Home Learning Pack

20th April – 24th April

Timetable

		9: 30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1: 20 -2.00	2 :00-3:00		3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 1	B	Reading day 1	ENGLISH TASK 1	L	SPELLING TASK 1	History Activity The Ancient Greeks		Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Tues	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 2	R	Reading day 2	ENGLISH TASK 2	U	SPELLING TASK 2	Science Earth and Space		Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Wed	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 3	E	Reading day 3	ENGLISH TASK 3	N	SPELLING TASK 3	Play a board game What did you play?	Watch Newsround and write about a news story that interested you	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Thurs	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 4	A	Reading day 4	ENGLISH TASK 4	DT/Lunch Make your own lunch today. Take a photo/draw a picture. Write about the skills you used to make it		SPELLING TASK 4	French	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Fri	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete 5	K	Reading day 5	ENGLISH TASK 5	H	SPELLING TASK 5	PSHE	Art	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

Daily: times table rock stars

Where should I do my work?

If you do not have access to Microsoft Teams, you can complete all learning in your home learning book.

We will ask you to complete some lessons in your home learning book – it is important you practice your handwriting.

Other lessons we will ask you to complete as an assignment directly on Microsoft Teams.

If possible, upload a picture of any of the learning you have completed in your book and post this on Microsoft Teams.

There are lots of links to videos which will help you complete the learning activities. You can always watch these on a phone or tablet!

If you are sharing a tablet or laptop with your brothers and sisters, you can always complete your work in your book and send us a picture at the end of the day.

Monday 20th April 2020

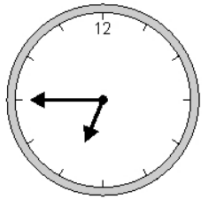
		9: 30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1: 20 -2.00	2 :00-3:00	3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 1 	B	 Reading day 1	ENGLISH TASK 1 	L	SPELLING TASK 1	History Activity The Ancient Greeks	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

Monday

1. $\square$ = 8,275 + 82
2. $\frac{1}{4} - \frac{1}{6} =$
3. $6^2 + 10 =$
4. $0.04 \div 10 =$
5. Here is a clock.



How many minutes is it **until** this clock shows 7:30?

Tuesday

1. $8253 \div 9 =$
2. $\frac{1}{5} + \frac{3}{4} =$
3. **Write all the common multiples of 3 and 8 that are less than 50.**
4. Here is a number written in Roman numerals.

CXV

Write the number in figures.

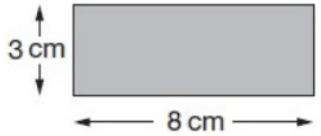
5. **Which time shows ten past three in the afternoon.**

03:10 10:03 13:10

15:10 10:15

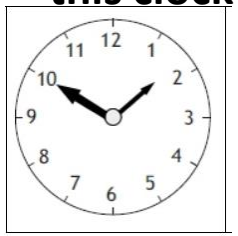
Wednesday

1. **9 x 41**
2. $6.7 \div 100 =$
3. $1^2 + 8^2 - 3^2 =$
4. $1\frac{1}{5} + 2\frac{1}{10} =$
5. **Find the area and perimeter.**



Thursday

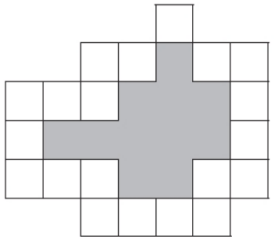
1. $72 \div 8 =$
2. $\frac{5}{6} - \frac{2}{3} =$
3. **Find common factors of 12 and 8**
4. **What time does this clock show?**



5. $\frac{1}{5} \times 4 =$

Friday

1. 3216×9
2. $1^2 + 2^2 + 4^2 =$
3. $\frac{5}{11} + \frac{7}{11} =$
4. **Find the area (hint: count squares)**



5. $945 - 178$

Activity also posted on Microsoft Team

Helpful video → https://www.youtube.com/watch?v=889Z0y8BwAo

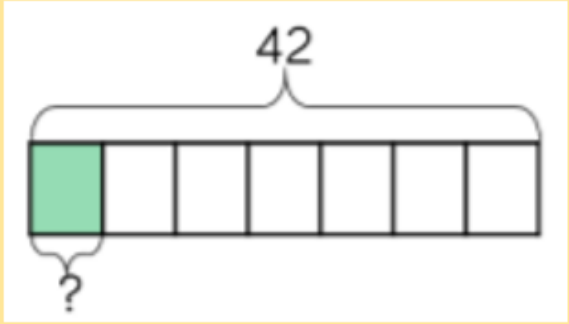
Monday 20th April

LO: To find fractions of amounts

Success Criteria: Divide amount by the denominator and multiply the answer by the numerator.

My turn:

1) Find 1/7 off 42



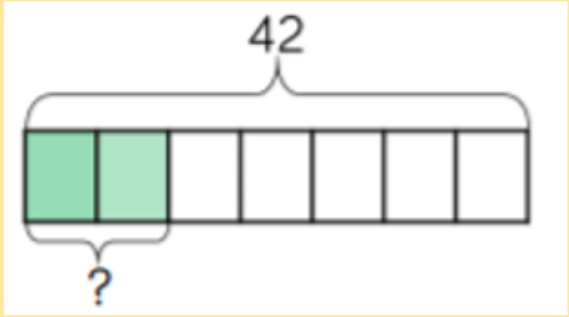
I need to divide by 7

$42 \div 7 = 6$

$\frac{1}{7}$ of 42 is 6

Now let's look at another example:

2) Find 2/7 of 42



This time I divide by 7 to find 1/7

Then I multiply the answer by 2 to find 2/7

$42 \div 7 = 6$

$6 \times 2 = 12$

$\frac{2}{7}$ of 42 is 12

Either log into Teams to complete questions or copy and complete the questions on the next page in your homelearning book.

Monday 20th April

LO To find fraction of amounts.

All start on task 1 and all must complete task 1

Challenge: Can you complete task 2and 3?

Success Criteria:

- Divide by the denominator (bottom of fraction).
- Multiply the answer by the numerator (Top of fraction)

Top Tips:

Draw a picture to help you (like in my example and on the help video)

Convert measurements in the challenge.

Task 1	Task 2	Task 3
Mild Spicy	Medium Spicy	Hot and Spicy
$\frac{1}{3}$ of 30	$\frac{3}{4}$ of 40	$\frac{2}{7}$ of 91
$\frac{1}{4}$ of 20	$\frac{2}{9}$ of 18	$\frac{7}{8}$ of 1600
$\frac{1}{5}$ of 35	$\frac{7}{8}$ of 56	$\frac{4}{9}$ of 20
$\frac{1}{6}$ of 36	$\frac{4}{9}$ of 27	$\frac{8}{9}$ of 360
$\frac{1}{10}$ of 200	$\frac{5}{6}$ of 66	$\frac{7}{10}$ of 2000
$\frac{1}{8}$ of 40	$\frac{7}{10}$ of 200	$\frac{3}{7}$ of 105
$\frac{1}{7}$ of 21	$\frac{4}{5}$ of 20	$\frac{2}{9}$ of 144

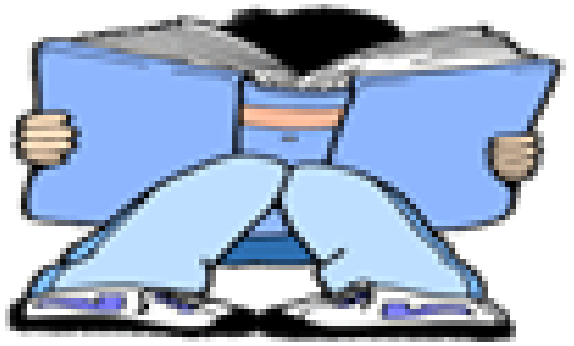
Challenge

$\frac{4}{5}$ of 1 m $\frac{5}{12}$ of 1.44 litres $\frac{3}{7}$ of 21 kg

Activity also posted on Microsoft Team

Monday 20th April 2020

LO: To write a summary



20 mins – Read your reading book or a book of your choice.

10/20 mins

1) Write the date or LO.
2) Write a summary of the story so far.
3) Post summary on Microsoft Team.

You might inspire others to read the book.

Ask an adult to sign your reading record

English Activity also posted on Microsoft Team

https://www.youtube.com/watch?v=pCpJXDy0tb8

Watch this to help!

Monday 20th April 2020

LO: To include fronted adverbials

Fronted adverbials tell us **how, where or when** something happens.

E.g. Miss Rolls ate cake. = After school, Miss Rolls ate cake.

Fronted Adverbials

1a. Circle the sentence below which has used a fronted adverbial.

A. We all went into the cinema before it rained.
B. Finally, we all went to the cinema.
C. We all went to the cinema quickly.

Fronted Adverbials

1b. Circle the sentence below which has used a fronted adverbial.

A. Firstly, you should visit the museum.
B. You should visit the museum before you do anything else.
C. We will certainly visit the new exhibition.

