



**Nelson Primary School**  
**Inspiring Ambition, Achieving Success**  
**Weekly Homework Tasks**

**Key Stage 2 Year 5**

**7.5.18**

Homework books **must be in school on Monday** and it will be returned on Tuesday.

**Reading** - Please read aloud to an adult every day. Write a summary of what you have read or discuss the story with an adult. **Please record your reading and any new or tricky vocabulary each time you read.** Please visit Nelson School Library for your reading wristband books. **Remember to bring your book and reading record to school every day.**

**Maths** - **Doubles and halves of 2 digit decimals** ready for your **test on Friday**. This target is about being able to double and halve numbers up to 2 decimal places, e.g. Double 13.36 is 26.72 Half of 18.28 is 9.14  
 Practice all of your times tables (0x0 to 12x12)  
 Complete additional questions if you can.

**Spelling**

- 1) You must **ensure you know the meaning of the word**. -use a dictionary to help you if you are unsure.
- 2) **Write a sentence for some of the words**. You can include more than one word in a sentence as long as it makes sense and shows that you understand the word.
- 3) **Practise and study all of the spelling words ready for the Weekly Spelling Test**. To help you learn, every day you could draw a table like below to help you practise.
- 4) **Use your spelling menu to help you Practise your spellings**. You can pick any of the activities you like to help you learn all the words. Complete this in your homework book.

You can choose to use this table if you like. Please make sure you Write your sentences in your homework books.

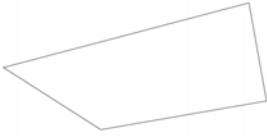
Look Say Cover Write Check						
	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
muscle						
necessary						
neighbour						
nuisance						
occupy						
occur						
opportunity						
parliament						
persuade						
physical						

**Q1.** The numbers in this sequence increase by the same amount each time. Write the two missing numbers.

610 650 690

**Q2.** In this shape, one of the angles is **obtuse**.

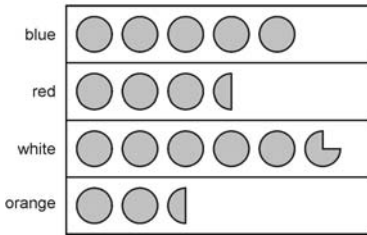
Tick (✓) the obtuse angle.



**Q3.** A shop sells T-shirts.

This chart shows how many T-shirts were sold in a month.

= 100 T-shirts



Write the colours of the T-shirts that sold **more than 400** in the month. \_\_\_\_\_

How many red T-shirts and orange T-shirts were sold **altogether**? \_\_\_\_\_

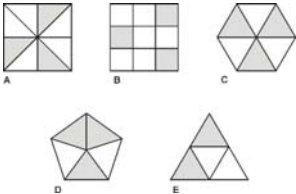
How many **more** white than blue T-shirts were sold? \_\_\_\_\_

**Q4.** Seb has to see the doctor at 10:05 am.

He gets to the doctor's surgery at 9:52 am. How many minutes **early** is he? \_\_\_\_\_

He leaves the doctor's surgery at 10:25 am. He gets to school 45 minutes later. What time does he arrive at school? \_\_\_\_\_

**Q5.** Each of these diagrams is divided into equal parts. Some of the parts are shaded.

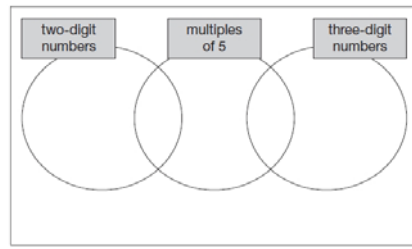


Write the letters of all the diagrams that have exactly  $\frac{1}{2}$  shaded. \_\_\_\_\_

Which of the diagrams has exactly  $\frac{1}{3}$  shaded? \_\_\_\_\_

**Q6.** Here is a diagram for sorting numbers. Write **each** number in its correct place on the diagram.

2 20 201 2000



**Q7.** Write the missing numbers to make these calculations correct.

$$200 \times \boxed{\phantom{00}} - 200 = 200$$

$$(100 - \boxed{\phantom{00}}) \times 100 = 100$$

**Q8.** Seb saved up for a new skateboard that cost £40

The table shows how much money he saved each week.

