**Homework Tasks (Year 5):**

- **Comprehension:** Please complete – and mark – 'The History of Mining' on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Jotter provided by school.
- **GPS:** Please read 'Climate Change' on pg.5 of this file then answer – and mark – the 'Word' and 'Sentence' questions on pg. 6 and 7. Answers can be found on pg.8. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Jotter provided by school.
- **Spelling:** Please complete spelling retrieval on 'Compound Words' on pg.8. Answers can be found on pg.9. A spelling test will take place next **Friday** focused on these skills. Please log onto Morphs to support additional practice of key morphological skills at home.

***Please ensure your completed homework books are handed in at school on Wednesday 23rd September.***

- **Multiplication & Division Facts:** Application of multiplication and division facts will take place throughout the week during Fluent in Five and Flashback Four. Please practise all facts up to 12 x 12.
- **Reading:** You are expected to do **at least 20 minutes** of independent reading at home, **every day**. *Please remember to log all new books read – both those at home and at school – in our class reading log as there are no home reading records in Woodpecker Class*:

Unit focus: Down The Mine
Text focus: Information Text

STAGE 5

# History of Mining

For thousands of years, coal has been an essential fuel across the world. Most of the coal that people used was mined very close to the surface. Charcoal was also used during these early years. Charcoal is produced by burning wood and was a valuable resource in Britain for a long time.

In Roman Britain, the Romans started to exploit the coal underground in Britain. After the Romans left, Britain appears to have stopped mining coal until the 1200s. It was during this century that coal started to be dug up again on a larger scale. Even then, it was still only the coal that was close to the surface. It soon became apparent to the people of London that burning coal was bad for people's health. In 1306, a Royal Proclamation told artists and craftsmen in London to stop using coal. They were instructed to go back to using charcoal for their work; it was deemed to be a lot healthier.

The first examples of mining deeper underground are from the 1500s. In 1575, a man named Sir George Bruce of Carnock became the first person to mine coal underwater. These mines were called moat pits. Getting to the coal was very challenging, and Sir George had to build an artificial island in the middle of the Firth of Forth (a large estuary in Scotland). He was then able to dig out a large mine shaft through the island to the base of the water. It was considered one of the wonders of the age.

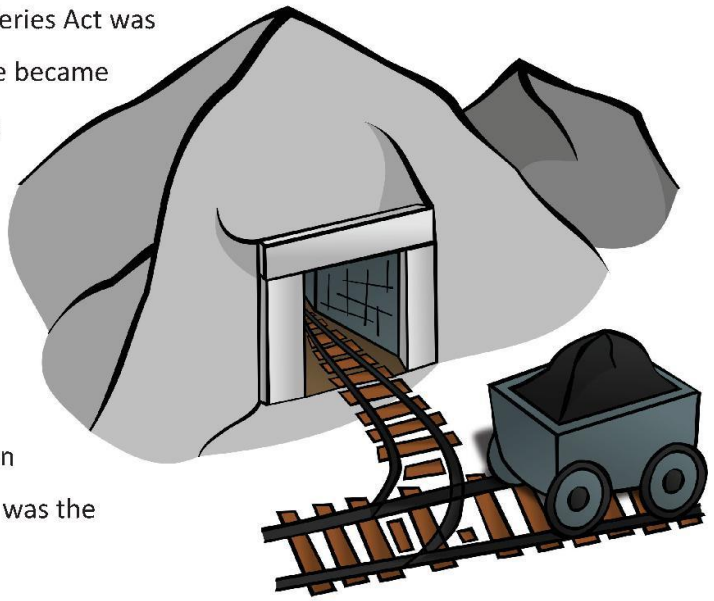
Everything changed in a big way in the 18th century with the start of the Industrial Revolution. Coal mining started to increase during this time. During the Victorian era, it became more vital than ever. Suddenly, steam trains were puffing across the landscape in unprecedented numbers and steamships were travelling the globe. The small-scale mines couldn't keep up with the demand for coal for all of these machines, so a new method of mining was needed.

Deep shaft mines suddenly became increasingly important. They started to open across Britain, particularly in the Midlands and northern England, along with southern Wales and Scotland. These places were sitting on most of the coal in Britain. Whole new cities began to grow around

all resources ©2019 Literacy Shed
http://www.literacyshedplus.com

the mines in these areas, with many of the men and children heading off to work in the shafts. Unfortunately, conditions were not very good, and many of them suffered illnesses or died as a result of their work.

As the Industrial Revolution picked up steam, large factories began to require even more coal. In the mid-1800s, over 200,000 people were working in British mines: men, women and children. This changed in 1842 when the Mines and Collieries Act was published. After a fatal accident in 1838, people became aware of how young the children were working in the mines. They were even more shocked to discover that girls were being allowed to work. This "made girls unsuitable for marriage and unfit to be mothers," according to the author of the Act.



Once the Act was passed, no females or children under 10 were allowed to work in the mines. It was the beginning of a new era of coal mining.

## VOCABULARY FOCUS

1. Find a word that means "take advantage of".
2. Write a definition for "apparent"
3. What does the phrase "one of the wonders of the age" tell you about Sir George's mine?
4. What does the phrase "unprecedented numbers" tell you about the steam trains?
5. What does the word "puffing" tell you about how trains moved?

## VIPERS QUESTIONS

**E** Why has the author chosen to use the phrase "the Industrial Revolution picked up steam"?

**R** Why were London's artists and craftsmen told to use charcoal?

**S** How did the Mines and Collieries Act change mining for people?

**I** What impact might this have had on families? Consider pros and cons.

**R** When was the accident that resulted in the Mines and Collieries Act?

all resources ©2019 Literacy Shed
http://www.literacyshedplus.com

Answers - History of Mining:

1. Exploit
2. Became clear
3. Nobody had seen anything like it before
4. There were more of them than ever before
5. There would have been noise and puffs of smoke

E: It is a phrase that means began to get going, but the use of steam links it with the steam engines and steamships mentioned before.