2a. Insert a comma after the fronted adverbial in the sentence below.

Eventually we all made it to Harriet's birthday party.

2b. Insert a comma after the fronted adverbial in the sentence below.

Sadly Emma lost her dog at the beach.

3a. True or false? The adverbial used in the sentence below is an adverbial of place and can be moved to the front of the sentence.

I bought an expensive chocolate bar from the corner shop.

3b. True or false? The adverbial used in the sentence below is an adverbial of time and can be moved to the front of the sentence.

You will find many tasty snacks in the top cupboard.

4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.

I parked my car under the bridge this morning.

4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.

The ladies were still dancing in high heels at midnight.

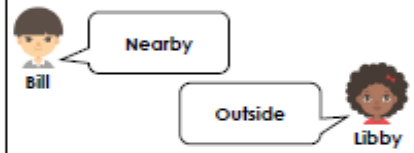
1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

Niamh ran home excitedly to see her birthday cake.

1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The team captain jumped up happily when they scored a goal.

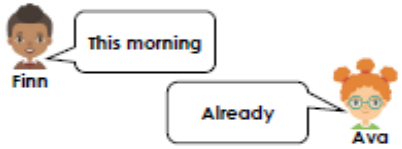
2a. The children are discussing which adverbials are best to use in a sentence.



_____ it was sunny but not particularly warm.

Whose adverbial would fit best?

2b. The children are discussing which adverbials are best to use in a sentence.



_____ his cat came home with a mouse he had found.

Whose adverbial would fit best?

3a. Jenny thinks that the phrase *'in the morning'* can be moved to the beginning of the sentence and used as a fronted adverbial.

The postman will deliver our letters in the morning.

Is she correct? Explain your answer.

3b. Riley thinks that the phrase *'into his mum's car'* can be moved to the beginning of the sentence and used as a fronted adverbial.

Shaun finds it hard to get into his mum's car.

Is he correct? Explain your answer.

Now improve these sentences with a fronted adverbial. You can add descriptive language too!

1) The Minotaur lived in a maze under the castle

2) Theseus sailed to Crete.

3) Theseus stepped into the maze, ready to defeat the beast.

4) The battle raged and there was an almighty roar.

5) Ariadne instantly fell in love.

Write in books or post as an assignment.

Monday 20th April 2020
LO: To convert nouns into adjectives by adding –ise

Copy words into your home learning book. Use look, say, cover, write, check
You should write each word 3 times
Make sure you join your handwriting

–ise suffix words are usually just created by simply adding the –ise suffix to a noun or adjective root word, e.g.
terror (noun) → **terrorise** (verb).

However, sometimes we need to remove the 'e' from the end of noun or adjective root word before adding –ise, e.g. **fertile** (adjective) → **fertilise** (verb).

These are the spellings you will be working on this week

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
criticise						
advertise						
capitalise						
finalise						
equalise						
fertilise						
terrorise						
socialise						
visualise						
vandalise						

Monday 20th April 2020

LO: To compare the Ancient Greek Cities of Athens and Sparta

Success Criteria:

I know the similarities and differences between Athens and Sparta

I can research historical information

Task:

Use the internet or the powerpoint provided on Microsoft Team to research the similarities between the Ancient Greek cities of Athens and Sparta (also available on next page).

Either complete the sheet or create your own version to upload. Please compare at least five different aspects of the cities and explain which you would prefer to live in and why.

Athens vs Sparta

Fill out the table below with facts from the powerpoint.
Are they all different?

	Athens	Sparta
Government		
Geography		
Life for boys		
Life for girls		
Education		

Which city would you prefer to live in and why?

Athens vs Sparta

Athens' Government ruled as a democracy. They were first ever to rule in this way.

The city was built below the acropolis which stood on a high hill above Athens.

Sparta was a city strictly ruled by the king. He made all the decisions in Sparta.

Sparta is surrounded by mountains which made it very difficult for it to be invaded.

Boys in Athens vs Boys in Sparta

Athens was a creative state.

They believed in good education for boys.

Boys could join the army or navy if they wanted to.

Sparta was a city focused on obedience and war. The people did not have any luxuries.

Boys did not have to work or be educated as they trained to be warriors from an early age.

Boys had to join the Spartan army.

Girls in Athens vs Girls in Sparta

Girls were not seen as important in Athens.

Girls could be taught at home only if they had rich parents.

Girls were not allowed to take part in war, business or education.

Girls grew up to be mothers of warriors.

Although they were not allowed to fight, girls took part in the training because fit women produced healthy babies.

Education in Athens vs Education in Sparta

Boys were in education from 6-20 years.

Books were very expensive so boys had to memorise everything.

They learnt how to play the lyre and about the poet Homer.

Boys and girls went to school at 6 years.

The boys were trained to be warriors with brutal training and harsh conditions.

Girls were taught wrestling, gymnastics and combat skills.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into Times Table Rock Stars, Active Learn or Classroom Secrets?

Tuesday 21st April 2020

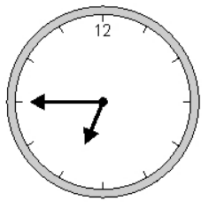
Tues	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 2 	R	 Reading day 2	 ENGLISH TASK 2	U	SPELLING TASK 2	Science Earth and Space	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

Monday

1. $\square$ = 8,275 + 82
2. $\frac{1}{4} - \frac{1}{6} =$
3. $6^2 + 10 =$
4. $0.04 \div 10 =$
5. Here is a clock.



How many minutes is it **until** this clock shows 7:30?

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2. $\frac{1}{5} + \frac{3}{4} =$
3. **Write all the common multiples of 3 and 8 that are less than 50.**
4. Here is a number written in Roman numerals.

CXV

Write the number in figures.

5. **Which time shows ten past three in the afternoon.**

03:10 10:03 13:10

15:10 10:15

Wednesday

1. **9 x 41**
2. $6.7 \div 100 =$
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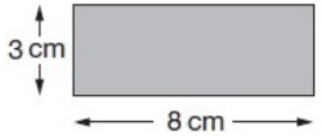
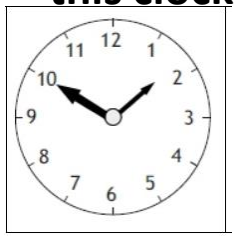


Thursday

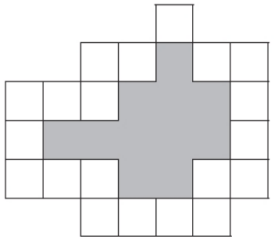
1. $72 \div 8 =$
2. $\frac{5}{6} - \frac{2}{3} =$
3. **Find common factors of 12 and 8**
4. **What time does this clock show?**



5. $\frac{1}{5} \times 4 =$

Friday

1. $\begin{array}{r} 3216 \\ \times \quad 9 \\ \hline \end{array}$
2. $1^2 + 2^2 + 4^2 =$
3. $\frac{5}{11} + \frac{7}{11} =$
4. **Find the area (hint: count squares)**



5. $\begin{array}{r} 945 \\ - \ 178 \\ \hline \end{array}$

Tuesday 21st April

LO: To solve problems involving Fractions of amounts.

We are going to use the skills we learnt yesterday to solve problems.

My Turn:

There are 24 hours in a day and scientists tell us that we should sleep for 3/8 of the day. How much time should we spend sleeping?

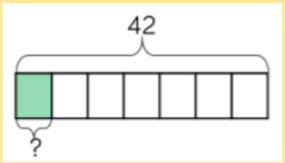
24 ÷ 8 = 3

3 x 3 = 9 hours

Success Criteria: Divide amount by the denominator and multiply the answer by the numerator.

My turn:

1) Find 1/7 off 42



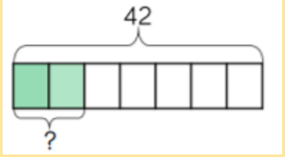
I need to divide by 7

$42 \div 7 = 6$

$\frac{1}{7}$ of 42 is 6

Now let's look at another example:

2) Find 2/7 of 42



This time I divide by 7 to find 1/7

Then I multiply the answer by 2 to find 2/7

$42 \div 7 = 6$

$6 \times 2 = 12$

$\frac{2}{7}$ of 42 is 12

Success Criteria:

- Read the question carefully
- Divide by the denominator (bottom of fraction).
- Multiply the answer by the numerator (Top of fraction)

Top Tips:

Draw a picture to help you (like in my example)

Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Tuesday 21st April

LO: To solve problems involving fractions of amounts.

All start on task 1 and all must complete task 1
Challenge: Can you complete task 2 too?

