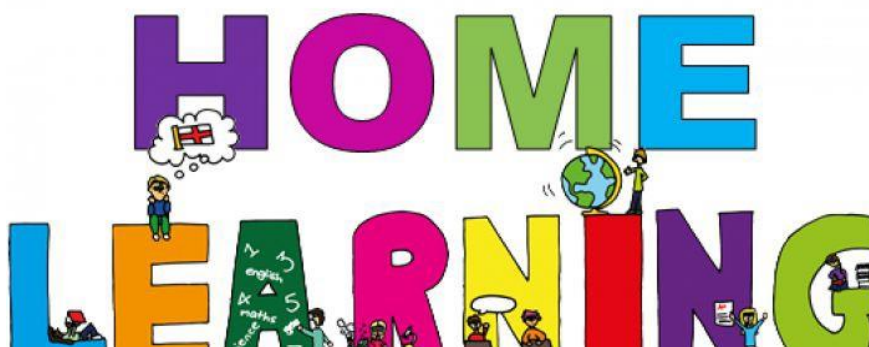



## YEAR 5 Home Learning



<p><b><u>Topic</u></b></p> <p>Research the seven wonders. What are they? Where can they be found?</p> <p>Create a fact sheet on one of your seven wonders.</p>	<p><b><u>Topic</u></b></p> <p>Make a model of a planet.</p> <p>Your challenge is to do this using only recycled materials.</p>	<p><b><u>Topic</u></b></p> <p>Research a medicine, which has had a huge impact in the course of history.</p> <p>Write a letter to the queen explaining why you think this medicine has had a huge impact.</p>	<p><b><u>Topic</u></b></p> <p>Pick your favourite fruit. Find out where this fruit came from. Use the map to plot possible routes the fruit could travel to be able to get to us in London. Which transport would need to be used? Consider your supply chain.</p>
<p><b><u>English</u></b></p> <p>Write your own diary entry – imagining you are on an adventure to see the seven wonders of the world.</p>	<p><b><u>English</u></b></p> <p>Complete the activities on fronted adverbials attached below.</p>	<p><b><u>Reading</u></b></p> <p>Complete the attached reading comprehension activities.</p>	<p><b><u>Reading</u></b></p> <p>Write a letter to the author of your reading book, telling them your thoughts and opinions on the book.</p>

<p><b><u>Maths</u></b></p> <p>Complete the fraction and decimal activities.</p>	<p><b><u>Maths</u></b></p> <p>Times Tables Rockstars</p>	<p><b><u>Maths</u></b></p> <p>Complete the balancing equations sheets.</p>	<p><b><u>Maths</u></b></p> <p>Make a board game based on word questions that use all 4 operations (addition, subtraction, division and long multiplication).</p>
<p><b><u>Design Technology</u></b></p> <p>Design a healthy recipe and make it for your family.</p>	<p><b><u>Design Technology</u></b></p> <p>Using items in your recycling bin make the highest tower possible.</p>	<p><b><u>Art</u></b></p> <p>Do some plant rubbings.</p> <p>Find a leaf and place it under a piece of paper. Use a pencil or crayon to go over the top of the paper where the leaf is. Watch as you see the outlines appear.</p> 	<p><b><u>Art</u></b></p> <p>Answer the attached reflection questions on the artworks provided. <a href="#">Please see the UKS2 Art resources pack.</a></p>
<p><b><u>Science</u></b></p> <p>Create a poster that explains your favourite planet.</p> <p>Where is it located in the solar system? What are the planets main</p>	<p><b><u>Science</u></b></p> <p>Think of something that you want to learn about and use Encyclopaedia Britannica to research it.</p>	<p><b><u>Music</u></b></p> <p>Listen to Vivaldi's Four Seasons and try to identify which season is being represented.</p>	<p><b><u>Physical Education</u></b></p> <p>Complete one activity from the attached fitness challenge each day.</p> <p>Start and finish with a mindfulness activity.</p>



features? What research has been done of the planet?

