

A message from your teachers...

Hello to our lovely year five children...

You are
AMAZING.
You are
IMPORTANT.
You are
SPECIAL.
You are
UNIQUE.
You are
KIND.
You are
PRECIOUS.
You are
LOVED.

We have had a fantastic first week using Google Classroom. The work that has been sent has been of a really high standard and it is great that we are now able to see it and reward you for it.

This week we want to remind you of the following things as it is important that we remember to be kind to ourselves. "You are **amazing**. You are **important**. You are **special**. You are **unique**. You are **kind**. You are **precious**. You are **loved**." Be the best version of yourselves!

Miss Carabine, Mr Haley, Miss Kelly and Mrs Docherty x

English

In English this week we will be focusing on **Grammar**, **Punctuation** and **Spelling**.

You will be able to view and complete your activities straight onto Google Classroom.

Maths

Find your maths class page and complete the different tasks set on Google Classroom. Remember to use the Times Table Rockstar app - try and beat your personal best and challenge your friends and teachers too!

Other curriculum focus...

PSHE



We want you to spend some time reflecting on everything that is going on in the world and in our community by designing a time capsule.

It could contain; newspaper articles, photos of things you have been doing at home, art work, diary entries, a future letter to yourself...

We have included a template in your Google Classroom, which is full of ideas, that will really help you make this a fun and exciting task and something we will all be able to look back on in the future!



Y5BC Maths Activity One - Rounding Decimals

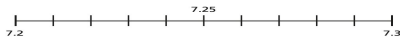
Please login to Google Classroom and click onto Y5BC Maths to view your activity to complete your activity.

Today we are looking at <https://whiterosemaths.com/homelearning/year-5/>, week 2 (you will need to scroll right to the bottom of the page to find week 2) and then lesson 1 - rounding decimals.

1.

Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

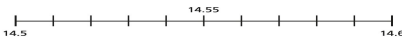
a) 7.23



The nearest tenth is

The nearest whole number is

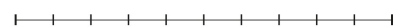
b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

2.

a) When rounding to the nearest tenth, how many digits will there be after the decimal point?

b) Round each number to one decimal place.

1.33

4.03

1.34

4.04

1.35

4.05

1.36

4.06

1.37

4.07

3.

Round each number to the nearest tenth.

a) 4.21

d) 11.86

g) 12.92

b) 8.09

e) 5.67

h) 10.65

c) 4.84

f) 0.15

4.

Circle each decimal that rounds to 6.2

6.32

6.23

6.27

6.17

6.12

6.25

Explain your reasoning.

5.

Amir is thinking of a number.

Rounded to the nearest whole his number is 5

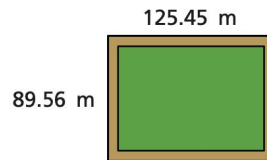
Rounded to the nearest tenth his number is 4.8

Write at least four different numbers that Amir could be thinking of.

6.

A farmer is building a new fence for her sheep field.

Here are the measurements.



She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

Y5BC Maths Activity Two - Order and Compare Decimals

Please login to Google Classroom and click onto Y5BC Maths to view your activity to complete your activity.

Today we are looking at <https://whiterosemaths.com/homelearning/year-5/>, week 2 (you will need to scroll right to the bottom of the page to find week 2) and then lesson 2 - order and compare decimals.

1.

Use place value counters to make each of the numbers.

4.13

4.08

5.1

a) Which is the greatest number?

b) Which is the smallest number?

How do you know?

2.






Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

3.

Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.

Mo	Amir	Ron	Teddy	Jack
				
1.35 m	1.53 m	1.32 m	1.3 m	1.5 m

Write the names and heights of the children in order from shortest to tallest.

Name	Height

4.

Write the numbers in ascending order.

a) 0.45 0.654 0.546 0.405

b) 7.2 kg 7.212 kg 7.21 kg

c) 25.391 25.309 25.093 25.193

5.

Dexter is thinking of a number.



It is a decimal number with 2 decimal places that is greater than 2.47 but less than 2.58

What possible numbers could Dexter be thinking of?

6.

Tick the numbers that are equal to 2.5

Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal numbers first.

