

HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 5;

Week Beginning 16.11.20



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

Reading Eggspress has lots of reading activities including comprehension and retrieval questions to have a go at. Your child's Username and Password should be written in his Homework Book.

https://readingeggspress.co.uk/?_ga=2.107706762.961348329.1601363904-660844018.1598947512

Top Marks – Division

We have been learning about division this week, mostly looking in-depth at partitioning and we will transition into using the short method for division. Here are some great maths games to play on Laptops or iPads.

<https://www.topmarks.co.uk/Search.aspx?q=division>

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Log- in should be in Homework book/ Reading diary.

<https://trockstars.com/>

Year Five

Monthly Medium Term Overview for November

Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> I can recommend books that I have read to my peers, giving reasons for my choices. I can retrieve, record and present information from non-fiction. I can ask questions to improve my understanding of what I have read (in the moment and after the text). I can predict with detail, what might happen from details stated and implied. I can summarise the main ideas drawn from more than one paragraph, identifying how language, structure and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points 	<p>Handwriting</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing accuracy. (rr, ll, tt, dd, ship, ment, ness, less, ary, ery, cry, dry, ly ily, ity, ify, row, now, how, bow) I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. <p>Spelling</p> <ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them. I can spell some words with 'silent' letters. <p>Writing</p> <ul style="list-style-type: none"> I can write for a range of purposes, identifying the audience for and the purpose of the writing. In narratives, I can describe settings and characters, integrating dialogue to convey characters and advance the action. I can use paragraphs to organise ideas. I can use a range of devices to build cohesion within a paragraph. I am beginning to recognise the different between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing. I can recognise how words are related by meaning as synonyms and antonyms. I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must). I can use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> I am beginning to articulate my answers, arguments and opinions and can confidently justify them. I can give well-structured descriptions, explanations and narratives for different purposes. can show high levels of conversation when participating in collaborative conversations about a topic, responding and initiating comments.
		<p style="text-align: center;">Maths</p> <p>Arithmetic</p> <ul style="list-style-type: none"> I can read and write numbers to 1,000,000 in numerals and words. I can divide integers to create fractions, including mixed numbers. I can add and subtract fractions with different denominators. I can multiply mixed numbers by whole numbers. I can recognise and write decimal equivalents of thousandths. I can use a formal written method to add and subtract numbers with three decimal places. <p>Reasoning</p> <ul style="list-style-type: none"> I can explain the value of any digit in six-digit numbers. I can round numbers with up to six digits to the nearest 10, 000 and 100,000 I can identify equivalent fractions using my multiplication knowledge. I can represent numbers with three decimal places using apparatus. I can round numbers to the nearest decimal place (1dp). <p>Problem solving</p> <ul style="list-style-type: none"> I can use bar modelling and number lines to represent numbers up to 1,000,000 to compare them.

Personal Development and Wellbeing	Science	
<ul style="list-style-type: none"> • I am aware of the consequences of cyber-bullying and understand how to use technology appropriately and safely. • I know people can behave differently online and can pretend to be someone else. • I know how information and data is shared online. • I am respectful online and know how to keep myself safe. • I critically consider online friendships and sources of information. • I can talk about a range of jobs and explain how my education and knowledge will help me develop skills to work in the future. • I can make choices about how to develop a healthy physical, emotional and mental lifestyle and identify areas that may impact negatively upon this. • I can understand the concept of mental health and link this to physical health. 	<ul style="list-style-type: none"> • I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) • I can explain how the ideas about the solar system have been developed by Ptolemy, Alhazen, Copernicus (geocentric to the heliocentric model) • I can create an accurate model of the solar system • I can describe the movement of the Moon (a celestial body) in relation to the Earth • I can describe the Sun, Earth and Moon as approximately spherical bodies • I can use my understanding of how Earth rotates as it orbits the Sun to explain day and night (e.g. create a sundial that tells the time/Stonehenge) • I can use and spell correctly appropriate scientific vocabulary • I am beginning to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs • I am beginning to report and present my findings from enquiries, including conclusions, causal relationships and explanations or results, in oral and written forms, including displays or other presentations 	<ul style="list-style-type: none"> • I can apply my knowledge of place value to complete and create numbers patterns involving numbers up to 1,000,000. • I can use diagrams to compare and order fractions with different denominators.
	P.E.	
	<ul style="list-style-type: none"> • I can use a variety of passing and receiving techniques, demonstrating control when playing dodgeball • I can use physical and teamwork skills well in a variety of different challenges including when playing dodgeball • I can say the rules of a small sided game. • I can perform the roles of different positions in a small sided game. 	