Task 1	Task 2
1.The Natural History Museum has collected 100 dinosaurs. George has collected 1/10 of this amount. How many dinosaurs has George collected?	1.The Natural History Museum has collected 125 dinosaurs. George has collected 3/5 of this amount. How many dinosaurs has George collected?
2.Max is 100cm tall and his brother Tom is 9/10 as tall as him. How tall is Tom?	2.The local shop normally sells Mars bars for 40 pence. The shopkeeper says I can buy them for 1/4 less than the normal price. How much can I buy a Mars bar for?
3. Skateboards cost £12 each in my local store. The shopkeeper says if I buy one I can buy another for only 2/3 of the normal price. How much would a second skateboard cost?	3.Skateboards cost £36 each in my local store. The shopkeeper says if I buy one I can buy another for only 7/9 of the normal price. How much would a second skateboard cost?
4. There are 25 pupils in the class, 3/5 of the pupils support Chelsea and the remainder support Arsenal. How many pupils support Arsenal?	4.Billy collected 256 conkers but lost ¾ of them on his way to school through a hole in his bag. When he arrived at school how many conkers did Billy have left?
5. Last year, a man weighed 40 kg. This year he weighs 1/4 more. How much does he weigh this year?	5. Mr Hatton is 160cm tall and his brother Tom is 7/8 as tall as him. How tall is Tom?

Tuesday 21st April 2020

LO: to improve my comprehension skills

Success Criteria:

Read questions carefully and identify key vocabulary

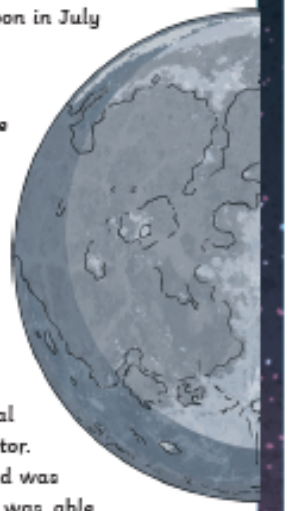
Find evidence from the text to support my answers

Task:

Read the text and answer the questions on the next page. These questions can also be answered on Microsoft Teams

Neil Armstrong

Neil Alden Armstrong was an American astronaut who worked for NASA. He is best known for becoming the first man to walk on the Moon in July 1969.



His Early Life

Neil was born on 5th August 1930 in the state of Ohio, USA. He was the eldest of three children. Neil developed an interest in flying at a young age when his father took him to the National Air Races as a toddler. At the age of six, he flew for the first time with his father. As a teenager, Neil had a part-time job and he used the money he made to pay for flying lessons. He earned his student pilot certificate on his 16th birthday and began flying alone soon after – all before he had a licence to drive a car!

At the age of 17, Neil attended university to study aeronautical engineering. He then went on to join the US Navy as an aviator. Throughout his career, Neil flew more than 200 aircraft and was renowned for being calm and resilient, meaning that he was able to fly in difficult situations. In September 1962, Neil was accepted to the NASA Astronaut Corps; this would eventually lead to the task of landing on the Moon.

The Moon Landing

On 16th July 1969 at 1:32 p.m., the powerful Saturn V rocket left the launch pad carrying Neil Armstrong and his crew mates (Edwin (Buzz) Aldrin and Michael Collins) into space for the Apollo 11 mission. The journey to the Moon took over three days.

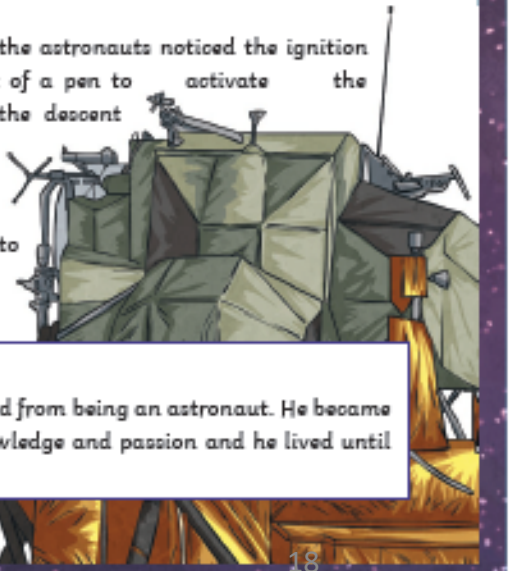
Once they reached the Moon's orbit, each astronaut took on a different job. Michael remained in the rocket completing science experiments and taking photographs while Neil and Buzz entered the lunar module (nicknamed The Eagle) to travel to the Moon's surface.

During the descent, Neil noticed they were heading to an unsafe landing area so he took manual control of The Eagle; this took longer than expected and meant that they were running low on fuel by the time they landed on the surface of the Moon. At this point, Neil uttered the words, "Tranquillity Base here. The Eagle has landed."

On 20th July 1969, Neil made his way down The Eagle's ladder. With around 600 million people watching on television, Neil set his left foot on the surface of the Moon.

He was heard to say the now famous words, "That's one small step for man, one giant leap for mankind." Buzz joined Neil and they completed various missions, including planting the flag of the United States. They spent two and a half hours on the Moon; their time was limited because NASA were unsure how long their spacesuits would be able to cope with the high temperatures (up to 100 degrees Celsius) on the Moon.

When it was time to leave the Moon, the astronauts noticed the ignition switch was broken so they used part of a pen to activate the launch sequence. The remainder of the descent to Earth went smoothly and the astronauts arrived home on 24th July 1969. Following 18 days in isolation in case of infection, they were released to tour the country.



Later Life

Soon after returning home, Neil retired from being an astronaut. He became a professor in order to share his knowledge and passion and he lived until the age of 82.

1. When was Neil Armstrong born? Tick **one**.

- ○ 5th August 1930
- ○ 16th July 1969
- ○ 20th July 1969
- ○ 24th July 1969

2. Join the boxes to match each date to the important event that happened on it.

September 1962	Neil became the first person on the Moon.
16th July 1969	Neil was accepted to the NASA Astronaut Corps.
20th July 1969	The Apollo 11 mission began.

3. List **two** things that helped Neil to be able to fly in difficult situations.

4. Who took part in the Apollo 11 mission with Neil?

5. **Find** and **copy one** phrase from the **Moon Landing** section which tells you that the The Eagle didn't land automatically.

6. Why were NASA unsure how long the spacesuits would cope with the high temperatures on the Moon?

7. Why do you think around 600 million people watched the events on television?

8. In your opinion, which part of the mission was the most dangerous? Explain your answer.

You can:

Write the date and LO in your home learning book.
Answer the questions in full sentences

OR

Type the date and LO
Type your answers in full sentences on the computer and 'hand in' your home learning on Microsoft Team

Tuesday 21st April 2020

LO: To recognise and use parenthesis

https://www.youtube.com/watch?v=YZJbRaA3LUI

Watch the video to remind you about the different types of parenthesis and how they are used.

Parenthesis is a word or phrase inserted as an explanation or afterthought. In writing usually marked off by brackets, dashes, or commas. E.g. main idea - Miss Rolls ate cake. Extra information = Miss Rolls, who teaches Year 5, ate cake.

1a. Name the punctuation used for parenthesis in the following sentences.

A. My neighbour, who is ninety-two years old, was a soldier during the War.

B. My cousins – who live in Edinburgh – are visiting next weekend.

1b. Name the punctuation used for parenthesis in the following sentences.

A. Dinosaurs (which are now extinct) lived millions of years ago.

B. The park, which has a petting farm, is open to the public everyday.

2a. Circle the punctuation used for parenthesis in the sentence below.

The children – who were going to the zoo on a school trip – had to be in school for half past eight.

2b. Circle the punctuation used for parenthesis in the sentence below.

The spotty dog, which lives at the end of our street, chases after the postman.

3a. Underline the parenthesis in the sentence below.

The trim-trail, which had been recently installed in our playground, was enjoyed by all the children.

3b. Underline the parenthesis in the sentence below.

The alien – which was green with yellow eyes – had three heads.

4a. True or false? Commas are used correctly for parenthesis in the sentences below.

	T	F
A. I went to the museum (with my dad) at the weekend.		
B. My brother, who is three years older than me, has just left college.		

4b. True or false? Commas are used correctly for parenthesis in the sentences below.

	T	F
A. The football team, who had just lost a game, were downcast.		
B. Last week, I went to my friend's house for a sleepover.		

1a. Which of the following sentences use correct punctuation to show parenthesis?

A. Gabriel, who had been off ill for a few days, returned to school on Monday.

B. Gabriel who had been off ill for a few days returned to school on Monday.

C. Gabriel, who had been off ill for a few days returned to school on Monday.

1b. Which of the following sentences use correct punctuation to show parenthesis?

A. Wednesday's football match was cancelled.

B. The football match, due to take place on Wednesday, was cancelled.

C. On Wednesday, the football match was cancelled.

2a. Hafsa and Cian are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.

Hafsa: The rain which had been falling heavily all day, finally stopped.

Cian: The rain, which had been falling heavily all day, finally stopped.

2b. Sean and Chuan are using dashes to show parenthesis. Who has used punctuation correctly? Explain how you know.

Sean: The sun – which had been beating down all day – began to set.

Chuan: The sun – which had been beating down all day began to set.

3a. Which sentence does not use punctuation for parenthesis? Tick one.

A. The ferry – which was due to set sail at noon – was delayed by two hours. ☐

B. The large, blue ferry finally set off from the port of Dover. ☐

Explain how you know.