R: It was thought to be healthier

S: Females and young children could no longer work in the mines

I: Family members might live longer but they would now have less money coming into the household

R: 1838

all resources ©2019 Literacy Shed

http://www.literacyshedplus.com

Eco Warrior

# Climate Change

You may have heard of climate change. It's a scary term. That's a good thing, because the impact of it is scary, too. The process is also called global warming, because the average temperature across the planet is rising. So, what does it mean?

Climate change is largely caused by the increase of carbon dioxide in the atmosphere. This gas is vital to life on Earth, because all plants need it to survive. However, when too much gets into the atmosphere, it prevents heat from escaping back into space. This causes the planet to heat up.

Let's look at some numbers. China, the United States and India account for 50% of all of the carbon emissions on Earth. In 2018, China produced 10 billion tons. The main problem is burning fossil fuels, such as coal, to create electricity.

Since the 1980s, the global temperature has risen by just over 1°C. That may not seem like a lot, but scientists estimate that if it rises by just 0.5°C more, it could be irreversible.

all resources ©2022 Literacy Shed

http://www.literacyshedplus.com

# FOCUS ON - WORD

**1** **Write two other words that can be made from the same word family <u>create</u>.**

_____

_____

**2** **Underline the suffixed words.**

That may not be a lot, but scientists estimate that if it rises by just 0.5°C more, it could be irreversible.

**3** **What does the prefix ir- in the word <u>irreversible</u> mean?**

Tick one.

- ◯ opposite
- ◯ again
- ◯ wrong
- ◯ against

## CHALLENGE

**4** **Match the synonyms.**

Use each box only once.

| | |
|---|---|
| average | expand |
| increase | avert |
| prevent | middle |

# FOCUS ON · SENTENCE

## 1 Match the word class to each of the underlined words.

Use each box only once.

This gas is vital to life on Earth, because all plants need it to survive

| | |
|---|---|
| This | pronoun |
| on | determiner |
| it | preposition |

## 2 Identify whether the underlined word is a coordinating or a subordinating conjunction.

| sentence | coordinating conjunction | subordinating conjunction |
|---|---|---|
| That's a good thing, because the impact of it is scary, too. | | |
| That may not seem a lot, but scientists say global warming may be irreversible. | | |
| If temperatures rise by more than 0.5°C more, global warming may be irreversible. | | |

## 3 Circle the modal verbs in the sentence below.

That may not seem like a lot, but scientists estimate that if it rises by just 0.5°C more, it could be irreversible.

# Answers - Climate Change

WORD

1. created, creates, creating, creation, creations, recreate, recreate, recreated, recreating, uncreate, uncreates, uncreating, uncreating,
2. scientists, rises, irreversible
3. 1st option – opposite

CHALLENGE QUESTION:

average – middle
increase – expand
prevent – avert

SENTENCE

1. This = determiner

on = preposition
it = pronoun

2. subordinating conjunction – because

coordinating conjunction – but
subordinating conjunction - if

3. That **may** not seem like a lot, but scientists estimate that if it rises by just 0.5°C more, it **could** be irreversible.

# Fluency 2

**Use the bases below** – can you find two bases and put them together to make a compound word?

| base | | base | | compound word |
|---|---|---|---|---|
| _____ | + | _____ | = | _____ |
| _____ | + | _____ | = | _____ |
| _____ | + | _____ | = | _____ |
| _____ | + | _____ | = | _____ |
| _____ | + | _____ | = | _____ |

**tooth** **pop** **fish** **bow** **house** **mark**
**hat** **snow** **corn** **light**
**rain** **man** **brush** **star** **book** **sun**

Use the clues, find the correct compound word and put the missing vowels in the compound word.

Someone who delivers letters. h__rbr_sh

An insect with spots. c_bw_b

A tool used for your hair. p_nc_k_

Something that is made by a spider. l_dyb_rd

You can toss this in a pan and have it with syrup. p_stm_n

Complete the sentences by adding another base word to create a compound word.

I used a _____ **brush** to make my picture.

I could see the **light** _____ from the beach.

I have ketchup on my _____ **dog**.

When the rain stopped I saw a _____ **bow**.

I threw the **basket** _____ in the hoop.

## Answers

# Fluency 2

**Use the bases below** – can you find two bases and put them together to make a compound word?

| base | | base | | compound word |
|---|---|---|---|---|
| tooth | + | brush | = | toothbrush |
| pop | + | corn | = | popcorn |
| book | + | mark | = | bookmark |
| rain | + | bow | = | rainbow |
| sun | + | light | = | sunlight |

Other options include: **sunhat**, **snowman**, **starfish**, **lighthouse**.

**tooth** **pop** **fish** **bow** **house** **mark**
**hat** **snow** **corn** **light**
**rain** **man** **brush** **star** **book** **sun**

Use the clues, find the correct compound word and put the missing vowel letters in the compound word.

Someone who delivers letters. h_a_i_r_br_u_sh

An insect with spots. c_o_bw_e_b

A tool used for your hair. p_a_nc_a_k_e_

Something that is made by a spider. l_a_dyb_i_rd

You can toss this in a pan and have it with syrup. p_o_stm_a_n

Complete the sentences by adding another base to create a compound word.

I used a ___paint___ **brush** to make my picture.

I could see the **light** ___house___ from the beach.

I have ketchup on my ___hot___ **dog**.

When the rain stopped I saw a ___rain___ **bow**.

I threw the **basket** ___ball___ in the hoop.