Maths - Multiply and Divide by 10 and 100 to give answers with
2 decimal places
(Monday)

Remember:

When we $\times 10$, 100 or 1000 the digits move to the **right**

When we $\div 10$, 100 or 1000 the digits move to the **left**

Place value grid							
100s	10s	1s	●	0.1s	$\frac{1}{10}$ s	0.01s	$\frac{1}{100}$ s

Divide 27,680 by 10 repeatedly until you get a number that is less than 100. Write that number.

Have a go at some of these:

Function machines
Sheet 1

The image shows four function machines arranged in a 2x2 grid. Each machine has a vertical column of input numbers on the left, a large arrow in the center pointing right with an operation written inside, and a vertical column of empty ovals on the right for the output. The machines are decorated with colorful gears in the background.

Input	Operation	Output
3.6	$\times 10$	
0.7		
1.26		

Input	Operation	Output
2.7	$\div 10$	
54		
0.8		

Input	Operation	Output
2.64	$\times 100$	
0.06		
32.4		

Input	Operation	Output
8	$\div 100$	
40		
37		

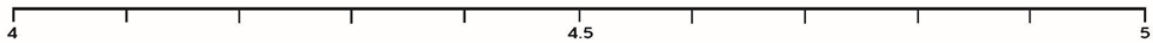
Maths – To understand place value in numbers with 2 decimal places.

Tuesday

Ordering decimals

Sheet 2

On this line, draw on a number between 4.5 and 4.6, a number between 4.2 and 4.3 and a number between 4.8 and 4.9.



Mark 2.4, 2.8, 2.25, 2.49 and 2.75 on this number line.



Mark 5.45, 5.79 and 5.43 on this number line.



Ex 2. Understand place value in numbers with 2 decimal places.

100's	10's	1's	0.1's	0.01's
100	10	1	0.1	0.01
200	20	2	0.2	0.02
300	30	3	0.3	0.03
400	40	4	0.4	0.04
500	50	5	0.5	0.05
600	60	6	0.6	0.06
700	70	7	0.7	0.07
800	80	8	0.8	0.08
900	90	9	0.9	0.09

We can add these four numbers to make 25.89

$$20 + 5 + 0.8 + 0.09 = 25.89$$

Try this:

Place value
Sheet 2

Complete the following number sentences:

$2 + 0.3 + 0.05 = \boxed{}$

$3 + \boxed{} + 0.08 = 3.78$

$2 + 0.2 + 0.07 = \boxed{}$

$1 + \boxed{} + 0.09 = 1.59$

$5 + 0.5 + 0.08 = \boxed{}$

$2 + \boxed{} + 0.05 = 2.25$

$8 + 0.4 + \boxed{} = 8.49$

$5 + \boxed{} = 5.03$

$3 + 0.7 + \boxed{} = 3.75$

$\boxed{} + 0.05 = 2.05$

Challenge:

Decimals and Fractions

Problem solving and reasoning questions

- (i) How many times must I add 0.1 to 9.2 to reach 10?
- (ii) How many times must I add 0.01 to 9.9 to reach 10?

Find the answer to $3.42 + 0.2$. Then find the answer to $3.42 + 0.02$. Which answer is larger?

Write the missing number in the bar model:

Write the number at each stage in this chain:

$2.19 + 0.2 - 0.02 + 0.2 - 0.02 + 0.2 - 0.02 + 0.2 - 0.02$. What do you notice about the answer?

