



Home Schooling Daily Plan

Year Group: 5

Date: 13.05.20.

Hello Year 5,

**What kind of tree fits in your hand?
A palm tree!**



RE WAGBAT: Writing our own prayers.

***Task**

****Task**

*****Task**

Lord Jesus,

In this time of uncertainty, give us strength
to comfort the fearful, to tend the sick,
and to assure the isolated
Be close to those who are ill, afraid or in isolation.
In their loneliness, be their consolation;
in their anxiety, be their hope;
in their darkness, be their light;
Give skill, sympathy and resilience
to all who are caring for the sick,
that through their work many will be restored to health;

Amen

Write your
own version of
this prayer.



English - WAGBAT: Using a text to answer questions.

The Long Drive

Many years ago, ranch owners needed to send their cattle hundreds of miles to 'cow towns' where they would be sold. Every year it was the cowboys' job to round up all the cattle and take them in large herds to the cow town. This was known as 'the long drive'.

The drive was a challenge for all cowboys. Their day began at 4.00am and ended after dark. Even then some had to stand on guard during the night.

The average herd was made up of about 3000 cattle and the cowboys were responsible for keeping them safe all the way.

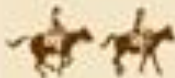
The cowboys worked as a team but each had his own job to do (see diagram).



The **trail boss** was in charge. He gave orders, checked the herd and then rode ahead to find water. He decided where the camp would be made and generally took care of the men. He rode at the front of the herd.



The **pointers** were also experienced riders. They led the herd when the trail boss went ahead to look for water or a camp.



The **swing** and **flank** men rode at the side to keep the herd together.



The **drag** men were at the back. This was the worst job because they were covered in dust from the herd in front.



The **wranglers** were the youngest and most inexperienced cowboys on the drive. They carried messages up and down the line and looked after the **remuda**, the spare horses.



The **cook** drove the **chuck wagon** and produced the food for the cowboys wherever they camped.



Difficulties and Dangers

Rounding up the cattle was very dangerous and the cowboys needed to be agile riders. On the long drive, there were many risks.

Rivers

Crossing rivers was often dangerous, especially if they were swollen by rain or there were quicksands.

Stampedes

A sudden noise might make the whole herd of cattle stampede, rushing along out of control. Stopping a stampede was dangerous work – cowboys tried to drive the cattle into a circle to slow them down.

Weather

Blistering hot winds or torrential rain and hailstones often made the conditions unpleasant.

Rustlers

These were people who set out to steal the cattle.





• TASK

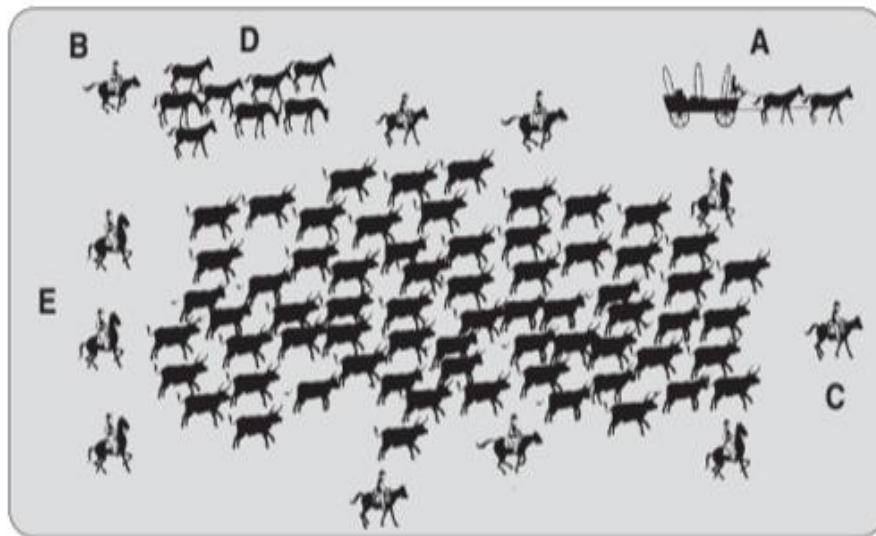
11. What job in the team would the youngest cowboy have?