3b. Which sentence does not use punctuation for parenthesis? Tick one.

A. The sleek, red sports car was broken into late on Monday night. ☐

B. The car (which had a smashed windscreen) had been broken into on Monday night. ☐

Explain how you know.

This is also known as a relative clause because it has a relative pronoun (who). Challenge: Do you know any other relative pronouns?

Complete these questions

Challenge Task:

Write five sentences using parenthesis to add extra information

Tuesday Spelling

Convert Nouns or Adjectives into Verbs Using the Suffix -ise

c	r	i	t	i	c	i	s	e	w	e	z	g
a	e	r	w	o	r	y	s	e	s	c	f	a
p	v	h	f	i	n	a	l	i	s	e	l	d
i	i	x	h	e	x	j	l	n	x	t	z	v
t	s	b	t	e	r	r	o	r	i	s	e	e
a	u	x	q	b	t	t	p	z	i	g	g	r
l	a	j	i	r	r	q	i	b	f	s	y	t
i	l	d	e	l	m	i	v	l	t	b	r	i
s	i	f	s	f	f	c	s	r	i	b	d	s
e	s	z	v	a	n	d	a	l	i	s	e	e
e	e	q	u	a	l	i	s	e	k	x	e	a
w	s	o	c	i	a	l	i	s	e	i	l	o
j	s	t	z	r	e	l	p	f	v	z	i	t

criticise
advertise
capitalise
finalise
equalise

fertilise
terrorise
socialise
visualise
vandalise

Complete the word search and practice your spellings

OR

Log on to classroom secrets and play a spelling game (user name and passwords are in your packs)

LO: Understand how seasonal change is caused by the position of the Earth

Watch the clip about why we have the seasons.

OR

Read the information on the next page if you cannot access the video

https://www.bbc.co.uk/programmes/p04wf449

The Reason for the Seasons

Many people think that some parts of the year are hotter because we're nearer to the Sun, but the real reason is that **the Earth is wonky (tilted)**.

Why do we have seasons?

We have seasons because the earth is tilted (wonky) as it makes its yearly journey around the sun.

The Earth's tilt

The Earth's axis is tilted at an angle of **23.5 degrees**. This means that the Earth is always "pointing" to one side as it goes around the Sun. So, sometimes the Sun is in the direction that the Earth is pointing, but not at other times. The varying amounts of sunlight around the Earth during the year, creates the seasons.

The tilt of the Earth's AXIS is the most important reason why seasons occur.

We have hot summers and cold winters because of the tilt of the Earth's axis.

The tilt of the Earth means the Earth will lean towards the Sun (Summer) or lean away from the Sun (Winter) 6 months later. In between these, Spring and Autumn will occur.

Important Facts

- The Earth revolves around the Sun.
- The North pole always points the same way as the Earth revolves around the Sun.
- The Earth's movement around the sun causes the seasons.

During a Year

The Earth takes 365.24 days to orbit the sun. As we move around the Sun during the year, the amount of light each area of the planet receives varies in length.

When the Earth's axis points towards the Sun, it is summer for that hemisphere. When the Earth's axis points away, winter can be expected.

The north pole tilts towards the sun

It is **Summer** time in countries in the **Northern Hemisphere**.

It is **Winter** time in countries in the **Southern Hemisphere**.

The north pole tilts away from the sun

Summer

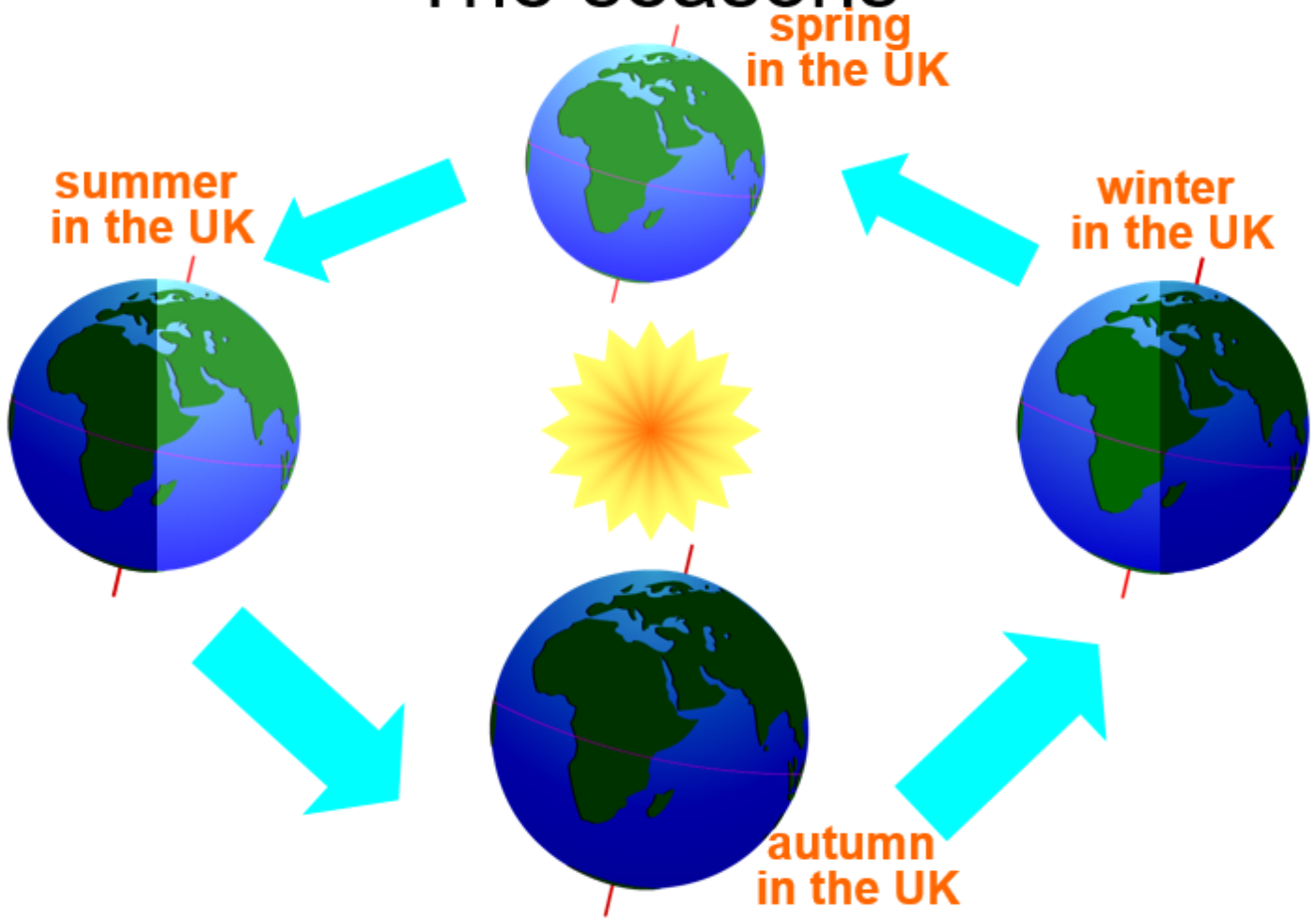
During the summer, the sun's rays hit the Earth at a steep angle because the sun is higher in the sky. The light does not spread out very much, thus increasing the amount of energy hitting any given spot. The long daylight hours during the summer months allow the Earth plenty of time to reach warm temperatures. This is why the days are hotter in the summer months.

Because the sun is higher in the sky our shadows are shorter than they are in the the other three seasons.

Winter

During the winter, the sun's rays hit the Earth at a shallow angle because the sun is lower in the sky. These rays are more spread out, which minimizes the amount of energy that hits any given spot. The long nights and short days prevent the Earth from warming up. This is why we have cold winters.

The seasons



So we know that the Earth orbits the sun while it spins on its axis that is tilted. The tilt is always in the same basic direction.

Therefore as the earth orbits the sun on its tilted axis, different hemispheres face the sun at different times. This causes the seasons.

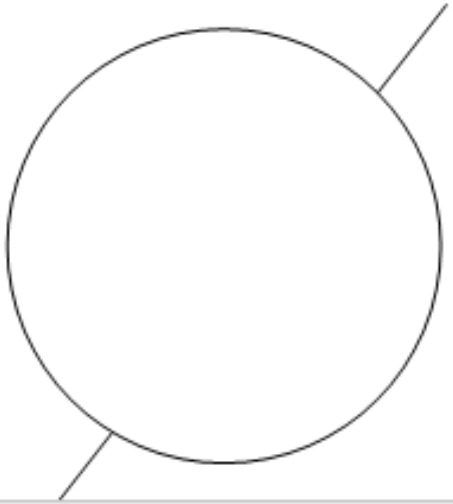
Complete the diagram and paragraph about the hemispheres and seasons. Either write on the sheet or in your home learning book if you have no internet access OR complete on Microsoft Teams and submit.

It's a world of two halves....