Maths - Place 2-place decimal numbers on a number line
Wednesday

Starter

Write digits to make these statements correct.

$$4. \square 5 > 4.5 \square$$

$$0.9 \square < 0.\square 9$$

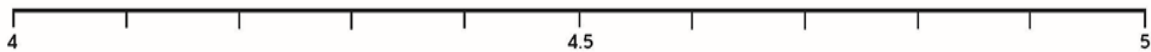
$$10. \square 1 = 10.5 \square$$

Try this:

Ordering decimals

Sheet 2

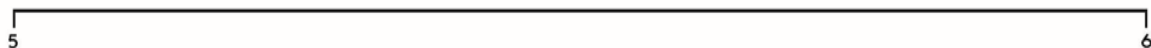
On this line, draw on a number between 4.5 and 4.6, a number between 4.2 and 4.3 and a number between 4.8 and 4.9.



Mark 2.4, 2.8, 2.25, 2.49 and 2.75 on this number line.

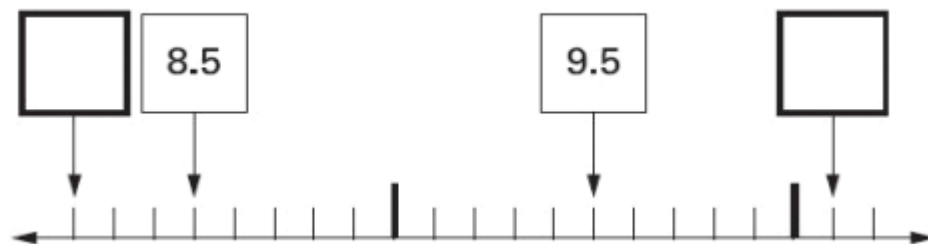


Mark 5.45, 5.79 and 5.43 on this number line.



Challenge:

Write in the numbers missing from the **two** empty boxes.



Maths: Compare and order numbers with 2 decimal places.

Thursday

Starter: What is the difference between September and October's growth for each hamster?

The hamsters are growing!

Sheet 1

Work out how much each hamster has grown.

Hamster	Length In September	Length In October	Growth
Hammy	6.7cm	8.2cm	
Charlie	5.4cm	6.8cm	
Cinnamon	7.6cm	10.5cm	
Paloma	4.8cm	5.3cm	
Nibbles	6.1cm	8.7cm	
Eric	8.5cm	11.8cm	
Marvin	6.8cm	9.4cm	

What is the difference between the greatest growth and the least growth?

Have a go:

Place < or > to show which is number is the largest.

- | | | | | | |
|----|------|------|-----|-------|-------|
| 1. | 6.94 | 6.19 | 6. | 16.91 | 16.49 |
| 2. | 4.38 | 4.83 | 7. | 32.45 | 32.92 |
| 3. | 3.98 | 4.01 | 8. | 28.01 | 27.99 |
| 4. | 5.37 | 5.64 | 9. | 37.87 | 37.78 |
| 5. | 8.01 | 8.11 | 10. | 42.63 | 42.36 |

Challenge:

Challenge

At the side of each pair of numbers, write a number which belongs between them.
Write the following numbers in order, smallest first.

4.5 4.17 3.08 3.95 3.8 3.62 4.06

Maths: To add and subtract decimals with
2-decimal places.
Friday

Starter:

Comparing numbers with 1 or 2 decimal places
Sheet 2

Write > or < between each pair of numbers.

5.72 5.39

4.67 4.76

0.83 0.79

3.05 3.5

5.2 5.19

6.9 6.45

Try this:

$$4.56 + \square = 4.57$$

$$5.23 + \square = 5.43$$

$$7.45 + \square = 7.56$$

$$8.25 + \square = 8.48$$

$$4.58 + \square =$$

$$5.78$$



Work in pairs to calculate what has been added each time.