11



1 mark

12.



Match each statement to a letter on the diagram.

One has been done for you.

the youngest cowboy

B

the cowboys who had the worst job

the cowboy who made the meals

the spare horses

the cowboy in charge

12



1 mark



***TASK**

13. Look at the text on page 6 beside the diagram.

What is the purpose of this section?

Tick **one**

to explain how difficult the work of the cowboys is

☐

to explain the roles of the riders

☐

to show how many animals had to be moved

☐

to tell you the order of what happens on the long drive

☐

13

☐

1 mark

14. Some of the words on page 6 stand out because they are in **bold** print.

Why have these words been put in **bold**?

Give **two** reasons.

1. _____

2. _____

14

☐

2 marks

15. Look at page 7.

Why did the cowboys have to guard the cattle at night?

15

☐

1 mark



** and *** TASK
DO THE * TASK FIRST

16. This text tells us some of the difficulties cowboys face in their work.

Using what you have read, explain what you think cowboys might **like** about their job.

16

2 marks

17. It says in the text that
the cowboys worked as a team.

What evidence of team work can you find in the text?

17

3 marks



**** and *** TEXT**

On the Plains

Bob Lemmons rounds up mustangs, wild horses that live on the plains in the state of Texas, in the United States, for teams of cowboys to use on the long drive.

It wasn't noon yet, but the sun had already made the Texas plains hotter than an oven. Bob Lemmons pulled his wide-brimmed hat tighter to his head and rode slowly away from the ranch.

'Good luck, Bob!' someone yelled.

Bob didn't respond. His mind was already on the weeks ahead. He walked his horse slowly, being in no particular hurry. That was one thing he had learned early. One didn't capture a herd of mustang horses in a hurry.

Bob looked around him, and as far as he could see the land was flat, stretching unbroken like the cloudless sky over his head until the two seemed to meet. Nothing appeared to be moving except him on his horse, but he knew that a herd of mustangs could be galloping near the horizon line at that moment and he would be unable to see them until they came much closer.





He rode north that day, seeing no sign of mustangs until close to evening, when he came across some tracks. He stopped and dismounted. For a long while he stared at the tracks until he was able to identify several of the horses. It seemed to be a small herd. The tracks were no more than three days old and he expected to catch sight of the herd in the next day or two. A herd didn't travel in a straight line, but ranged back and forth within what they considered their territory.

He untied his blanket from behind the saddle and laid it out on the ground. Then he removed the saddle from the horse and tied the animal to a post. He took his supper out of the saddlebags and ate slowly as the chilly night air seemed to rise from the plains that a few short hours before had been too hot for a man to walk on. He threw the blanket around his shoulders, wishing he could make a fire. But if he had, the smell of wood smoke in his clothes would have been detected by any herd he got close to.

After eating he laid his head back against his saddle and covered himself with his thick Mexican blanket. The chilliness of the night made the stars look to him like shining slivers of ice. Someone had once told him that the stars were balls of fire, like the sun, but Bob didn't feel them that way.





He thought about the time when he brought in his first herd of mustangs ...

One day several of the cowboys had gone out to capture a herd. The ranch had been short of horses and no one ever thought of buying horses when there were so many wild ones. He had wanted to tell them that he would bring in the horses, but they would have laughed at him. Who'd ever heard of one man bringing in a herd? So he had watched them ride out, saying nothing. A few days later they were back, tired and disgusted. They hadn't even been able to get close to a herd.

That evening Bob had timidly suggested to Mr Hunter that he be allowed to try. Everyone laughed. Bob reminded them that no one on the ranch could handle a horse like he could, that the horses came to him more than anyone else. The cowboys had acknowledged that that was true, but it was impossible for one man to capture a herd. Bob had said nothing else. Early the next morning he had ridden out alone ... Three weeks later the cowboys had been sitting outside the ranch one evening and looked up to see a herd of mustangs galloping towards them, led by Bob. Despite their amazement, they had moved quickly to open the gate and Bob had led the horses in.