Week number	1	2	3	4	5	6	7	8	9	10
Amount saved	£5	£4	£2	£4	£3	£4	£6	£4	£3	£5

In which week did Seb reach **half** the amount he needed for the skateboard? - \_\_\_\_\_

If Seb had saved an extra £1 each week, in which week would he have reached his target of £40? \_\_\_\_\_

This weather chart shows the highest and lowest temperatures in a town on five days in March.

	Temperature °C	
	highest	lowest
Monday	+7	0
Tuesday	+7	-2
Wednesday	+8	-2
Thursday	+9	+1
Friday	+4	-5

Which day has the greatest difference between the highest and the lowest temperatures? \_\_\_\_\_

What is the difference between the lowest temperatures on Thursday and Friday?  degrees

## Evelyn Glennie autobiography

**Evelyn Glennie is a well-known musician who plays many different percussion instruments. She published her autobiography, *Good Vibrations*, in 1991. These are extracts, adapted from her book. Here, Evelyn describes how she first became inspired to take up percussion instruments and how she 'hears' music, even though she is deaf.**

People often ask me why I decided to take up percussion. It's difficult to say why exactly. I always knew that I wanted to be a musician, but my enthusiasm for percussion may have dated back to the time in my childhood when I went to a local competition and saw Isabel, a young girl, playing the xylophone. She was brilliant, just amazing, and I thought, 'I didn't realise a xylophone could do this.' Once I went to secondary school I found there were many more percussion instruments to discover, which may be why I was so determined to try them.

I remember going through to the percussion room. It was tiny, with one window, and what I saw was a xylophone, a couple of hand-tuned timpani (often known as kettle drums), a drum kit, an upright piano, books and papers stacked in heaps, a great long cupboard for more papers, and bits of instruments everywhere; the room was so small and so crowded that I could hardly move.



**xylophone**



**timpani**

Mr Forbes, my teacher, told me to play some notes on the xylophone. You can usually tell when you test someone like this whether they have natural ability simply by the way they handle the sticks. I'd never used sticks before but I picked them up and played with no stiffness or awkwardness.

I know how music sounds by what I feel. I can sense musical sound through my feet and lower body, and also through my hands. I can identify different notes according to which part of my foot feels the vibrations and for how long, and by how I experience the vibrations in my body.

Mr Forbes taught me how to develop my senses. He used to tell me to put my hands on the wall outside the music room and then he would play two notes on two drums and ask me, 'Okay, which is the higher note?' I'd tell him which I thought it was, and he'd ask me, 'How do you know?' So I'd tell him I could feel it maybe in the upper part of my hand, while I felt the other note all the way down to my wrist. Or we'd discuss what was happening in my feet and legs as I played the drums, or listened to a piece of music. Similarly, I always knew when a door banged or the phone rang, and my ability to sense sound developed as I became more and more dependent upon it.

Anyone can experience these effects, of course; if you put your hands on both sides of a piece of paper when a radio is on, you can feel the vibrations coming through the paper, and most young people have experienced the vibrations that pour through the lower limbs at the strong bass beats of a 'high-powered' disco.

Music isn't just a question of sounds. The thing about playing percussion is that you are not just creating sound, not just playing notes or beating out a pattern. You are creating emotions from inside yourself that can be sometimes beautiful and uplifting but are, sometimes, ugly or disturbing. To be a good musician, music has to come from deep inside you, from a seed growing in your heart.

1. Mr Forbes taught Evelyn to develop her senses.  
For what other reasons is Mr Forbes important in Evelyn's life?

2 marks

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2. The percussion room made a big impression on Evelyn the first time she saw it.  
What do you think her thoughts were as she looked around? Write her thoughts in this bubble.



Evelyn

2 marks

3. When Evelyn lifted the sticks, she played with no stiffness or awkwardness.  
What did this show?

1 mark

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4. When Evelyn performs she often takes off her shoes. Why?

1 mark

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5. What do you think Evelyn meant by *a seed growing in your heart*?

1 mark

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6. Evelyn's autobiography is called *Good Vibrations*. Why is this a good title for her book?

2 marks

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7. Why do you think many people admire Evelyn Glennie?

3 marks

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8. *You are creating emotions from inside yourself that can be sometimes beautiful and **uplifting**...*

Give the meaning of the word *uplifting* in the sentence.

1 mark

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