The Earth is a sphere and is split into two halves by an imaginary line called the _____.

The top half is called the _____ _____ and the bottom half is called the _____ _____.

Draw the North Pole and the South Pole on this picture of the Earth.
Finally, label the Northern and Southern hemispheres.



Why do we have seasons?

We have seasons because the _____ orbits the _____. It takes the Earth _____ days (or one year) to orbit the Sun. Because the Earth is _____ on its axis, at all times of the year one _____ is always tilted either _____ or _____ from the Sun. In the hemisphere that is tilted towards the Sun, it is _____ because the Sun's rays hit that hemisphere more strongly. In the hemisphere that is tilted away from the Sun it is _____ because the Sun's rays take longer to reach it and so they lose some of their strength. That's why it's _____ in Winter!

away	Earth	colder	tilted
hemisphere	356¼	Winter	Sun

EXT - Why are the days in summer longer than the days in winter? Explain.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into Times Table Rock Stars, Active Learn or Classroom Secrets?

Wednesday 22nd April 2020

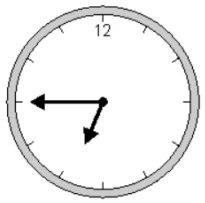
Wed	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	 ENGLISH TASK 3	N	SPELLING TASK 3	Play a board game What did you play? 	 Watch Newsround and write about a news story that interested you	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

Monday

1. $\square$ = 8,275 + 82
2. $\frac{1}{4} - \frac{1}{6} =$
3. $6^2 + 10 =$
4. $0.04 \div 10 =$
5. Here is a clock.



How many minutes is it **until** this clock shows 7:30?

Tuesday

1. $8253 \div 9 =$
2. $\frac{1}{5} + \frac{3}{4} =$
3. **Write all the common multiples of 3 and 8 that are less than 50.**
4. Here is a number written in Roman numerals.

   CXV

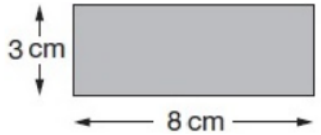
   Write the number in figures.
5. **Which time shows ten past three in the afternoon.**

03:10 10:03 13:10

15:10 10:15

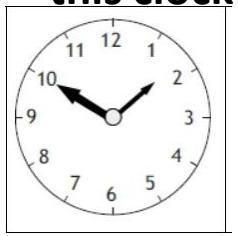
Wednesday

1. **9 x 41**
2. $6.7 \div 100 =$
3. $1^2 + 8^2 - 3^2 =$
4. $1\frac{1}{5} + 2\frac{1}{10} =$
5. **Find the area and perimeter.**



Thursday

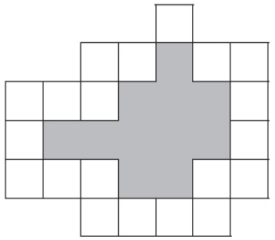
1. $72 \div 8 =$
2. $\frac{5}{6} - \frac{2}{3} =$
3. **Find common factors of 12 and 8**
4. **What time does this clock show?**



5. $\frac{1}{5} \times 4 =$

Friday

1. $\begin{array}{r} 3216 \\ \times \quad 9 \\ \hline \end{array}$
2. $1^2 + 2^2 + 4^2 =$
3. $\frac{5}{11} + \frac{7}{11} =$
4. **Find the area (hint: count squares)**



5. $\begin{array}{r} 945 \\ - \ 178 \\ \hline \end{array}$

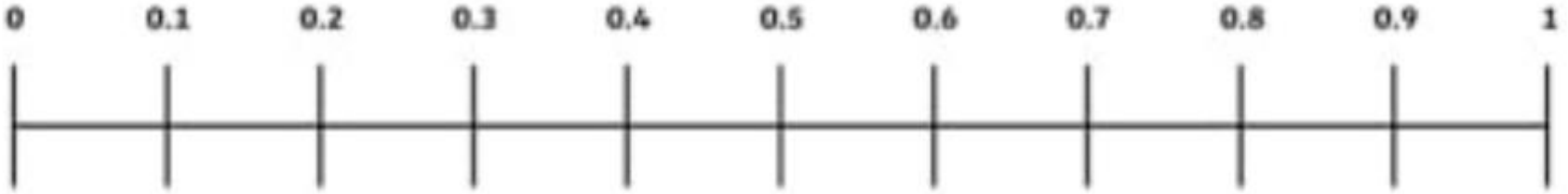
Lesson also on Microsoft Team

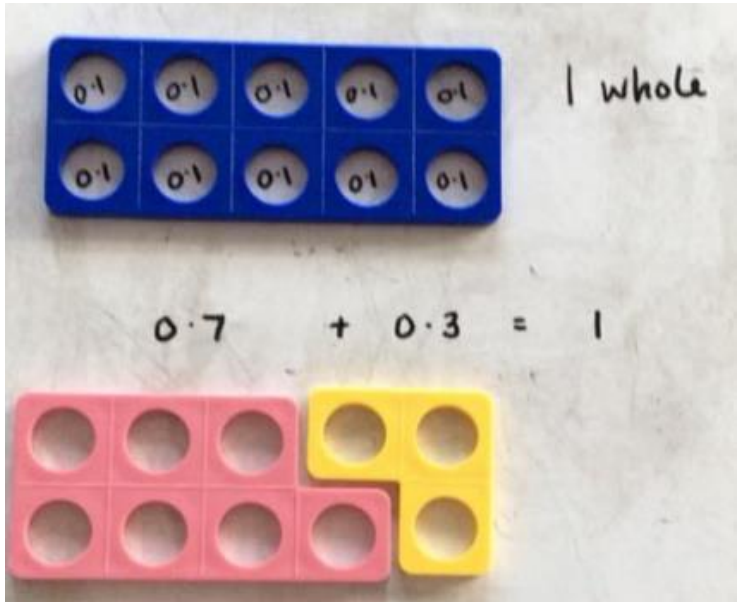
Wednesday 22nd April 2020

LO: To read and write decimal numbers and understand the values of each digit.

A decimal is a way of writing a number that is **not** a **whole.**

We can show some pictures:





We can also use a place value chart to help us:

Ones	Tenths	Hundredths
	0.1	0.01 0.01
0	1	2

There are no ones, 1 tenth and 2 hundredths.
= 0.12

Video lesson available:
Spring, block 3, Wk 1
Decimals up to 2dp.
https://whiterosemaths.com/homelearning/year-5/

Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Decimals up to 2 d.p.

1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐.

2 Represent these numbers on a place value chart.

Complete the sentences.

a) 0.56

There are ☐ ones, ☐ tenths and ☐ hundredths.

b) 0.08

There are ☐ ones, ☐ tenths and ☐ hundredths.

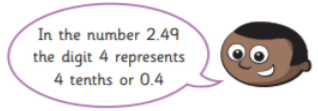
c) 1.48

There is ☐ one, ☐ tenths and ☐ hundredths.

d) 2.07

There are ☐ ones, ☐ tenths and ☐ hundredths.

3 Mo is thinking about tenths and hundredths.



What is the value of the digit 4 in each of these numbers?

a) 14.8 _____ **d)** 42.03 _____

b) 13.74 _____ **e)** 106.48 _____

c) 8.04 _____ **f)** 176.4 _____

4 **a)** Circle the number that has 5 in the tenths position.

53 **5.3** **0.53** **0.35**

b) Write three numbers that have 3 in the hundredths position.

_____

5 Complete the calculations.

a) 0.64 = 0.6 + ☐ **c)** 0.3 + 0.05 = ☐

b) 0.53 = 0.5 + ☐ **d)** 0.06 + 0.8 = ☐

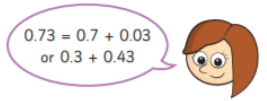
All pupils must complete questions 1-4.
Try to complete them all

Draw a place value grid to help you!

Wednesday 22nd April 2020

LO: To read and write decimal numbers and understand the values of each digit.

6 Rosie is finding different ways to partition 0.73



Ones	Tenths	Hundredths
0	7	3

In what other ways can 0.73 be partitioned?

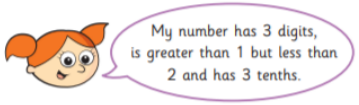
List as many ways as you can below.

_____

_____

_____

7 Alex is thinking of a number.



a) What number could Alex be thinking of?
Talk about it with a partner.

b) Write all the possible numbers Alex could be thinking of.

_____

_____

c) Write another clue that would mean Alex's number is 1.34

_____

8 Match the words to the numerals.

5 ones, 6 tenths and 5 hundredths	0.56
5 tenths and 6 hundredths	60.05
5 ones, 5 tenths and 6 hundredths	5.56
6 tens and 5 hundredths	5.65

9 Annie has three digit cards.

0	2	5

Are the statements true or false? Explain your answers.

a) The largest number Annie can make is 5.02

_____

_____

b) The smallest number Annie can make is 0.25

_____

_____

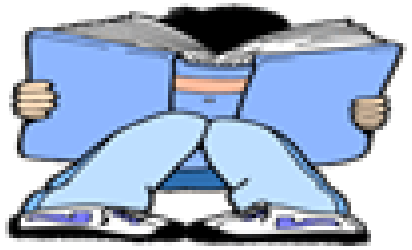
c) Annie can make six different numbers.