2.05

$2\frac{5}{10}$

$2\frac{1}{2}$

$2\frac{5}{100}$

2.53

$2\frac{3}{5}$

2.501




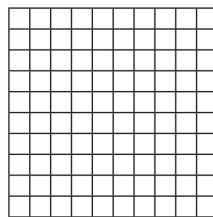
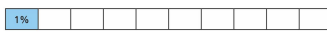
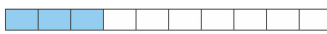


$2\frac{80}{100}$

$2\frac{3}{10}$

Y5BC Maths Activity Three - Understand Percentages

Please login to Google Classroom and click onto Y5BC Maths to view your activity to complete your activity.

Today we are looking at <https://whiterosemaths.com/homelearning/year-5/>, week 2 (you will need to scroll right to the bottom of the page to find week 2) and then lesson 3 - understand percentages.

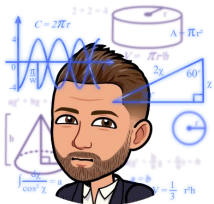
<p>1. Complete the sentence for each diagram.</p> <p>a)  There are <input type="text"/> parts out of a hundred shaded. This is <input type="text"/> %.</p> <p>b)  There are <input type="text"/> parts out of a hundred shaded. This is <input type="text"/> %.</p> <p>c)  There are <input type="text"/> parts out of a hundred shaded. This is <input type="text"/> %.</p>	<p>2. Shade 15% of the hundred square red. Shade 32% of the hundred square blue.</p>  <p>What percentage of the hundred square is not shaded? <input type="text"/> %</p>	<p>3. i) Is 1% of this bar model shaded? <input type="text"/></p>  <p>Explain your reasoning. _____</p> <p>ii) What percentage of each bar model is shaded?</p>  <p><input type="text"/> %</p>  <p><input type="text"/> %</p>
<p>4. Passengers are boarding a plane. The plane has 100 seats.</p> <p>a) 10% of the seats are already full. How many passengers are already on the plane? <input type="text"/></p> <p>b) 15% of the seats have not been booked. How many seats have been booked? <input type="text"/></p> <p>c) How many passengers still need to board the plane? <input type="text"/></p>	<p>5. Dexter has £1 to spend. He buys some stickers.</p>  <p>What percentage of his money did Dexter spend? <input type="text"/> %</p>	<p>6. Aisha and Brett have been selling tickets for the school play. There are 100 seats available.</p> <ul style="list-style-type: none">On Monday they sold 34% of the tickets.On Tuesday they sold 42 tickets.By the end of Wednesday, 95% of the tickets had been sold. <p>How many tickets did they sell on Wednesday?</p> <p>On Wednesday they sold <input type="text"/> tickets.</p>

Y5GH - Maths Challenge One

Arithmetic



1. $90 \times 3 =$
2. $15 \times 100 =$
3. $1803 - 654 =$
4. $100 \div 100 =$
5. $30913 + 19187 =$
6. $908 - 10 =$
7. $5612 + 402 =$
8. $50 \times 60 =$
9. $10^2 =$
10. $2486 \div 22 =$
11. $_ \times 80 = 160$
12. $81 \div 9 =$
13. $8120 \times 40 =$
14. $560 \div 10 =$
15. $6^2 =$



Reasoning

Whitney thinks that 4^2 is equal to 16



Do you agree? Convince me

Reasoning

Teddy says,



To find the square of a number, you multiply it by 2

Do you agree? Explain your reasoning.

Problem solving

Teddy's age is a cubed number.

Next year his age will be a squared number.

How old is Teddy now?



Problem solving

1) I think of a number. I square it and subtract 8. My answer is 41. What was my number?

2) I think of another number. I square it and subtract 14. My answer is 107. What was my number?

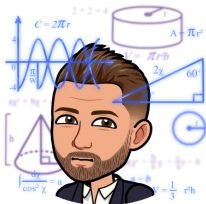


Y5GH - Maths Challenge Two

Arithmetic



1. $70 \times 3 =$
2. $23 \times 100 =$
3. $3903 - 454 =$
4. $1000 \div 100 =$
5. $30821 + 23087 =$
6. $707 - 10 =$
7. $1712 + 566 =$
8. $50 \times 70 =$
9. $3^3 =$
10. $5486 \div 45 =$
11. $_ \times 80 = 320$
12. $108 \div 9 =$
13. $8120 \times 30 =$
14. $5603 \div 100 =$
15. $5^2 =$



Reasoning

Alex says,



To square a number, you add the number twice.
For example, 2^2 means $2 + 2$ which is 4.

Do you agree? Explain your reasoning.