Make an instrument out of recycled materials.

**Spellings, all times tables, reading, reading theory and SAM learning must be done every night**

**Extra homework is always welcome and can be completed in your homework books**

<b>Online learning</b>	<b>Spelling Shed</b>
<b>Times Tables Rockstars</b>	<b>SAM learning</b>
<b>Read Theory</b> <b>PW: pupil1234</b>	<b>Db Primary (Purple Mash)</b>

**Children have been given their passwords for online learning at school. Spelling shed, TTR and Slearning are all the same PW.**



To support you during this period, Twinkl is offering every teacher in England access to all Twinkl resources with a One Month Ultimate Membership, totally free of charge. We're also extending this to every parent and carer in your school so your pupils can still have access to high-quality learning during any periods of disruption.

Setting this up is really easy to do - go to [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) and enter the code UKTWINKLHELPS

**Please do use twinkl for help with your work!**

**Street Child Activities (or for a suitable book you have at home)** – For those of you that have been able to get a copy of the book.

If you have not - please choose a book at home to complete as many activities as possible from the Grid.



<p>Look at the cover of the book.</p> <p>Write down as many descriptive words or phrases as possible, which come to your mind.</p>	<p>Read the first chapter of the book.</p> <p>Which characters have been introduced in the first chapter? What have you found out about the characters? Pick one character and create a word bank describing them.</p>	<p>Continue reading book.</p> <p>Look up any words you are unsure of in a thesaurus/dictionary or use a dictionary/thesaurus online.</p>
<p>Use the letter template to help you write a letter to Tip in Street Child.</p> <p>If you are reading another book from home – write a letter to one of your characters. Do you need to persuade your character to do something?</p>	<p>Pick an event in the book.</p> <p>Create a storyboard showing the event. Use drawings to represent what happened.</p>	<p>Draw a quick sketch of a scene from your book.</p> <p>Label your picture to either show what is happening or how your character is feeling.</p> <p>Use quotes to back up your ideas.</p>