The next morning, the sun awakened him even before the first arc of its roundness showed over the horizon. He saddled his horse and rode off, following the tracks he had discovered the previous evening. He followed them west until he was certain they were leading him to the Pecos River. He smiled. He knew the horses would come to that river to drink every day. Mustangs never went too far from water.





Choose the best word or group of words to fit the passage and put a *ring* around your choice.

Bob left the ranch on a

18. **wet** **cool** **windy** **hot** day.

He was busy thinking about what he had to do.

Bob rode north, hoping to see a herd of horses.
He found some tracks which were

19. **a few days old.** **very new.** **a few weeks old.** **very faint.**

He camped out overnight and felt

20. **happy.** **cold.** **worried.** **angry.**

He remembered the first time he brought a herd of mustangs back to the ranch. The other cowboys had not expected him to

21. **return.** **leave.** **survive.** **succeed.**

When Bob woke up, he followed the tracks he had found which led towards the

22. **ranch.** **sea.** **river.** **trees.**

23. What did Bob find out about the horses from their tracks?

18

1 mark

19

1 mark

20

1 mark

21

1 mark

22

1 mark

23

1 mark

Total



24. **Underline** a phrase which shows how the cowboys felt when they returned without any mustangs.

One day several of the cowboys had gone out to capture a herd. The ranch had been short of horses and no one ever thought of buying horses when there were so many wild ones. He had wanted to tell them that he would bring in the horses, but they would have laughed at him. Who'd ever heard of one man bringing in a herd? So he had watched them ride out, saying nothing. A few days later they were back, tired and disgusted. They hadn't even been able to get close to a herd.

24

1 mark

25. In the final paragraph on page 10, it says

He smiled.

Why do you think Bob smiled at this point?

25

1 mark

26. Choose a word which you think best describes Bob's character.

Explain why you have chosen it, using evidence from the text.

determined **patient** **thoughtful**

I think Bob is _____ because

26

1 mark



27. The writer uses dots ... (ellipsis) twice on page 10, each time for a different purpose.

Explain the two different purposes.

he brought in his first herd of mustangs ...

27a

1 mark

Early the next morning he had ridden out alone ...

27b

1 mark

28. When Bob came back with horses for the first time, what do you think the other cowboys might have said to him about what he had done?

28

2 marks

29. How does the writer show the difference between the **heat of the day** and the **cold of the night** on the plains?

29

2 marks

Total



***QUESTIONS

DO THE ** QUESTIONS. Then answer these questions.

Cowboys can be portrayed in films as leading an exciting life. What impression of cowboy life does the writer of 'On the Plains' give the reader?

Explain your answer using evidence from the text (2 marks)

Who do you think is more skillful at the job, a trail boss or Bob Lemmons? You will need to read the * text to answer this question.

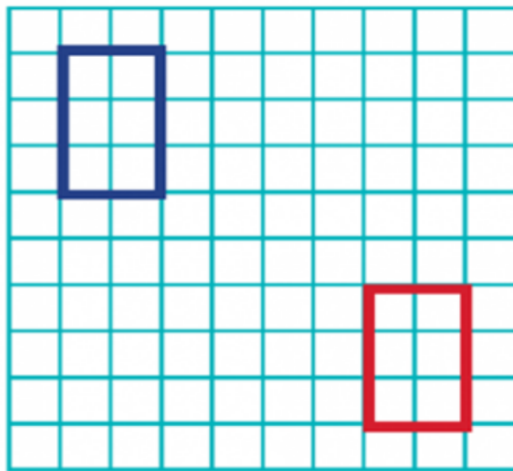
Explain your answer using evidence from the text (3 marks)



Maths - WAGBAT: Translating shapes.

In geometry translation means moving a shape into a different position, without changing it in any way.

The blue rectangle has translated 6 squares to the right and 5 squares down to where the red rectangle is.