Reasoning

Amir says,



I can use this array to calculate 5^2



Is Amir correct? Explain your reasoning.

Problem solving

20 is the sum of **two** square numbers.

$$20 = 4^2 + 2^2$$

Using the example above, complete the following:

61 is the sum of two squared numbers. What could they be?

113 is the sum of two squared numbers. What could they be?

Problem solving

1) I think of another number. I square it and add 12. The answer is 48. What was my number?

2) I think of a number. I square it and add 11. My answer is 92. What was my number?

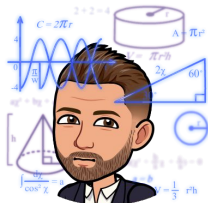


Y5GH - Maths Challenge Three

Arithmetic

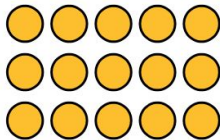


1. $40 \times 3 =$
2. $231 \times 1000 =$
3. $5103 - 104 =$
4. $100 \div 10 =$
5. $88821 + 10087 =$
6. $1001 - 10 =$
7. $1234 + 8866 =$
8. $30 \times 60 =$
9. $8^2 =$
10. $6280 \div 45 =$
11. $_ \times 70 = 490$
12. $96 \div 8 =$
13. $7192 \times 31 =$
14. $1403 \div 100 =$
15. $10^3 =$



Problem solving

I think of a number. I square it and add 6. My answer is 15. What was my number?



Use this array to help you

Problem solving

29 is the sum of **two** square numbers.

$$29 = 5^2 + 2^2$$

Using the example above, complete the following:

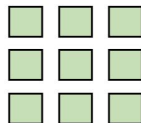
89 is the sum of two squared numbers. What could they be?

193 is the sum of two squared numbers. What could they be?

Reasoning

Dora says,

This array represents calculate 9^2



Is Dora correct? Explain your reasoning.

Reasoning

Jack says,

The product of two square numbers always equals a square number.



Is Jack correct? Convince me.



English Activity One - relative clauses revision (information)

In English this week, we would like to do some focused revision of some of the G.P.S (grammar, punctuation and spelling) work that we have already covered this year to make sure that this is fresh in our memory.

We are going to start with some work on relative clauses.

A relative clause can be used to give additional information about a noun. They are introduced by a relative pronoun like ‘that’, ‘which’, ‘who’, ‘whose’, ‘where’ and ‘when’. For example:

I won’t stand by the man who smells of slime.

In this example, the relative clause is ‘who smells of slime’ because it provides more information about the noun (the man). The relative pronoun, ‘who’, is used to connect these clauses in the sentence.

Relative clauses can also be embedded into the middle of a sentence after the noun they are giving additional information about.

To view your activity please login to Google Classroom.

English Activity Two - modal verbs revision

For your second English activity we are going to do some revision of modal verbs.

Modal verbs are verbs that indicate likelihood, ability, permission or obligation (whether something is likely to happen or not).

Words like ‘can’, ‘could’, ‘may’, ‘might’, ‘will’, ‘would’, ‘shall’, ‘should’ and ‘must’ are all modal verbs.

“The Sea Monster should go away.”

‘**Should**’ is the modal verb here as it indicates the likelihood of Sea Monster going away.

To view your activity please login to Google Classroom.

English Activity Three - spelling revision (suffixes)

For your final activity, we are going to be revising suffixes.

A suffix is a string of letters that go at the end of a root word, changing or adding to its meaning e.g.

To make play become playful you would add the '*-ful*' suffix to the end of the word.

Sometimes, we need to change letters when we add suffixes. We have included the usual rules below.

Remember, when we add the suffixes the usual spelling rules apply:

- For words ending in 'y' change the 'y' to 'i' before adding the ending e.g. memory - memorise.
 - For words ending in 'e' remove the 'e' before adding the ending - simple - simplify.

For words ending with a short vowel sound double the consonant before adding the ending e.g. swim - swimming.

To view your activity and the corresponding information, please login to Google Classroom.



We are living through a very unique time in history! Imagine how interesting it would be for you to remember in the future all the things you did during this time. Get together with your family members to create your 2020 family time capsule or create one just for yourself!

1

Find a jar, an empty shoe box, or any empty container. Cut out, print or draw the title from the first page and glue it to your time capsule.

2

Decide which pages and objects you want to include in your time capsule (see some ideas below).

3

Once you have everything inside, seal your time capsule. As time passes by, open the capsule to remember this historic time!