_____

_____

Wednesday 23rd April

Book Talk



20 mins – Reading

10 mins – complete one of the book talk statements below

Fiction book

Positive relationships in this story are…….

Non Fiction book

This book uses _____ to make the information clear to the reader.

Lesson also assigned on Microsoft Team

Wednesday 23rd April 2020

LO: To correctly identify nouns, verbs, adjectives and adverbs.

Nouns: Names an object, place or person. E.g Pen Ms Sherfield Wokingham

Verbs: Are actions or doing words. Watch out! There are two verbs you have to remember to look out for –to have **(has,had)** and to be **(are, is, were)** **e.g. Mr Hempson Jones ran around Wokingham. Ms Sherfield is a teacher.**

Adjectives: Describe nouns e.g Miss Rolls ate an enormous cake!

Adverbs: Describe the verb (tells us how). Mrs Blackham speaks French well.

Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Wednesday 23rd April 2020

LO: To correctly identify nouns, verbs, adjectives and adverbs.

Q1.

Circle the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

Q2.

Circle the **adverb** in the sentence below.

The old dog was still sitting on the sunlit patio.

Q3.

Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

Q4.

Circle the **adjective** in the sentence below.

Gareth waited nervously behind the curtains before he walked onto the empty stage.

Q5.

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

Q6.

Circle the **verb** in the sentence below.

The aeroplane sped noisily down the runway.

Q7.

Put one letter in each box to show the word class.

noun A	adverb B	adjective C	verb D

The lazy lion snored noisily.

Q8.

Circle the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the bold and determined man he was.

Q9.

Tick **two** boxes to show the nouns in the sentence below.

Despite the cloudy sky, the weather was hot and humid.

Q10.

Label each of the words below as either a **verb** or a **noun**.

The lion approached silently as the zebra rested in the grass.

Q11.

Circle the four **verbs** in the passage below.

There were hundreds of gulls circling in the sky. They gathered near the dock, searching for scraps.

Q12.

Circle all **five** nouns in the sentence below.

When making the mask, Kate carefully cut the shape of eyes and a mouth.

Wednesday Spellings

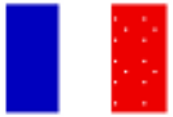
Speed Spell

Choose 4 tricky spellings from this week's list. Give yourself 30 seconds to write the word accurately as many times as possible. Use extra paper if you need to.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into Times Table Rock Stars, Active Learn or Classroom Secrets?

Thursday 23rd April 2020

Thurs	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 4 	A	 Reading day 4	 ENGLISH TASK 4	DT/Lunch Make your own lunch today. Take a photo/draw a picture. Write about the skills you used to make it	SPELLING TASK 4	French 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

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2. $\frac{1}{4} - \frac{1}{6} =$
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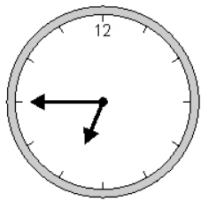

How many minutes is it **until** this clock shows 7:30?

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4. Here is a number written in Roman numerals.

   CXV

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Wednesday

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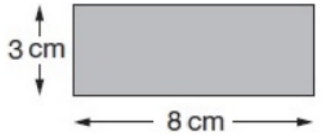

Thursday

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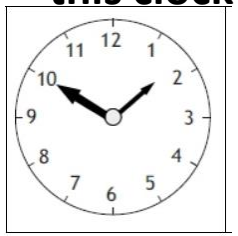

5. $\frac{1}{5} \times 4 =$

Friday

1. $\begin{array}{r} 3216 \\ \times \quad 9 \\ \hline \end{array}$
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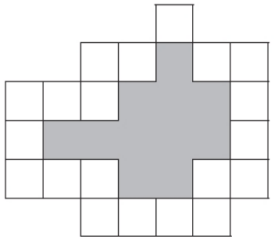
4. **Find the area (hint: count squares)**

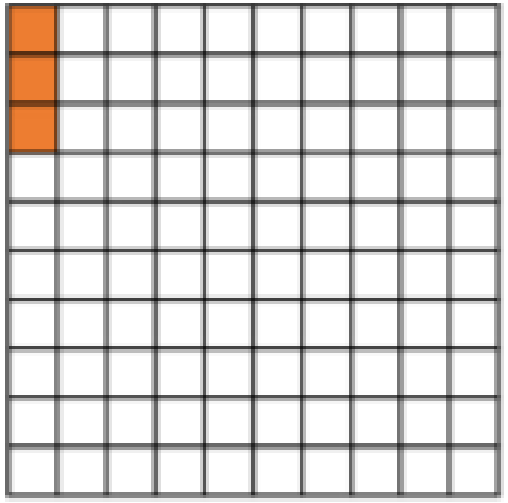


5. $\begin{array}{r} 945 \\ - \ 178 \\ \hline \end{array}$

Thursday 23rd April 2020

LO: To understand the relationship between fractions and decimals.

Both fractions and decimals show numbers that are not whole!



100 squares make this whole piece
3 of the squares have been shaded.
This gives us a fraction of $\frac{3}{100}$

We can then use our place value grid to help us write this as a decimal.

U Units	•	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths
0		0	3

As a decimal this is 0.03

Video lesson available:
Spring, block 3, Wk 1
Lesson 2 – decimals as fractions
https://whiterosemaths.com/homelearning/year-5/
There are extra questions too

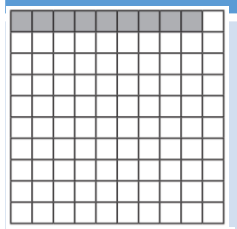
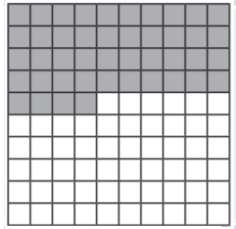
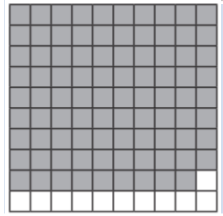
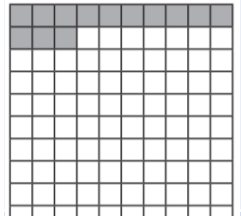
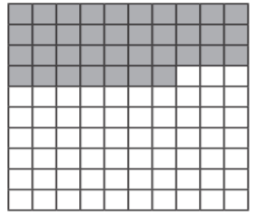
Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Thursday 23rd April 2020

LO: To understand the relationship between fractions and decimals.

1) Write the fraction and decimal represented by the image

2) Convert the decimals to fractions

Task 1			Task 2
	___	☐	0.77 = ___
	___	☐	0.64 = ___
	___	☐	0.24 = ___
	___	☐	0.7 = ___
	___	☐	0.08 = ___

Thursday 23rd April 2020
LO: To identify and use modal verbs.

Modal verbs - A type of verb that is used to express ability, possibility or certainty that something might be done or happen.

e.g.

You *may* leave the building.

You *can't* leave the building.

You *should* leave the building.

CAN	Ability	I **can** speak Spanish.
	Permission	**Can** I go to bathroom?
	Probability	It **can't** be Mark. He is in London.
COULD	Past ability	He **could** speak French when he was 6 years old.
	Past permission	He **could** go to theater.
	Probability (40%)	It **could** get much hotter in July.
	Request	I **could** lend you my notebook.
MAY	Probability(50%)	It **may** snow tomorrow.
	Permission	**May** I come in?
MIGHT	Probability (35% or less)	It **might** rain today.
MUST	Prohibition	You **mustn't** speak loudly. It is hospital.
	Deduction/probability(100%)	The teacher **must** be Mark. I've seen his bicycle outside.
SHOULD	Advice	You **shouldn't** smoke. It is unhealthy.
WILL	Prediction	I think he **will** study harder this time.
	Spontaneous decision	Oh, it's very hot today. **I'll** open the window.

How is the modal verb changing the meaning of each sentence?

Steve will fetch his children.

Steve should fetch his children.

Steve won't fetch his children.

Thursday 23rd April 2020

LO: To identify and use modal verbs.

Activity one
Copy these into your book in your best handwriting.
Underline each modal verb

Identify the modal verb in each sentence below.

1) David must take the dog for a walk.

2) Sarah might be home late.

3) Amy should be in for 9.

4) John will fetch the car.

5) Steve could get some chicken.

6) Aaron ought to go home.

7) Barry won't be having chips tonight.

8) Harry may go to the cinema later.

Activity Two
Write a sentence in your book using these modal verbs. One sentence for each verb.

Can
Would
Will
Must
May
Won't

Activity Three

Which modal verbs indicate something is certain to happen?

Which modal verbs indicate something might happen?

Challenges:

- Add adverbial phrases to the beginning of your sentences.
- Can you add some additional information using commas. (Parenthesis)

e.g. Early each morning, Mrs Phillips, who works in Scotland, must do the Joe Wicks work out.