R6, D5 or D6, R5

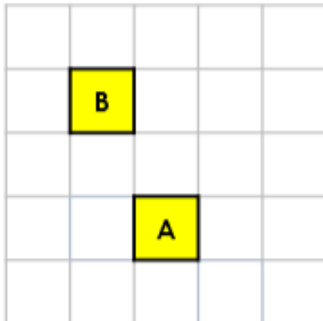
TIP

If you have tracing paper, you can trace the shape and move the whole shape according to the directions or you can plot each point in each new position, then join them up with a ruler



***Task**

1a. Tick the translation from shape A to shape B.

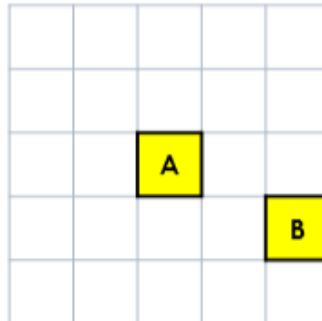


- ☐ 1 left, 2 up
☐ 2 down, 1 left



VF

1b. Tick the translation from shape A to shape B.

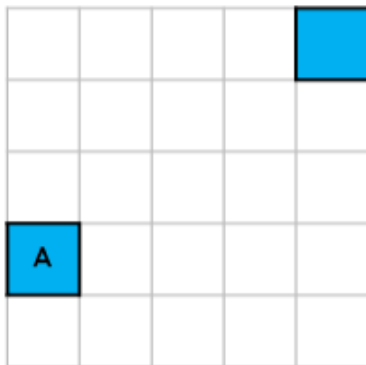


- ☐ 2 left, 1 down
☐ 2 right, 1 down



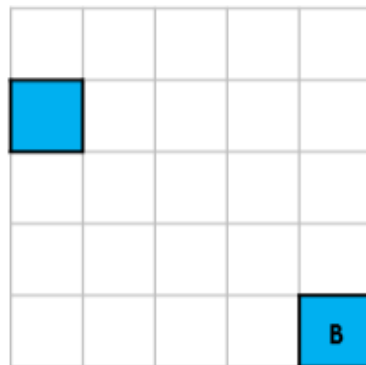
VF

2a. True or false? Shape A has been translated 4 right and 2 up.



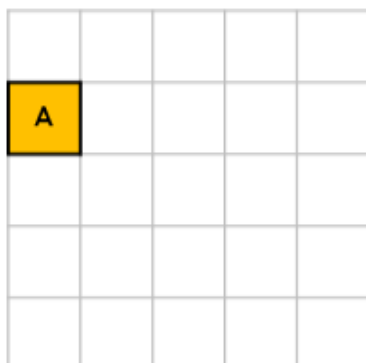
VF

2b. True or false? Shape B has been translated 4 left and 3 up.



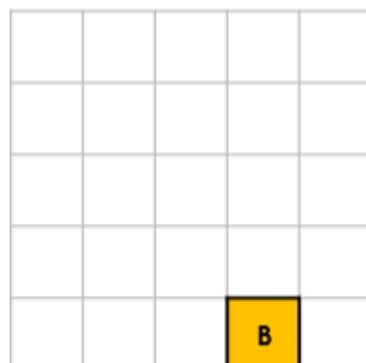
VF

3a. Translate shape A 4 right, 3 down.



VF

3b. Translate shape B 2 left, 3 up.



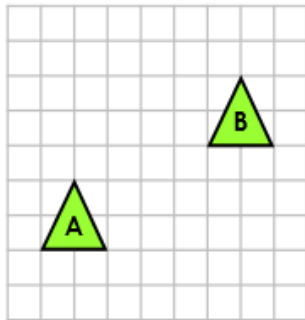
VF

Have a go at **



****Task**

4a. Tick the translation from shape A to shape B.



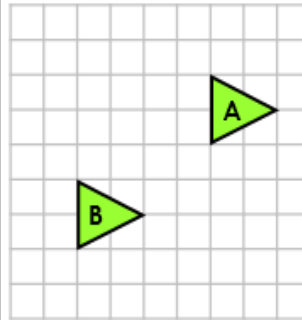
☐ 5 right, 2 up

☐ 5 right, 3 up



VF

4b. Tick the translation from shape A to shape B.