## **Balancing Equations**

1.  $36 + \square = 59 + 19$

2.  $42 - \square = 99 - 13$

3.  $19 + \square = 43 + 27$



4.  $87 - \square = 22 + 45$

5.  $72 - \square = 100 - 56$

6.  $53 + \square = 67 + 84$

7.  $63 - 47 = 72 - \square$

8.  $49 + 72 = 100 + \square$

9.  $62 - 42 = 78 - \square$

10.  $100 + 22 = 86 + \square$

11.  $56 + \square = 82 + 27$

12.  $66 - 18 = 100 - \square$

13.  $42 + 15 = 88 - \square$

14.  $23 + 87 = 200 - \square$

15.  $75 - 28 = 46 + \square$

1)  $172 - \square = 59 + 19$

2)  $242 - \square = 99 - 13$

3)  $129 + \square = 423 + 217$



4)  $872 - \square = 202 + 145$

5)  $672 - \square = 100 - 56$

6)  $753 + \square = 697 + 284$

7)  $613 + 427 = 720 - \square$

8)  $419 + 172 = 1000 - \square$

9)  $682 - 412 = 78 + \square$

10)  $800 - 122 = 86 + \square$

11)  $562 + \square = 1000 - 153$

12)  $696 - 118 = 100 + \square$

13)  $421 + 125 = 888 - \square$

14)  $213 + 287 = 800 - \square$

15)  $765 - 218 = 46 + \square$

1)  $1972 + \square = 2959 - 319$

2)  $2742 + \square = 7989 + 123$



3)  $1279 + \square = 5000 - 617$

4)  $2872 - \square = 2002 - 895$

5)  $1672 - \square = 1000 - 56$

6)  $7253 + \square = 6997 + 2184$

7)  $613 + 427 = 1600 - \square$

8)  $4119 + 1702 = 10000 - \square$

9)  $682 - 412 = 78 + \square$

10)  $1800 - 122 = 816 + \square$

11)  $5612 + \square = 8000 - 153$

12)  $1696 - 118 = 500 + \square$

13)  $421 + 1025 = 3000 - \square$

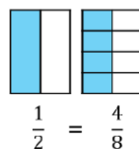
14)  $2113 + 287 = 8000 - \square$

15)  $1765 - 218 = 486 + \square$

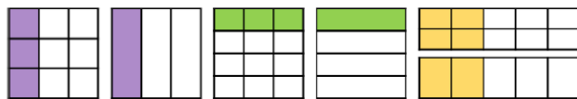
### **Fractions and Decimals**



- Take two pieces of paper the same size.  
Fold one piece into two equal pieces.  
Fold the other into eight equal pieces.  
What equivalent fractions can you find?



Use the models to write equivalent fractions.



- Eva uses the models and her multiplication and division skills to find equivalent fractions.



Use this method to find equivalent fractions to  $\frac{2}{4}$ ,  $\frac{3}{4}$  and  $\frac{4}{4}$  where the denominator is 16

Eva uses the same approach to find equivalent fractions for these fractions. How will her method change?

$$\frac{4}{12} = \frac{\square}{3} \quad \frac{6}{12} = \frac{\square}{4} \quad \frac{6}{12} = \frac{\square}{2}$$

5

Rosie says,



To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rosie has found for  $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \quad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \quad \frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?  
Does Rosie's method work?  
Explain your reasons.

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?  
Explain your answer.

Here are some fraction cards.  
All of the fractions are equivalent.

$$\frac{4}{A}$$

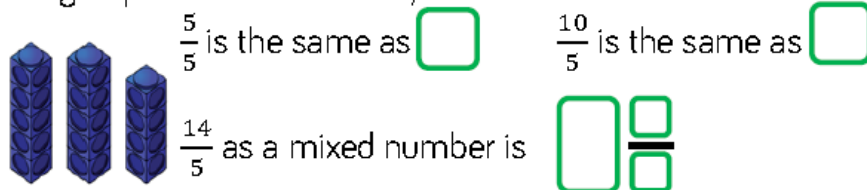
$$\frac{B}{C}$$

$$\frac{20}{50}$$

$A + B = 16$   
Calculate the value of C.

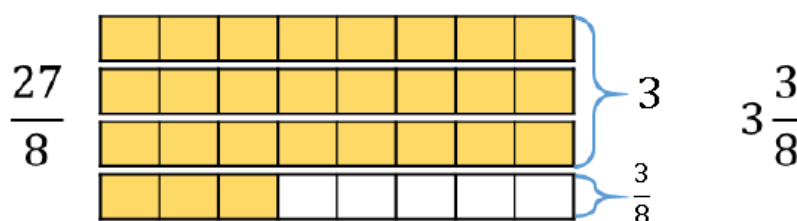
- Whitney converts the improper fraction  $\frac{14}{5}$  into a mixed number using cubes.

She groups the cubes into 5s, then has 4 left over.



Use Whitney's method to convert  $\frac{11}{3}$ ,  $\frac{11}{4}$ ,  $\frac{11}{5}$  and  $\frac{11}{6}$

- Tommy converts the improper fraction  $\frac{27}{8}$  into a mixed number using bar models.



Use Tommy's method to convert  $\frac{25}{8}$ ,  $\frac{27}{6}$ ,  $\frac{18}{7}$  and  $\frac{32}{4}$

Amir says,

$\frac{28}{3}$  is less than  $\frac{37}{5}$   
 because 28 is less than 37



Do you agree?  
Explain why.

## Spot the mistake

- $\frac{27}{5} = 5\frac{1}{5}$
- $\frac{27}{3} = 8$
- $\frac{27}{4} = 5\frac{7}{4}$
- $\frac{27}{10} = 20\frac{7}{10}$

What mistakes have been made?

Can you find the correct answers?

 Whitney converts  $3\frac{2}{5}$  into an improper fraction using cubes.




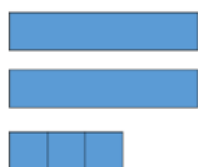
1 whole is equal to  fifths.

