watch?v=qtujkNnCYCc">https://www.youtube.com/watch?v=qtujkNnCYCc</a> This animated youtube clip gives a short insight into the life of Usain Bolt. It also shows us that he had doubts and worries before his races too, even though he always appeared super confident!</p> <p>There is a scene in the animation clip where Bolt is sat in the changing rooms, worried before a race.</p>  <p>Task: Your task is to imagine you are Usain (writing in first person).</p> <p>Write a diary entry at that moment, considering his thoughts and feelings. Try to include a range of adjectives to express his emotions, and build on work in previous weeks, based on using a range of different sentence openers.</p> <p><i>Dear Diary, My mind is wrestling with different emotions as I sit here in the lonely changing rooms, frozen with nerves. I've never felt like this before- it terrifies me.</i></p>	<p><b>Grammar focus: Relative clauses</b> See online lesson – BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/articles/zkcd7sg">https://www.bbc.co.uk/bitesize/articles/zkcd7sg</a> A relative clause can be used to give additional information about a noun (naming word). They can be used to create complex sentences as they are a type of subordinate clause.</p> <p>Relative clauses are introduced by a relative pronoun. The relative pronoun you will use depends on the person or type of thing you are writing about.</p> <p>Relative pronouns include: Who - a person or people. Which - an object, a place or animals. That - an object, a place or a person. When - a time. Where - a place. For example, look at these two simple sentences:</p> <p><i>The Cubs took part in a challenge. They were in their house.</i></p> <p>They were in their house is extra information, so this could form the relative clause.</p> <p>Below, the relative pronoun, 'who', is used to create a relative clause so these two simple sentences can be connected.</p> <p>The Cubs, <u>who were in their house</u>, took part in a challenge.</p> <p>Task: Look at the accompanying newspaper report which includes a number of relative clause examples, then answer the related questions.</p>	<p><b>Research day</b> <b>Famous Olympians Poster</b></p> <p>Task: Research top Olympians – you could use a fact book from home or the Accelerated Reader website <a href="https://readon.myon.co.uk/">https://readon.myon.co.uk/</a>, click on the 'Sports and Vehicles' category, select 'Sports' and then scroll down to the book entitled 'The World's Greatest Olympians' (on the 10th row down).</p> <p>Look at some of the achievements by different Olympic Champions and create your own poster celebrating some of them.</p>	<p><b>Biography write</b> Using Monday's reading comprehension activity as a support for a layout, and the research you completed yesterday, write a biography for a different Olympian of your choice.</p> <p>Use the Biography key features sheet to ensure you have included each of the main features.</p> <p>(see below for key features sheet)</p>