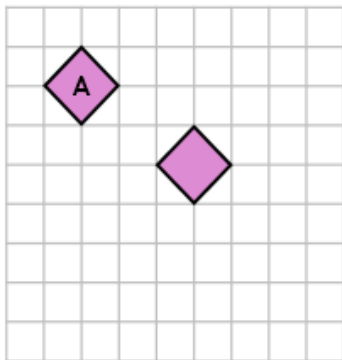
☐ 4 left, 3 down

☐ 4 left, 4 down



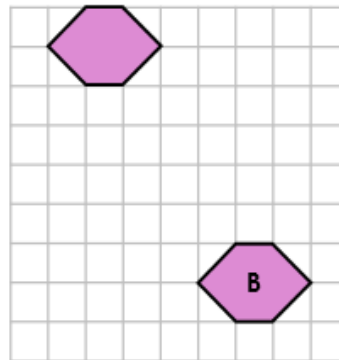
VF

5a. True or false? Shape A has been translated 3 right and 2 down.



VF

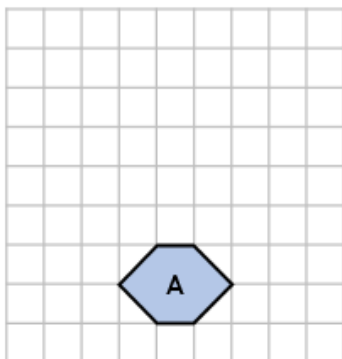
5b. True or false? Shape B has been translated 4 left and 5 up.



VF

6a. Translate shape A 1 right, 3 up.

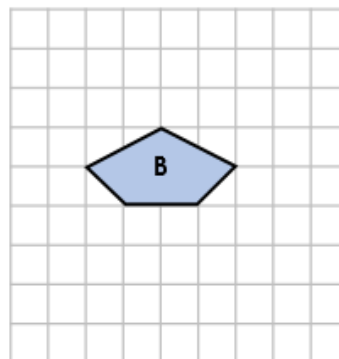
The translate shape A 2 left, 4 up



VF

6b. Translate shape B 3 right, 3 up.

Then translate shape B 2 left, 2 down.



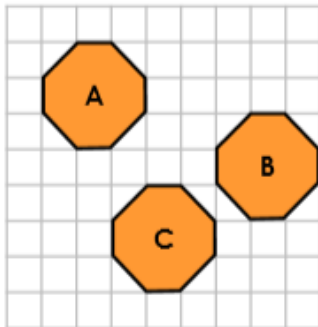
VF

Have a go at ***



***Task

7a. Tick the translation from shape A to shape C.

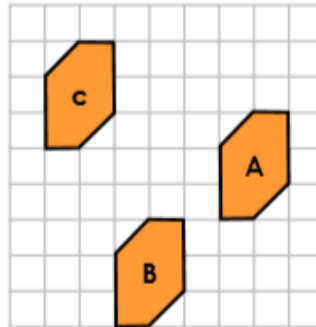


- ☐ 2 right, 4 down
☐ 2 down, 2 right
☐ 5 right, 2 down



VF

7b. Tick the translation from shape A to shape C.

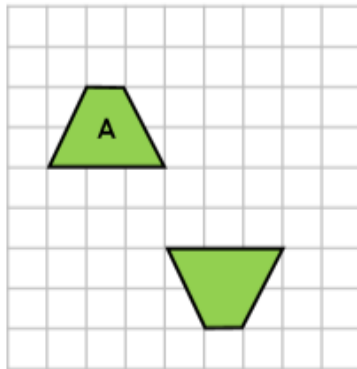


- ☐ 5 right, 2 up
☐ 5 left, 2 up
☐ 3 left, 3 down



VF

8a. True or false? Shape A has been translated 3 right and 4 down.