3 wholes are equal to  fifths.

fifths + two fifths =  fifths

Use Whitney's method to convert  $2\frac{2}{3}$ ,  $2\frac{2}{4}$ ,  $2\frac{2}{5}$  and  $2\frac{2}{6}$

 Jack uses bar models to convert a mixed number into an improper fraction.



$2\frac{3}{5} =$  wholes +  fifths

2 wholes =  fifths

fifths +  fifths =  fifths

Use Jack's method to convert  $2\frac{1}{6}$ ,  $4\frac{1}{6}$ ,  $4\frac{1}{3}$  and  $8\frac{2}{3}$

Three children have incorrectly converted  $3\frac{2}{5}$  into an improper fraction.



Annie

$$3\frac{2}{5} = \frac{6}{15}$$



Mo

$$3\frac{2}{5} = \frac{15}{5}$$



Dexter

$$3\frac{2}{5} = \frac{32}{5}$$

What mistake has each child made?

Fill in the missing numbers.

How many different possibilities can you find for each equation?

$$2\frac{\boxed{\phantom{00}}}{8} = \frac{\boxed{\phantom{00}}}{8}$$

$$2\frac{\boxed{\phantom{00}}}{5} = \frac{\boxed{\phantom{00}}}{5}$$

Compare the number of possibilities you found.

Use the counting stick to count up and down in these fractions.



- Start at 0 and count up in steps of  $\frac{1}{4}$
- Start at 4 and count down in steps of  $\frac{1}{3}$
- Start at 1 and count up in steps of  $\frac{2}{3}$

Complete the missing values on the number line.



Complete the sequences.

$$\frac{3}{4}, \frac{\square}{\square}, 1\frac{3}{4}, 2\frac{1}{4}$$

$$\frac{\square}{\square}, 3\frac{1}{3}, \frac{\square}{\square}, 2\frac{2}{3}$$

$$\frac{\square}{\square}, 5\frac{1}{2}, 5\frac{7}{10}, 5\frac{9}{10}$$

$$\frac{3}{5}, \frac{\square}{\square}, \frac{\square}{\square}, 3$$



## Fronted Adverbials

# Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the **time** and **place** of the action in your main clauses.

time \_\_\_\_\_

\_\_\_\_\_

place \_\_\_\_\_

\_\_\_\_\_



# Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the time, place, frequency, possibility or manner of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically Kian hoped it wasn't too late to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.



### Spot the Fronted Adverbials

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

**time** \_\_\_\_\_

\_\_\_\_\_

**place** \_\_\_\_\_

\_\_\_\_\_

**frequency** \_\_\_\_\_

\_\_\_\_\_

**possibility** \_\_\_\_\_

\_\_\_\_\_

**manner** \_\_\_\_\_

\_\_\_\_\_





## Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Match up the fronted adverbials with the correct main clause making sure you add in the correct punctuation including a comma in the correct place. In the box, write what the fronted adverbial is describing.

several hours later

surely

the boy waited outside the headteacher's office

there was a mountain of books to mark

every single day

on the teacher's table

we arrived at the camp site

my sister ruins my model I have just made

with a nervous look on his face

he wasn't going to take that man's wallet

Sentence	time / place / frequency / possibility / manner?

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places. Then, write a list of what the fronted adverbials are describing in the correct order.

For days now Kian had been praying there was still hope to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. With his head in his hands he sat down. Depressed and disheartened a drop of water rolled down his cheek. Reaching up to dry his eyes he



### Spot the Fronted Adverbials

realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Without delay Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village. Within a few minutes Kian was nearly at the village excited to tell everyone what he had found. Knowing what this could do to the villagers a small smile began to creep across Kian's face.

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

Time

---

---

Place

---

---

Frequency

---

---

Possibility

---

---

Manner

---

---

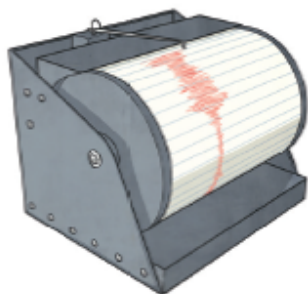
## Comprehension

Remember to read the text first. Then answer the questions. The answers are in the text!