**Week 2:**

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Exploring poetry</b> Read the following poem based on the Olympic Games</p> <p style="text-align: center;"><u>Olympic Games</u></p> <p style="text-align: center;"><i>Only for those of a special breed, Living a dream, a chance to succeed, Yesterday's hopes and desires coming true, Making your mark with records anew Proving hard work and the daily grind, Instructing the body, conditioning the mind Can capture a medal for the whole world to see, With glamour and pride for your country, As you stand aloft and you flag is flown high, There's memories forever, and a tear in your eye, Enjoying the moment, the admiring looks, Securing your name in the history books.</i></p> <p style="text-align: center;">By Ken Budden</p> <p>Answer the following questions based on the text</p> <p>Poetry Response</p> <ol style="list-style-type: none"> <li>1) What do you think is meant by the term 'special breed'?</li> <li>2) The poet says 'Living a dream' on line 2. What do you think the dream is?</li> <li>3) What word or phrase is used to show that the athletes need to be prepared mentally as well as physically?</li> <li>4) Give 2 ways the poet shows that the athlete would be pleased with their achievements.</li> <li>5) This poem uses rhyming couplets (each pair of sentences rhyme). Can you add 2 more rhyming couplet lines to the poem?</li> </ol>	<p><b>Figurative language</b></p>  <p>Look at the picture above with children ready to start a sprint race.</p> <p>Similes and metaphors are often used to build clear descriptions in the reader's mind.</p> <p>A simile is when two things are directly compared. The words AS and LIKE are used to compare the two things.</p> <p style="text-align: center;"><i>Simile</i> <i>Like a coiled spring, I eagerly waited on the start line.</i></p> <p>A metaphor <i>also</i> compares two things BUT it does so more directly WITHOUT using as and like. E.g Sam was a tower of strength.</p> <p style="text-align: center;"><i>Metaphor</i> <i>On the start line, I was now a crouching cheetah, waiting to pounce.</i></p> <p>Task: Can you create 5 simile and 5 metaphor sentence examples based on the image above?</p>	<p><b>Using brackets, commas and dashes</b></p> <p>You may find the BBC Bitesize lesson here helpful for today's activity. <a href="https://www.bbc.co.uk/bitesize/articles/zn8c47h">https://www.bbc.co.uk/bitesize/articles/zn8c47h</a></p> <p>Brackets, dashes and commas show parentheses.</p> <p>Parenthesis is a word or clause inserted into a text to show an afterthought or as extra information. A pair of brackets, commas or dashes can be used to enclose the extra information or afterthought.</p> <p><b>Example</b> •Brackets: 'The otter (who was very cute) swam down the river.' Brackets are used here as the parenthesis isn't vital to the sentence.</p> <p>•Commas: 'The otter, who was swimming in the river, caught a fish.' Commas are used here as the parenthesis is important to the sentence.</p> <p>•Dashes: 'The otter - who wasn't very clever – stood on some rocks.' Dashes are used here as the parenthesis is informal.</p> <p>Have a go now at completing the 2 activities linked to brackets and parentheses on the accompanying sheet.</p> <p style="text-align: center;">Parenthesis Picture</p> <p><small>"Use 3 Parentheses: Brackets, Dashes and Commas to Indicate Parentheses." Using the Little Old Riding Horse picture below, write your own sentence that includes parentheses. Remember to separate the parenthesis from the main sentence by surrounding it in a pair of parentheses. The first one has been completed for you as an example.</small></p>  <ol style="list-style-type: none"> <li>1. Gossamer's house, which had a roof made from straw, sat by the tall trees of the forest.</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> <li>5. _____</li> </ol>	<p><b>Poetry write</b></p> <p>Write your own 'Race' poem, describing feelings and using the figurative language earlier in the week.</p> <p>You may like to try to use rhyming couplets, but try not to force the rhyme.</p> <p>Here is the beginning of my example:</p> <p style="text-align: center;"><i>Crouched like a tiger awaiting the gun, Smiling now stops. Hush. The end of the fun, Staring ahead, my red carpet to success, Family and friends watch on- I'm keen to impress,</i></p>	<p><b>Rehearsal and Performing your poem!</b></p> <p>Today I'd like you to practise your poem you created yesterday and perform to a family member with actions and lots of expression.</p> <p style="background-color: yellow;">If you can, it would be great to record it and then upload the video to me via eSchools so I can see your fantastic poem brought to life!</p>

# Reading Comprehension: Usain Bolt

## Biography

So, how do you become the greatest sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' He first showed sprinting potential at a very young age and became the fastest 100m runner at his school by the age of 12. Whilst at secondary school, Usain was encouraged to concentrate on sprinting, which led him to win his first High School Championships medal. Since then, he has set new world records, overcome injuries, won numerous medals, become a national treasure in his home country of Jamaica and he hasn't even finished yet!

Usain was born on 21st August 1986, in Jamaica, to parents Wellesley and Jennifer Bolt. He grew up with his brother and sister, and adored playing football and cricket.

He competed in his first race whilst at primary school, but sprinting wasn't his first love. Bolt has often said that if he hadn't have become a sprinter, he would have loved to have been a fast bowler, having been inspired by Waqar Younis, a former international cricket player.

Whilst at high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and enjoyed playing practical jokes.

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals, but he did set a new personal best in the 200m race. The Jamaican Prime Minister recognised Bolt's talent and arranged for him to move to Kingston to train with the Jamaican Amateur Athletic Association.

The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist. He continued to win medals in 2003, when he competed at the World Youth Championships.



In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and was chosen to compete in the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a recurring leg injury ruled him out of winning any medals. He received offers to go and train in America but Bolt wanted to stay true to his roots and despite the basic facilities available to him, remained in Jamaica. For some time, injuries thwarted him, but he came back even stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records, winning gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin where he improved his times, running the 100m race in 9.58 seconds and the 200m in 19.19 seconds.

Bolt competed in the 100m, 200m and relay events at the London 2012 Olympic Games, where he won three golds once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow competitor said, 'There's no doubt he's the greatest sprinter of all time.'

Bolt amazed everyone yet again during the 2016 Rio Olympics, by claiming not only gold in all three races (100m, 200m and relay) but also the title the 'triple-triple' meaning he had won gold in 3 sprinting races in 3 consecutive Olympic Games. However this amazing achievement didn't last long as in 2017, Bolt and his team mates were stripped of the gold medals from the 100m relay in the Beijing Games due to one of his teammates being disqualified for taking a banned substance.