Thursday 23rd April 2020

Reading

Read the text and answer the questions on the next page

Tim Peake

Early Life

Timothy Nigel 'Tim' Peake was born in Chichester, West Sussex, on 7th April 1972, and grew up in a nearby village. Tim and his older sister, Fiona, enjoyed a stable upbringing and ordinary family life. Their mother, Angela, worked as a midwife and their father, Nigel, who was a journalist, had always been interested in aircraft. He took Tim to air shows from an early age. This is where Tim's fascination with flying began.

He started at the Chichester High School for Boys in 1983, leaving in 1990 to attend the Royal Military Academy Sandhurst.

Military Career

Despite having been interested in stars and the universe as a child, as a career choice Tim followed his passion for flying and trained to be a pilot resulting in an eighteen-year military career flying all types of helicopters and aircraft.

Tim later trained to be an instructor, before flying Apache helicopters in Texas with the US Army. On his return to the UK, the Apache was being introduced into the British Army so Tim helped develop the training programme.

Tim left the army in 2009 after completing over 3000 flying hours to become a test pilot.

Training Success

In 2008, when the European Space Agency (ESA) announced it was accepting applications for new astronauts, Tim saw the advert online and decided it was too good an opportunity to miss. His application joined 8000 others!

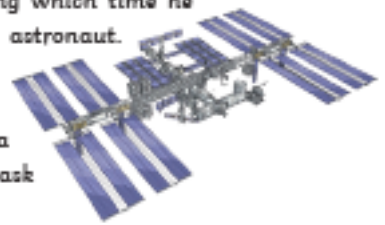
In 2009, following various exams, Tim received a phone call from the ESA offering him a place to train to be an astronaut with the European Astronaut Corps.

Basic training involved learning all of the knowledge needed to become an astronaut including: space law, rocket propulsion and space flight engineering. Tim also had to learn to speak Russian (the language used by the ESA training programme). As training progressed, Tim learnt survival skills and how to move in zero gravity.

Blast Off!

On 15th December 2015, as Tim Peake launched alongside Yuri Malenchenko and Tim Kopra at 11:03 a.m., the nation held their breath. Tim reached his destination on the same day but the docking procedure did not go to plan, meaning the team had to dock manually. More than two hours later, the hatch opened and Tim was welcomed onboard, becoming the first British ESA astronaut to live on the International Space Station (ISS).

Tim spent six months living in space, during which time he completed the first spacewalk by a British astronaut. With his crewmate, Tim Kopra, Tim travelled 50 metres to reach their maintenance work. The mission was cut short when Tim Kopra reported water in his helmet but the main task had been completed successfully.



Coming Home

Tim returned to Earth on 18th June 2016. He landed in Kazakhstan, travelling in the Soyuz capsule at 25 times the speed of sound. During his mission, Tim had taken 3000 orbits of Earth, covering about 125m km. It took around two months for Tim's body to recover from the effects of zero gravity.

While in space and since returning home, Tim has worked a lot with children on various science projects to spread the excitement of being an astronaut.

Glossary

test pilot – A pilot who flies an aircraft to test its performance.

astronaut – A person who is trained to travel in a spacecraft.

zero gravity – The state or condition in which there is no apparent force of gravity acting on a body.

dock manually – Land by hand (rather than using computers).

spacewalk – A period of physical activity engaged in by an astronaut in space outside a spacecraft.

Soyuz capsule – A spacecraft designed by the Soviet space programme.

Success Criteria:
Read questions carefully and identify key vocabulary

Find evidence from the text to support my answers

Task:
Read the text and answer these questions.
These questions can also be answered on Microsoft Teams

1. As training progressed, Tim learnt survival skills and how to move in zero gravity.'
What does **progressed** mean? Tick one.

- ○ moved backward
- ○ moved forward
- ○ stopped
- ○ started

2. Match the educational establishment to the year that Tim started attending it.

Chichester High School for Boys	2009
Royal Military Academy Sandhurst	1983
European Astronaut Corps	1990

3. Which job and training did Tim do in 2009?

_____

_____

4. Why did Tim have to learn to speak Russian?

_____

5. Find and copy a word from the first paragraph which shows that Tim had a great interest in flying.

_____

6. Has Tim Peake had a satisfying career to date? Explain your answer.

_____

_____

_____

Thursday Spelling

Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
22	20	4	26	14	12	13	18	21	17	6	15	11

n	o	p	q	r	s	t	u	v	w	x	y	z
5	24	19	7	2	3	16	23	8	1	10	25	9

___ ___ ___ ___ ___ ___ ___ ___ ___

22 26 8 14 2 16 21 3 14

___ ___ ___ ___ ___ ___ ___ ___

12 21 5 22 15 21 3 14

___ ___ ___ ___ ___ ___ ___ ___ ___

12 14 2 16 21 15 21 3 14

___ ___ ___ ___ ___ ___ ___ ___ ___

3 24 4 21 22 15 21 3 14

___ ___ ___ ___ ___ ___ ___ ___ ___

8 22 5 26 22 15 21 3 14

Convert Nouns or Adjectives into Verbs Using the Suffix -ise

Bonjour year 5

- For your first week's learning I would like you to watch and listen to the story of Little Red Riding Hood in French. https://www.thefrenchexperiment.com/stories/petitchaperonrouge
- You can pause the story whenever you like, and click on the translate box to see the English version of the text.
- Your task is to count how many times you can hear or see the words 'petit' and 'grand' in the story.
- Write down any phrases you can find in the text with the words 'petit' and 'grand' in them.
- Finally, please complete the phrases on the next slide to describe the dogs and the bees. You can also complete this on Microsoft Teams.

un grand lion

une grande souris

un ..... chien

un petit lion

une petite souris

un ..... chien

grand

grande

petit

petite

une ..... abeille

une ..... abeille

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into Times Table Rock Stars, Active Learn or Classroom Secrets?

Friday 24th April2020

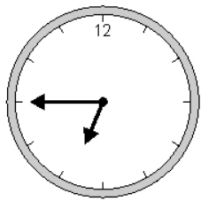
Fri	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete 5 	K	 Reading day 5	 ENGLISH TASK 5	H	SPELLING TASK 5	PSHE 	Art	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

Monday

1. $\square$ = 8,275 + 82
2. $\frac{1}{4} - \frac{1}{6} =$
3. $6^2 + 10 =$
4. $0.04 \div 10 =$
5. Here is a clock.



How many minutes is it **until** this clock shows 7:30?

Tuesday

1. $8253 \div 9 =$
2. $\frac{1}{5} + \frac{3}{4} =$
3. **Write all the common multiples of 3 and 8 that are less than 50.**
4. Here is a number written in Roman numerals.

CXV

Write the number in figures.

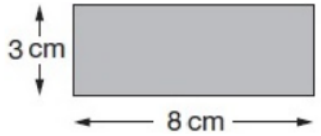
5. **Which time shows ten past three in the afternoon.**

03:10 10:03 13:10

15:10 10:15

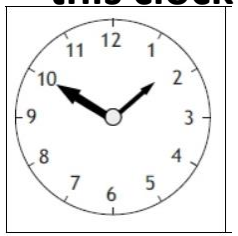
Wednesday

1. **9 x 41**
2. $6.7 \div 100 =$
3. $1^2 + 8^2 - 3^2 =$
4. $1\frac{1}{5} + 2\frac{1}{10} =$
5. **Find the area and perimeter.**



Thursday

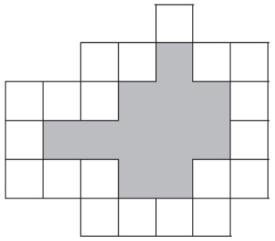
1. $72 \div 8 =$
2. $\frac{5}{6} - \frac{2}{3} =$
3. **Find common factors of 12 and 8**
4. **What time does this clock show?**



5. $\frac{1}{5} \times 4 =$

Friday

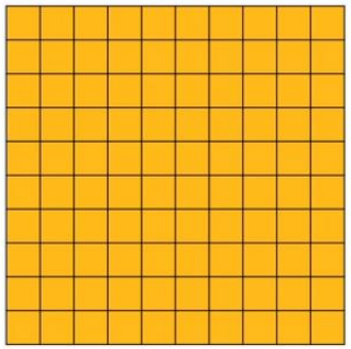
1. $\begin{array}{r} 3216 \\ \times \quad 9 \\ \hline \end{array}$
2. $1^2 + 2^2 + 4^2 =$
3. $\frac{5}{11} + \frac{7}{11} =$
4. **Find the area (hint: count squares)**



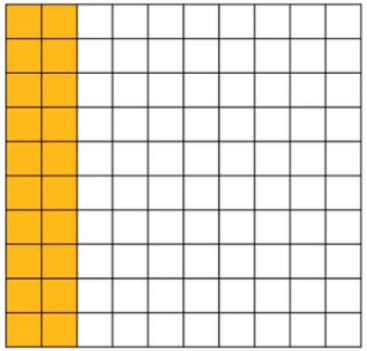
5. $\begin{array}{r} 945 \\ - \ 178 \\ \hline \end{array}$