VF

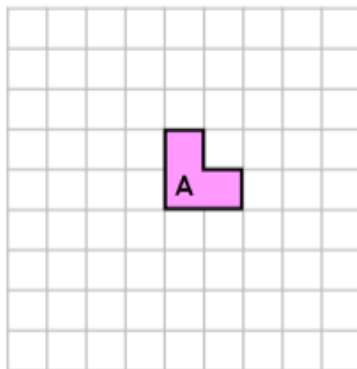
8b. True or false? Shape B has been translated 1 right and 1 down.



VF

9a. Translate shape A 1 right, 1 up.

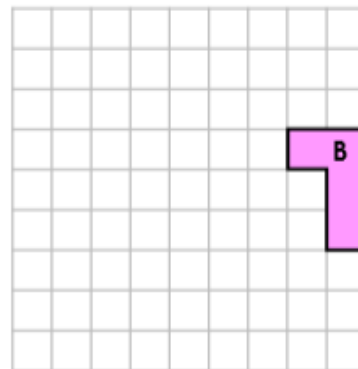
Then translate shape A 1 left, 1 down.



VF

9b. Translate shape B 2 left, 3 up.

Then translate shape B 5 left, 0 up.



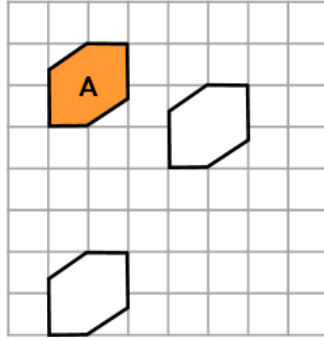
VF

Have a go at the challenge.



CHALLENGE

8a. Starting from shape A each time, circle the translation that has not been completed.



0 right, 5 down

3 right, 1 down

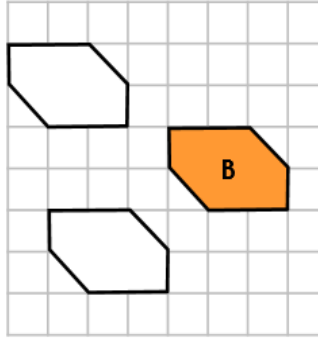
3 right, 4 down



Complete the missing translation.

PS

8b. Starting from shape B each time, circle the translation that has not been completed.



3 left, 2 down

4 left, 2 up

0 right, 3 up



Complete the missing translation.

PS

9a. Rose is translating shapes.



Instead of using left or right and up or down, it would be better to have one diagonal instruction.

Do you agree with Rose? Support your answer by drawing your own example.



9b. Leo is translating shapes.



A good method of translating shapes is to plot each point in its new position and then draw the lines.

Do you agree Leo? Support your answer by drawing your own example.





Topic (ICT) WAGBAT: Coding.

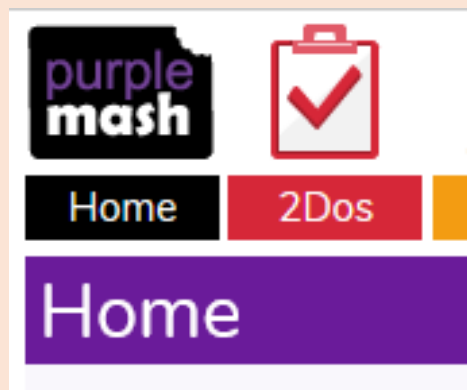
Log onto Purple Mash.

*Task

**Task

***Task

Go onto your 2DO list at the top of the screen to find your activities.





KEY STAGE 2 AFTERNOON PROJECT

Week Beginning 1st June - Board Game Week!

This week, the afternoons are all about board games. The aim is to be creative and come up with your own boardgame. Each day there will be an activity to complete with the end goal of creating your own boardgame.

WEDNESDAY / THURSDAY- CREATE!

Today is day one of creation! Use your plans to start creating your board game on card or paper. Other materials such as felt or tissue paper could be used depending on your designs.

Write a rule book for your game. Look at other board game instructions as a guide on how to present instructions.