In 2017, at the World Athletics Championships, Bolt's winning streak was over as he was beaten by just 0.03 seconds putting him in 3rd place for the first time in 10 years. And to make things worse, whilst taking part in another race at the Championships, Bolt collapsed on the track with a hamstring injury and had to be helped across the finish line by his teammates. This was Bolt's final ever race.



Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold
2016 Rio De Janeiro	100m, 200m, relay	Gold

## Questions

Usain Bolt

- When and where was Usain born?  
\_\_\_\_\_
- By what age had Bolt become the fastest 100m runner at this school?  
\_\_\_\_\_
- Who is he inspired by?  
\_\_\_\_\_
- Why did Pablo McNeil get frustrated with Bolt?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Why did Usain move to Kingston?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Explain how Bolt has shown resilience in his professional career.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Why is Usain nicknamed 'Lightning Bolt'?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Which do you think is Usain's greatest achievement to date? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Usain Bolt



## Relative Clause activity

# The Global Gazette

## Cubs Courageously Climb Everest!

1st edition

16th April 2020



*A member of the Cub group climbs their stairs as part of the climbing attempt*

Yesterday, a group of Cubs completed a challenge to climb Mount Everest by climbing their stairs as part of a 'stay at home' challenge.

Seventeen Cubs and four leaders, who are from the Stockport area, completed the gruelling challenge over 48 hours. In total, the group managed to climb a mammoth 8907 meters, which is 59 meters higher than Everest itself.

To help get into the mountaineering spirit, the intrepid climbers geared up in their climbing kit, that included goggles, gloves and ski jackets. Members of the group, who are aged 8 – 10, were thrilled to take part in the challenge. Pack leader, Jon Spellman expressed, "I am so so proud of the group, they really did put their all into this!"

James Watson, who is head of UK Mountaineering, has expressed his delight in seeing young explorers attempt such a challenging feat despite having to stay indoors. Some participants, who wanted to get the true mountaineering experience, decided to camp out in a homemade 'base camp' in their garden.

The efforts of this tremendous bunch must be acknowledged by all. Time will tell if more fascinating challenges come to light in the coming weeks.

### TASK 1

Can you identify the relative clauses within this short newspaper report?

**Top tip:** Look for the relative pronouns!



### TASK 2

Add an embedded relative clause to these sentences.

**Top tip:** An embedded relative clause should be surrounded by commas!



## Features of Biography Checklist

Have I...



Teacher

Peer

used a question or interesting opening statement to hook the reader?

summarised the main events of the person's life in the first paragraph?

written in the past tense?

used third person pronouns?

written about key events in the person's life?

written about key influences in the person's life?

used the passive voice?

linked sentences and paragraphs using:

- ellipsis?
- repetition?
- adverbials?

summarised the person's life by mentioning:

- their main achievements?
- personality?
- how he or she will be remembered?

## Adding brackets – Parenthesis

1. Ben Nevis the tallest mountain in the UK is found in Scotland.
2. Elvis Presley who was born in 1935 was a famous American singer and actor.
3. Prince William who is a member of the royal family helped open the new hospital.
4. Mary Berry famous for her recipes is a judge in a baking competition.
5. In school, Mia a four-year-old girl was sat eating chocolate cake.
6. The black rhino an animal found in Africa is an endangered species.
7. Neil Armstrong an American astronaut was the first man on the moon.

## Parenthesis Picture

Year 5 Punctuation: Brackets, Dashes and Commas to Indicate Parenthesis

Using the Little Red Riding Hood picture below, write your own sentences that include parenthesis. Remember to separate the parenthesis from the main sentence by surrounding it in a pair of commas. The first one has been completed for you as an example.


















1. Grandma's house, **which had a roof made from straw**, sat by the tall trees of the forest.

2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# History

**Ancient Greece**

**Modern Olympics**

<b>running</b> 	<b>jumping</b> 	<b>gymnastics</b> 	<b>archery</b> 	<b>javelin throw</b> 
<b>boxing</b> 	<b>swimming</b> 	<b>cycling</b> 	<b>chariot racing</b> 	<b>Taekwondo</b> 
<b>pankration</b> 	<b>wrestling</b> 	<b>canoeing</b> 	<b>discus</b> 	<b>basketball</b> 



# Summer Olympic Host Cities 1896-2020

