Homework Tasks (Year 5):

- **Comprehension:** Please complete – and mark – 'A Victorian Mine' on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Book provided by school.
- **Maths:** Please complete – and mark – 'Numbers to a Million' on pg.5 of this file. Answers can be found on pg.6. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Book provided by school.
- **Spelling:** Please complete spelling retrieval on 'Vowels and Consonants' on pg.7. Answers can be found on pg.8. 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 16th 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

A Victorian Mine

STAGE 5

During the Industrial Revolution, Britain needed greater amounts of coal. The coal was used to power the factories that sprouted across the landscape, and to provide energy for the nation. Unfortunately, lots of the jobs were in tight spaces, places that children were perfect for working in. Children as young as five were sent down the mines to perform a myriad of jobs.

Trappers were vital in a coal mine. A common job for children, trappers were responsible for keeping the air flowing through the shafts by opening and closing vents. This prevented dangerous gases from building up.

The entrance to lots of mines was via a vertical well. Children and adults would hang on to a bucket or platform and be lowered down into the pit. To prevent unnecessary trips, they weren't allowed out until their shift was over. Many people slipped during the journey and fell to their death.

Once coal had been hacked out of the shaft, it needed to be carted to the surface. Drawers were responsible for pushing heavy carts of coal either to the entrance of the mine or to the well to the surface. The carts were extremely heavy and often crushed the children who were trying to push them.

Digging the coal out of the mine shaft was back-breaking work. This job was often left to adults or older children. The dust would clog people's lungs and make them sick.

Sometimes, the seam of coal went underneath hard rock or bad quality coal. If this happened, the miners had to **undermine**, which meant digging a smaller tunnel into the wall. Children were often used for this as they were smaller. Lots of these smaller tunnels collapsed, killing anybody trapped underneath them.

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INFERENCE FOCUS

1. Why were children sent to work in the mines?
2. Most people didn't want to work in the mines. Why do you think this was?
3. Why was it important that people only went back up the well when their shift was over?
4. Why were trappers considered vital?
5. Why was it important that factories had so much coal?

VIPERS QUESTIONS

S	Write a summary describing **undermining**. Include information about what it was, why it was needed and what made it dangerous.
R	Why was the dust in a mine dangerous?
V	Which word give you the image of factories growing like flowers?
V	Find a word that is a synonym for **many**.
R	Which job required children to push heavy loads?

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Answers- A Victorian Mine:

1. They were small and suited to the small spaces
2. They were very dangerous
3. The trips were dangerous, by restricting how many people made, they were less likely to have an accident/it took time for people to get up and down and they didn't want to waste the time
4. If the dangerous gasses built up, people would die
5. They needed the coal to keep producing the products that the industrial revolution relied on

S: Look for evidence of understanding the undermining section of the text

R: It clogged people's lungs and made them sick

V: Sprouting

V: Myriad

R: Drawer

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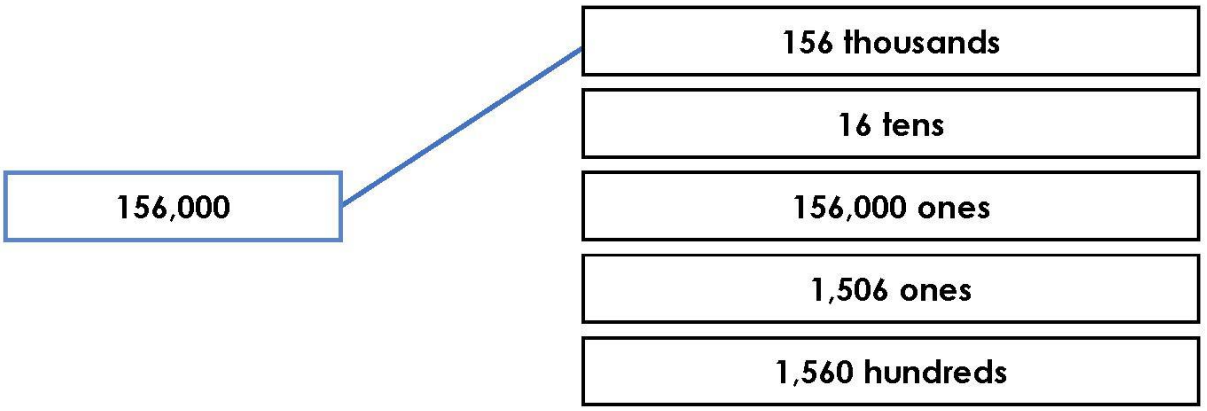
Numbers to a Million

4. Write the number represented by the Gattegno chart below in both numerals and words.

100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	300	200	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

VF
HW/Ext

5. Draw two more lines to match the number 156,000 to other numbers of the same value.



VF
HW/Ext

6. Here are 6 digit cards. Place them in the boxes below to make a 6-digit number, using the following set of rules:

6 8 3 1 7 4

- The 6 belongs in the thousands column.
- The number has three tens.
- 4 is in the column with the lowest value.
- The digit in the hundreds column is the sum of the digits in the tens and ones column.
- The remaining digits should be placed so that the 1 is in the highest value column.

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RPS
HW/Ext

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Homework/Extension
Numbers to a Million

Expected

4. 636,924; six hundred and thirty-six thousand, nine hundred and twenty-four
5. 156,000 ones; 1,560 hundreds
6. 186,734

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Fluency 2

Lost vowel letters – Some of the words below are missing their vowel letters. Can you make the sentences make sense by putting in the correct missing vowel letter?

John **g_t** up and **p_t** on his **s_cks**. He cleaned **h_s t__th** and said good morning to his **d_g**, **P_tch**.

Find the fifth vowel letter - Look at the groups of letters below. Which vowel letter is missing?

a, i, u, e, _ i, o, a, e, _

e, u, o, i, _ o, a, i, u, _

e, a, u, i, _

Hard or soft letters – Write the words that are making a hard g or c sound next to the rock and a soft g or c sound next to the cloud.

car city cold camp dice grass gym gel germ

Answers

Fluency 2

Lost vowel letters – Some of the words below are missing their vowel letters. Can you make the sentences make sense by putting in the correct missing vowel letter?

John **g<u>o</u>t** up and **p<u>u</u>t** on his **s<u>o</u>cks**. He cleaned **h<u>i</u>s t<u>e</u> <u>e</u>th** and said good morning to his **d<u>o</u>g**, **P<u>a</u>tch**.

Find the fifth vowel letter - Look at the groups of letters below. Which vowel letter is missing?

a, i, u, e, <u>o</u>

i, o, a, e, <u>u</u>

e, u, o, i, <u>a</u>

o, a, i, u, <u>e</u>

e, a, u, i, <u>o</u>

Hard or soft letters – Write the words that are making a hard g or c sound next to the rock and a soft g or c sound next to the cloud.

car, cold, camp, grass

city, dice, gym, gel, germ

car city cold camp dice grass gym gel germ