Friday 24th April 2020

LO: To understand the relationship between fractions and decimals. (Day 2)



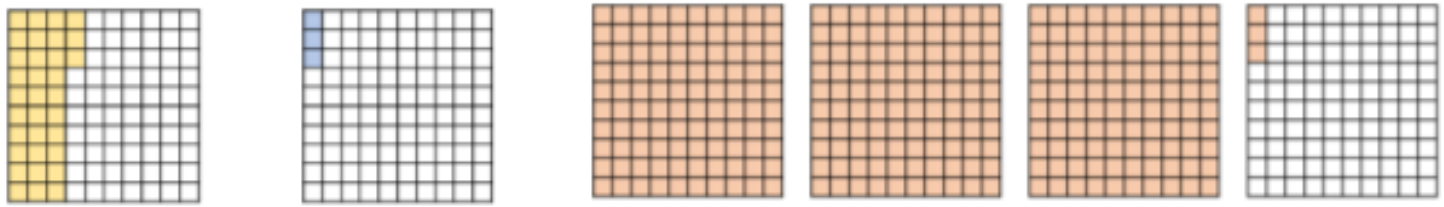
Recap: There are 100 squares in this grid.
Each square = 1/100
All 100 squares is 1whole.



Here 20 squares are shaded.
Which is 20/100
We can also see that 2 of the columns are shaded (out of the 10 columns)
So we know this is the same as 2/10 or 0.2

Video lesson available:
Spring, block 3, Wk 1
Lesson 3 – decimals as fractions
https://whiterosemaths.com/homelearning/year-5/

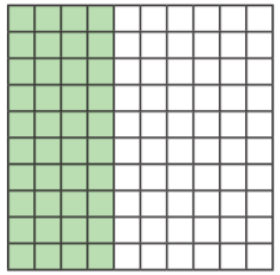
What do these represent?



Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Task 1

Complete the numbers to show how much of the square is shaded.



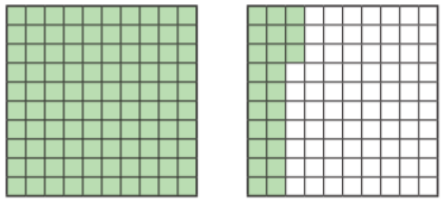
$\frac{\square}{100}$

$\frac{\square}{10}$

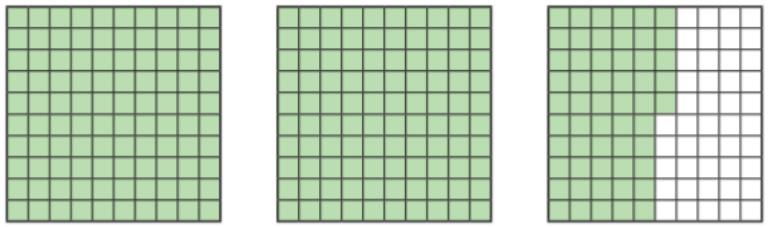
0._

What fractions and decimals are represented?

a)



$1\frac{23}{100} = \square$



$\square \frac{\square}{100} = \square$

Task 2

6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	2 + 0.1 + 0.03	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	5 + 0.6 + 0.02			
				8 ones and 2 hundredths

Amir says,

To convert a fraction to a decimal, take the numerator and put it after the decimal point.
E.g. $\frac{21}{100} = 0.21$

Write two examples of converting fractions to decimals to prove this does not always work.

Task 3

Write the decimals as fractions.
Give your answer as a mixed number.

a) $32.6 = \square \frac{\square}{10}$

b) $2.03 = \square \frac{\square}{100}$

c) $13.08 = \square \frac{\square}{100}$

d) $3.98 = \square \frac{\square}{100}$

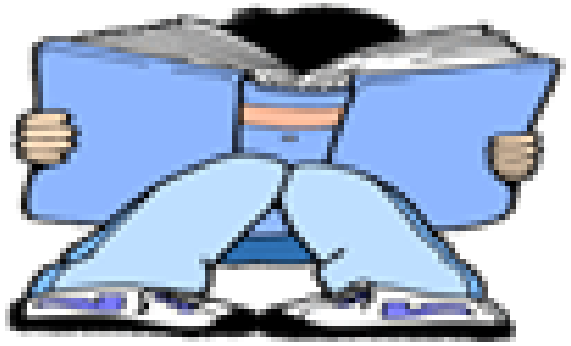
Use the digits 3, 4 and 5 to complete the decimal number.

List all the possible numbers you can make.

Write these decimals as mixed numbers.

Choose three of the numbers and write them in words.

Friday 24th April 2020
Reading activity



Read a book of your choice today.

Or

Read a story to a younger sibling

Remember to ask an adult to sign your reading record.

Or

Listen to a David Walliams story on this link

https://www.worldofdavidwalliams.com/?s=elevenses

Friday 24th April 2020

LO: To write a detailed paragraph (applying skills we have learnt this week).

Task: Write a paragraph describing this image. You must follow the rules below. They tell you how each sentence must start or what they must include.

1. Your sentence must start with a verb
2. Your sentence must use a modal verb
3. Your sentence must use include parenthesis (extra information)
4. Your sentence must be 3 words only.
5. Your sentence must start with an adverbial phrase.
6. Your sentence must contain a simile
7. You sentence must begin with an adverb

Write in your book or in Teams

Example: Standing proud, the twelve majestic giraffes prepare for the moment they have been waiting for. Will they finally be able to win an Olympic gold medal? Godfrey, the team leader, will be the first to jump and he blocks out all thoughts but one. Dream, believe, achieve……

https://www.literacyshed.com/diving-giraffes.html#

Follow this link to watch the short film that goes with this image. You might want to tell the whole story.

Friday 24th April 2020
Spelling

Convert Nouns or Adjectives into Verbs Using the Suffix -ise

Ask an adult to test you. Marks out of 10.

If you are online we will set up a document for you to complete the test on and submit.

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

criticise

advertise

capitalise

finalise

equalise

fertilise

terrorise

socialise

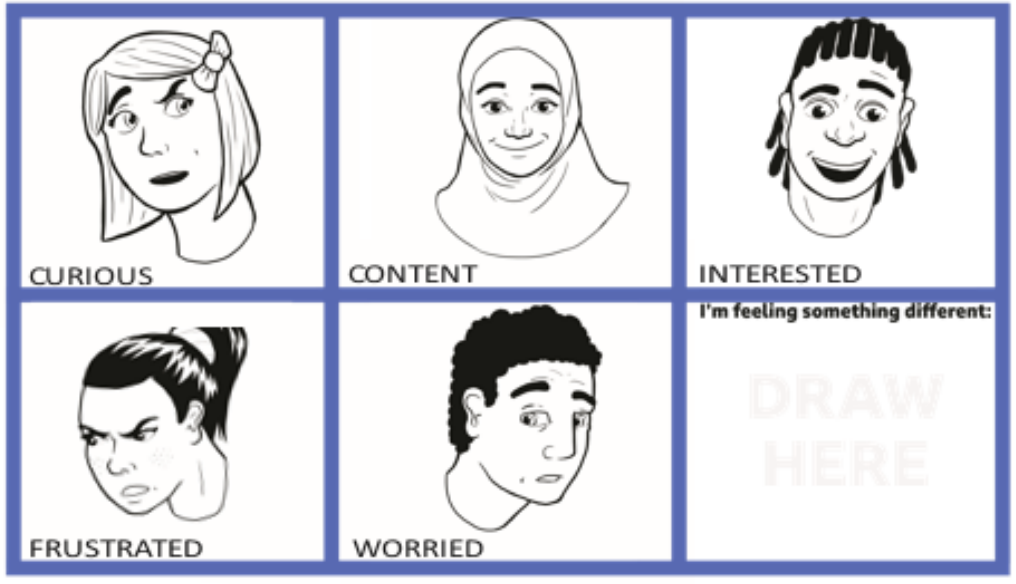
visualise

vandalise

L.O. To understand our emotions, resilience and a growth mindset

Watch the lesson from BBC teach https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382

Circle how you're feeling right now.



Create (draw or write) something to express an emotion you have felt in the past:

ACTIVITY TWO: DEVELOPING RESILIENCE

Pick ONE scenario and think about the advice you would give that person:

What advice would you give to _____ ?

_____

_____

L.O. To use shadows and the environment around us to create art

Using the photo below for inspiration, design your own piece of art using **shadows** and **objects**.

You could create:

- A landscape with animals
- A cityscape using LEGO bricks
- A self-portrait with the outline of your own face
- A dreamland using all different objects

Be as creative as you want!

Post a picture of your art creation on Microsoft Teams to show your finished product!

Focus on the sketching skills we had been learning in class.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into Times Table Rock Stars, Active Learn or Classroom Secrets?

Have an amazing weekend Year 5!