# Earthquakes

### The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw pieces covering the Earth. These plates are always moving and bumping into each other. The edges of the plates are called 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake. A bit like when you pull something which gets caught, you pull it some more until it comes free with a big force.



### Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

### Interesting Fact

In 2009, in a place called L'Aquila in Italy, there was an earthquake that killed 309 people. In relation to the earthquake, a case went to court and it was decided that it was the fault of six Italian scientists who should have known it was coming and warned people. They were sent to prison for manslaughter (killing someone without planning or being hateful) but argued their case and won, so they did not have to go to prison after all.

### You could try to find out:

- 1 How earthquakes are measured.
- 2 How easy they are to predict.
- 3 About other cases where prison sentences have been handed out in unusual circumstances.
- 4 How you go about arguing a decision made by a court.



# Questions About Earthquakes

**1. How many tectonic plates are there?**

There are...

---

---

**2. What are plate boundaries?**

Plate boundaries are...

---

---

**3. What does it mean when we say 'predicting earthquakes'?**

Predicting earthquakes means...

---

---

**4. Describe what causes earthquakes.**

Earthquakes are caused by...

---

---

**5. What is a seismograph?**

A seismograph is...

---

---

# Fidget Spinners

Fidget spinners are gadgets with a ball bearing in the middle and three 'branches' coming from the centre. The branches of the gadget spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The use of different materials changes the vibration and length of time that the toy spins.



## How to Spin a Fidget Spinner

- Hold the middle of the spinner between your index finger and thumb as if you are picking it up.
- Flick one of the outside branches with your middle finger and watch it spin.

## How the Fidget Spinner Began

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still caring for her eight-year-old daughter and found she didn't have the energy to play with her as much as she would have liked. Catherine began inventing toys for her daughter and between the two of them, they created the first fidget spinner.

## Disaster!

In 1997, the fidget spinner toy was patented, which means the person who created it has rights over it to protect the idea from being copied.

However, a patent has to be renewed every few years and in 2005 Hettinger didn't have enough money to renew the patent. She lost the rights over the design and now any company can freely make their own versions. The companies make a lot of money from them but have to give none of it to Hettinger. When she owned the patent, Hettinger would have been making most of the money from the product.

## Uses of the Fidget Spinner

Some people believed that the fidget spinner would be useful for helping people to concentrate. It was found to be an especially useful gadget to help children who have Attention Deficit Hyperactivity Disorder (ADHD) or other special educational needs that affect concentration spans. It is thought that the sensory



## **Fidget Spinners**

experience of the spinner vibrating and creating patterns helps some children with specific needs, to concentrate or to calm down.

The fidget spinners are also used to reduce stress by helping the user to 'zone out' and clear their mind. Because of this, many office workplaces are seeing a rise in workers using finger spinners to ease stress and nervous energy within adult workers.

### **Fidget Spinners in School**

Some schools have banned fidget spinners as they say they are a distraction to other pupils and can negatively affect learning. They could also pose a potential safety hazard.

Some parents of children with Special Educational Needs (SEN) are concerned that banning the devices will cause their children to lose concentration and/or feel 'different' to their peers if they are allowed them but their friends are not.



## Questions

1. Which materials are fidget spinners made from? Tick two.

wood ☐

titanium ☐

aluminium ☐

plastic ☐

2. Why are fidget spinners made from different materials?

---

---

3. Write your own title for this 'Fidget Spinner' text.

---

4. How do you make a spinner spin? Tick one.

Flick it with your index finger ☐

Push it with your thumb ☐

Use your middle finger ☐

Put it on the ground ☐

5. Why did Catherine Hettinger create the fidget spinner? Tick one.

She was caring for her daughter. ☐

She was ill. ☐

She wanted to entertain her daughter. ☐

She wanted to make money. ☐

6. Match up the sentences.

Hettinger could not renew the patent

has rights over a design.