Add and subtract multiples of 0.1 and 0.01

Sheet 1

1. $4.56 + 0.01$

2. $8.73 + 0.1$

3. $7.78 - 0.01$

4. $8.45 - 0.01$

5. $6.04 + 0.1$

6. $6.7 + 0.01$

7. $9.42 + 0.3$

8. $3.82 - 0.02$

9. $4.32 + 0.4$

10. $5.42 + 0.03$

11. $8.64 - 0.02$

12. $3.85 - 0.6$

13. $4.23 + 0.11$

14. $8.76 - 0.11$

15. $4.53 + 1.1$

16. $8.43 - 1.1$

17. $8.46 + 1.11$

18. $9.73 - 1.11$

19. $3.45 + 0.22$

20. $9.87 - 0.22$

Reading - To investigate key vocabulary in a text.

Monday

Read the text:

Space Holiday

Descending from the clouds, the craft that would take them to Raxx arrived. Obviously, it had done the trip a multitude of times: rust could be seen on the wingtips, corrosion around the windows.

Jina clapped her hands excitedly and **nudged** her taller, slimmer, more apprehensive brother standing beside her. Tomi - knowing that Jina's bravery was sometimes her curse - glanced her way nervously saying, "Jus' hope this thing flies better than it looks."

"OMG! So do I!" she winked back.

Lift off was smooth enough. Jina, Tomi and about one-hundred other space-holiday-makers were occupying themselves with their smart-glass pads when it happened.

THUD!

The craft jostled and wrestled with the unusual atmosphere of the new planet; air supply packs burst from above them releasing life-saving oxygen.

"C-ould b, be w...orse, I guess" Tomi managed between bounces.

Abruptly, everything came to a **serene** halt creating a moment of silence.

"Yep, true," Jina smirked, a cheer spontaneously erupted from the passengers, "Could've chuckled up - all over you!"

As it happened, they had landed - successfully *and* cleanly.

Raxx - the 'planet of holiday dreams' - differed in the tourists' imaginations. Yet, in reality, it had two suns, a green sky and mountains made of pure crystal. Not a human in sight: the only 'living' creatures seemed to be a crowd of busy red-eyed, tri-wheeled robots leading people to their luxury rooms.

Jina turned to Tomi to crack another joke.... Tomi was gone!

Searching frantically, Jina turned the space hotel upside down - no Tomi! Out of the corner of her eye, she spied a red-eyed robot acting suspiciously. She chased; it 'ran'. Finding herself in the depths of the space hotel, she had no clue how to return to the surface. Yet this didn't faze her, she had her trusted instincts.

Starter: Unfamiliar words

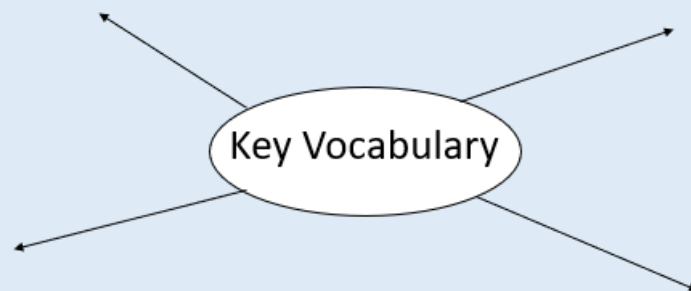
Read through 'Space Holiday' and discuss any unfamiliar words.

Make a note of these words on our working wall.

Discuss the meaning of these words and have a go at using them in verbal sentences.

Key Vocabulary

Now that we have found our unfamiliar words, let's look for some words that help us better understand what is happening in the story.



Reading - To infer information from a text.

Tuesday

Read the text from yesterday:

Main Activity – To infer information from a text.

1. 'As it happened, they had landed - successfully *and* cleanly.'
 - How are the characters feeling?
2. 'Descending from the clouds, the craft that would take them to Raxx arrived. Obviously, it had done the trip a multitude of times: rust could be seen on the wingtips, corrosion around the windows.'
 - Describe the state of the ship. Is it new? Why or why not?
3. 'planet of holiday dreams'
 - Do you think this will be a nice planet? How do you know?
4. 'She chased; it (the robot) 'ran'. '
 - Why is ran punctuated?

Reading - To predict what will happen next in a text.

Wednesday

Read the text:

Another Planet

Bang! All the lights on the console exploded, creating sparks like a supernova. The cockpit became silent and dark.

