



Homework Grid – Summer Term 1

Year 5



	W/C 13.04.26	W/C 20.04.26	W/C 27.05.26	W/C 4.05.26	W/C 11.05.26	W/C 18.05.26
Reading	3 reads of your banded book or Reading SATs revision	3 reads of your banded book or Reading SATs revision	3 reads of your banded book or Reading SATs revision	3 reads of your banded book	3 reads of your banded book	3 reads of your banded book
Maths	Times Table Rockstars	Doodle Maths	Times Table Rockstars	Doodle Maths	Times Table Rockstars	Doodle Maths
Spelling	Revision of previously learnt spelling rules: Suffix 'cial' and 'tial' The 'shul' sound spelt 'cial' is commonly used after a vowel – facial, special, official, social, crucial The 'shul' sound spelt 'tial' is commonly used after a consonant – partial, essential, martial, potential, substantial Be careful. There are some exceptions to the rules – initial, palatial, financial, commercial, provincial		Revision of previously learnt spelling rules: Suffix or word ending 'ant' If the suffix follows a hard 'c' or 'g' it is 'ant' – vacant, elegant, significant, arrogant, lubricant Words derived from verbs ending 'y' use the suffix 'ant' – defy and defiant – applicant, compliant, occupant, reliant		Revision of previously learnt spelling rules: Suffix or word ending 'ent' If the suffix follows a soft 'c' or 'g' or a 'qu' it is 'ent' – agent, recent, intelligent, innocent, frequent Words with the syllables 'cid, fid, sid, vid' before the ending the suffix is 'ent' – accident, incident, confident, resident, evident	
Curriculum	Use your knowledge organiser to test yourself on what these words mean: climate, fertiliser, irrigation, livestock, pastoral farming, mixed farming, arable farming, pesticide, topography		Use your knowledge organiser to answer these questions: <ul style="list-style-type: none"> • Can you explain the different types of farming in the UK? • How do people farm locally? • How does topography impact farming? • Can you explain what trade is and why different parts of the world import and export different goods? 		Create a presentation or poster about what where our food comes from and where it goes. Remember to use your Knowledge Organiser for ideas. We can share these in class on the last week of term.	