A patent means that a person

could now freely make the spinner.

other companies

because she didn't have enough money.



## Questions

7. Explain how the fidget spinner could help a person's concentration.

---

---

8. Put a T for true or F for false beside the following statements.

Then, correctly rewrite the false statements.

Fidget spinners can help some people cope with stress.

☐

The vibrations of the spinner might cause nervous energy.

☐

Hettinger is making a lot of money from the spinners.

☐

The spinners have helped some children with ADHD feel calmer.

☐

Office workplaces are seeing a rise in spinners being used at work.

☐

The spinners can help children with special educational needs to make patterns.

☐

---

---

---

9. Give two different reasons why some schools have banned fidget spinners.

a) 

---

b) 

---

10. What are your thoughts about fidget spinners being used in schools?

---

---



# A Hung Parliament

When there is a general election, everyone over the age of 18 can vote for which political party they want to run the country. Voting is anonymous, so your vote cannot be traced back to you. This ensures freedom of choice.

The number of votes are counted throughout the night, but by 3 a.m. it is generally known what the outcome is and which party has the most votes.



## How to Win

There are 650 seats available in the House of Commons. That means that a maximum of 650 people can be in Parliament and represent their local constituency, or local council area. Whichever party wins the majority of the seats will win the election overall, and their leader will be the prime minister.

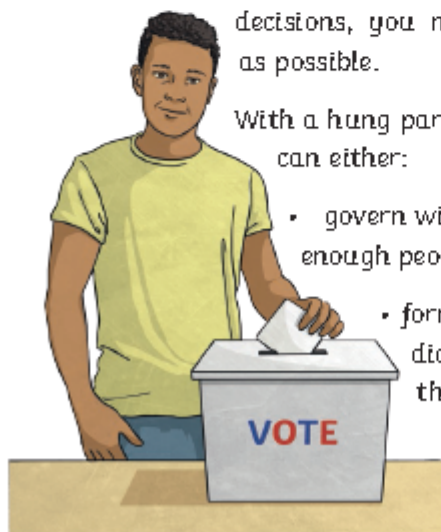
## A Hung Parliament Result

However, to win the majority of seats, that party must have at least 326. When no party wins this number, it is called a hung parliament.

Winning the majority number of seats means ensuring you have more people on your side. As prime minister, if you want to change the laws or make big decisions, you need to have the support of as many MPs as possible.

With a hung parliament and no majority, the prime minister can either:

- govern with their party alone, but risk not having enough people on their side when it really matters;
- form an alliance with another party who did not have enough seats, and rely on their support (see the table below).



## A Hung Parliament

Political Party	Number of Seats Won
Conservatives	318
Labour	262
Scottish National Party	35
Liberal Democrats	12
Democratic Unionist Party	10
Sinn Féin	7
Plaid Cymru	4
Green	1
Other	1

This sounds good but it can be very difficult for MPs of one party to find MPs from another party who agree with them and their ideas.

### Decisions, Decisions

The prime minister can now form a minority government with another party. This means she would rely on the other party's support to push through plans on their manifesto.

However, the party with the second largest number of seats can also try to get support from another party, in the hope of choosing a different prime minister, so things need to happen quickly.

If a prime minister cannot find another party to work with, they resign, as it shows there is a loss of confidence in their ability to lead.

Decisions and allegiances need to happen quickly. The prime minister must begin putting together their new **cabinet**, competently get back to leading the country as soon as possible, regain the trust of parliament and make the necessary changes in government for the good of the nation.

#### **cabinet:**

A group of advisers chosen by the prime minister, to give their opinions and carry out specific roles.



## A Hung Parliament

A hung parliament is not an ideal situation for anybody in the House of Commons, or for the person who is trying to run the country for the good of the people.

However, it could work in the favour of the nation. If some controversial decisions are not pushed through too quickly, or at all, this could benefit the general public in the UK.