"What did you do?" asked Iron Man.

"I pressed that yellow button," confessed Hogarth miserably, "the one the mayor told us not to."

It had been a week since the mayor of Little Hangleton had sent the Iron Man and Hogarth into space on a rocket to fight the Space Beast. The Iron Man and Hogarth had successfully battled this other worldly creature and were on their way back home. Unfortunately, **Hogarth has now pressed the one button the mayor had warned them not to.**

"You fool! The Mayor told you not to do that. Now what are we going to do?" bawled Iron Man furiously.

"I don't know," sobbed Hogarth. "Nothing's working anymore. **How are we going to get home?**"

"We can't go home. Not without the fuel and definitely not now you've broken the engine!" Iron Man spat.

"What's that?" interrupted Hogarth, peering out of the cockpit window. "I've never seen a BLUE planet before.

"What are you on about now? There are no blue planets!" replied Iron Man, exasperated.

He looked out at the small revolving sphere with just one single small moon slowly orbiting it and gasped, "Where are we? **This isn't our Solar system!** You must have made us travel through time as well as space!"

The landing module bumped heavily. The little boy and his giant metal companion, quickly jumped out of the landing module onto the grassy surface of the unknown planet and looked around them. What was this place? **Why was it so eye catching?** Curling around thick spiraling branches were constricting vines, which braced and creaked. Dangling down from the layer of moss, vast, bold leaves flickered like church candle flames in breeze. Sweet scented pollen drifted through the archways created by the curving branches which created halos of light above and below. Behind them, the rocket quietly imploded, leaving not a trace. **They were**

stranded! They looked at each other and shrugged, knowing any attempt at saving the vessel was futile.

'This isn't our Solar system!'

What does this statement tell you about the problem the characters are having?

Are they in a good mood? How could the characters be feeling?

Main Activity

Using the text, write 1 paragraph to predict what will happen next in the story.

Use the hints and language from the text to guide you.

Reading - To answer retrieval questions about a text.

Thursday

Re-read 'Another Planet'

Main Activity

Retrieval Questions

1. True or False: The spaceship landed smoothly.
2. Find and copy one word that suggests the 'planet' below was turning.
3. 'The landing module bumped heavily'
Find one word in this sentence that means the same as collision.
4. Write down 3 things you are told about the planet.
5. What happened to the ship at the end of the text?

Reading - Reading Comprehension
Friday

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.



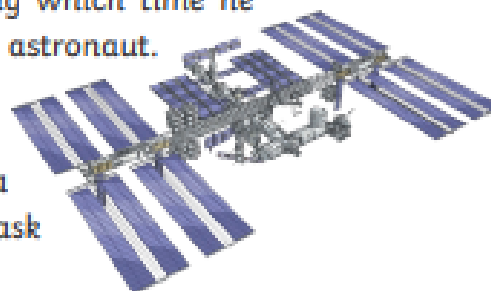
Tim Peake

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.

Questions

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.

Writing - To describe a setting
Wednesday

Describe this setting in 1 paragraph. Don't forget to use **figurative language** and **strong vocabulary**.

[illegible]

Writing -To use editing to up level our writing.
Thursday

Main Activity

Using the purple pens, read through your descriptions from yesterday and **up-level** your writing.

Every line should have a mark on it. Look at:

Your punctuation

High level vocabulary – good synonyms!

Use of figurative language

Introduction

We are going to write a story about discovering a new planet.

Write an introduction to your story that covers the characters crash landing on this new planet. In your introduction you must include:

- How the characters are feeling.
- What the characters are doing.
- What the characters can see out the window as they are crashing.

Writing - To finish and edit our introduction
Friday

Model - Can we edit this?

the ship was lound as it crashed then the captian said it was time to buckle their seatbelts and the characters did everyone was scared and not hapy. out side the window ther was green land and lots of trees.

Check for:

Punctuation

Vocabulary

Language

Main Activity

Finish your story introduction and read it back through.

Get a purple pen and have a go at editing your introduction.
Remember to focus on levelling up your vocabulary!