## Questions

1. Imagine you want to vote in the general election. What must happen for you to be able to vote?

---

---

2. Find and copy one word which means people do not know what party you have voted for.

---

---

3. Do you think it is important that people have freedom of choice when they vote? Explain your thoughts.

---

---

4. Think of a more suitable subheading than 'A Hung Parliament Result'.

---

---

5. Explain why a prime minister would not want a hung parliament.

---

---

6. If you were the prime minister in a hung parliament situation, which option would you choose, and why? Explain what the danger is of a prime minister choosing to govern with just their party.

---

---



7. Tick the correct answer to complete this sentence:

A prime minister may have to resign because:

- ☐ they have become disillusioned and want to leave.
- ☐ the MPs no longer trust that they can lead the country properly.
- ☐ they have lost confidence in themselves.
- ☐ they want another election.

8. Look at the paragraph beginning 'Decisions and allegiances...'. What impressions do you get about the need for urgency at the time of a hung parliament? Why do you think that is?

---

---

9. Explain why a hung parliament might work for the people in the UK.

---

---

10. Would you want to be the prime minister? Explain your thoughts.

---

---

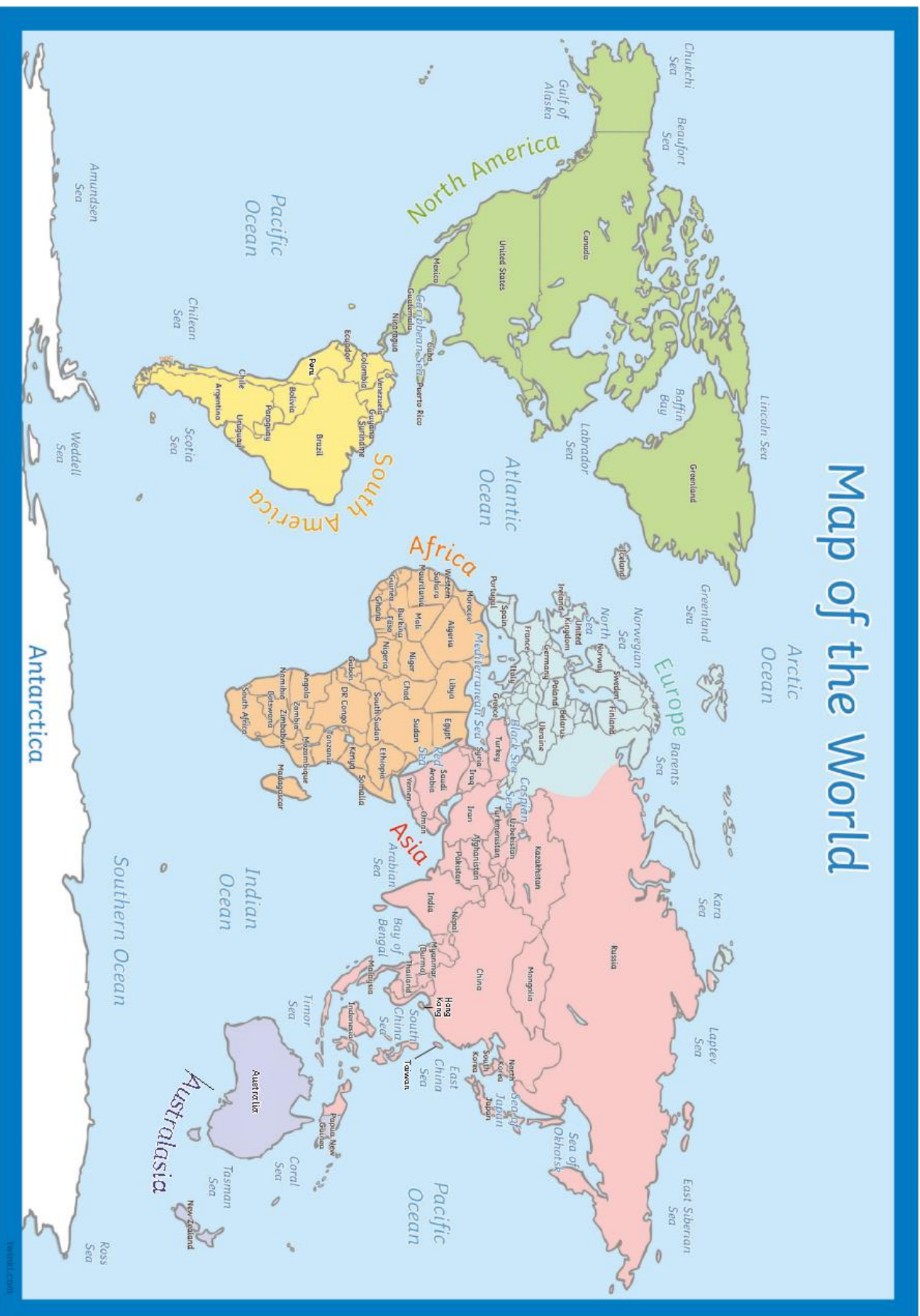


## Spellings

Week 3 Modal verbs	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words
can	equipment	certainly	vegetable
could	environment	definitely	vehicle
may	government	possibly	bruise
might	parliament	perhaps	soldier
must	enjoyment	probably	stomach
shall	document	frequently	recommend
should	management	often	leisure
will	movement	occasionally	privilege
would	replacement	rarely	occur
ought	statement	always	neighbour

Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones
community  curiosity  ability  visibility  captivity  activity  eternity  flexibility  possibility  sensitivity	happiness  hardness  madness  naughtiness  silliness  tidiness  childishness  willingness  carelessness  foolishness	membership  ownership  partnership  dictatorship  championship  craftsmanship  fellowship  apprenticeship  citizenship  sponsorship	stationary  stationery  steal  steel  wary  weary  who's  whose  fate  fete	alter  altar  assent  assent  bridal  bridle  cereal  serial  compliment  complement	principal  principle  profit  prophet  descent  dissent  desert  dessert  draft  draught

# Map of the World





## Physical Education Activities



# WORKOUTS FOR KIDS

**1** Walk on the spot.



**2** Turn around.



**3** Touch your toes.



**4** Stretch.



**5** Tap your legs.



**6** Tap your fists.



**7** Thumbs to the left.



**8** Thumbs to the right.



**9** Roll your arms.



**Fitstop** 

# TENSE AND RELEASE

## MUSCLE RELAXATION

1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.
2. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
3. Continue moving up the body for more relaxation.





**1. Jumping Jacks**



**2. Wall Sit**



**3. Push-ups**



**4. Abdominal Crunch**



**5. Step up onto Chair**



**6. Squat**



**7. Tricep dips on a chair**



**8. Plank**



**9. High knees running**



**10. Lunge**



**11. Push-ups with rotation**



**12. Side plank**



## Mindfulness

<p>Mindfulness Activity Card</p> <p>Place your hand on your belly. Take 10 deep breaths and notice your hand moving up and down as you breathe.</p>	<p>Mindfulness Activity Card</p> <p>Sit very still and notice one thing that you can see, hear, feel, taste and smell.</p>
<p>Mindfulness Activity Card</p> <p>Close your eyes and spend one minute thinking about the happiest day of your life. Try to remember as much about that day as you can.</p>	<p>Mindfulness Activity Card</p> <p>Close your eyes and think about how you are feeling. Happy? Sad? Mad? Scared? Excited? Something else? Think about how you know you are feeling this way.</p>
<p>Mindfulness Activity Card</p> <p>Close your eyes and sit quietly. Notice the way that your clothes feel on your body. Notice your shirt, pants and shoes. Do you notice anything you didn't notice before?</p>	<p>Mindfulness Activity Card</p> <p>Sit quietly and place a small object in your hand. A pencil, eraser, or something else. Notice how heavy the object is. Think about what it feels like in your hand. Notice one new thing about this object.</p>