



HILL WEST
Primary
FOUR OAKS

Home Learning Pack
Year 5
Week Beginning 30.11.20



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/>



Next Week at Hill West

Key Questio: Who were the Ancient Greeks?

Key Text for Linked Learning: Information Text: How to make Tzatziki

Linked Learning: English, History, DT

English: Children will analyse a series of instructional texts and identify key structural language and presentational features in this text-type. They will use their understanding to write their own instructions on how to make tzatziki, identifying the audience for and purpose of their writing. They will use simple devices to structure their writing and support the reader. In History, children will begin to learn about the Ancient Greek civilization. They will begin to understand the different periods of this civilisation (Dark Ages, Archaic, Classical and Hellenistic Periods), and place this on a timeline accurately alongside civilisations they have previously studied. In DT, they will follow instructions to make their own Tzatziki, following procedures for safety and hygiene, and will critically evaluate the quality of the product they have made. In DT, they will follow the instructions to make their own Tzatziki, following procedures for safety and hygiene.

Maths: This week, children will be building on their fractions knowledge in order to add and subtract fractions which are equivalent. Children will also use diagrams to compare and order fractions based on their size. In addition to this Children will also divide integers to create fractions, including mixed-number fractions. Children will also revisit their knowledge of multiplication and will solve 2-step word problems to deepen their understanding of this area of maths.

Science: Children will be exploring their scientific enquiry skills in order to perform an experiment related to forces. Children will be able to record data and results of increasing complexity using scientific diagrams and labels. We will explore the fact that unsupported objects will fall towards the Earth because of gravity acting between the Earth and the falling object. Children should be able to report and present findings including a conclusion about their experiment.

Humanities (History): See Above.

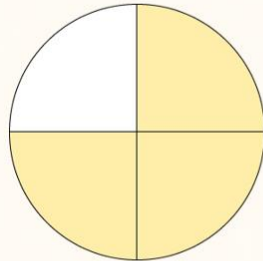
Creative Learning (Art, D&T) See above. In addition to this, the children will be creating Christmas tree decorations out of natural materials which they have collected.

PDW / R.E: Children will make choices about how to develop a healthy physical, emotional and mental lifestyle and identify areas which may impact negatively upon them. They will learn about the link between mental and physical health and how the two impact upon each other. We will discuss how lockdown can affect out physical and mental well-being.

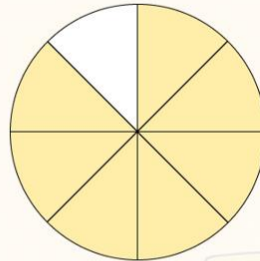
P.E: Children will begin to develop an understanding of how to throw balls at a target to develop the accuracy and precision of their throw, considering the angle and force required, and how to adjust these, to hit the target. They will then apply this in a game of Dodgeball.

Maths - To use pictures to compare fractions. (Tuesday)

Comparing Fractions



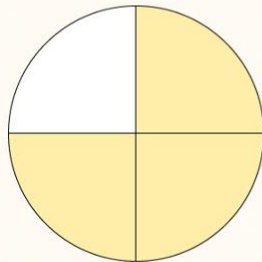
$$\frac{3}{4}$$



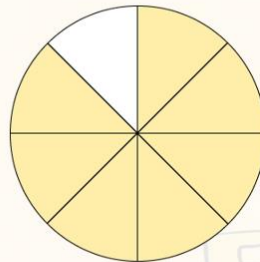
$$\frac{7}{8}$$

Both of these circles have been split into multiples of 4 therefore we can compare them.

Comparing Fractions



$$\frac{3}{4}$$

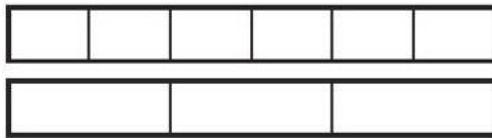


$$\frac{7}{8}$$

<

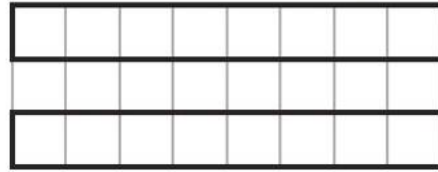
Have a go at some of these:

- 1) a) Use these bar models to compare $\frac{3}{6}$ and $\frac{2}{3}$.



$$\frac{\square}{\square} > \frac{\square}{\square}$$

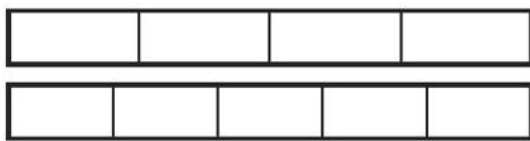
- b) Draw two bar models to compare $\frac{3}{4}$ and $\frac{5}{8}$.



$$\frac{\square}{\square} < \frac{\square}{\square}$$

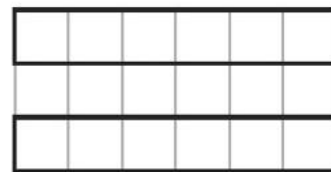


- 2) a) Use common numerators to help you compare $\frac{3}{4}$ and $\frac{3}{5}$.



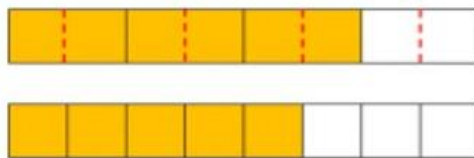
_____ is greater than _____.

- b) Draw two bar models to compare $\frac{2}{3}$ and $\frac{2}{6}$.



_____ is smaller than _____.

- Use bar models to compare $\frac{5}{8}$ and $\frac{3}{4}$



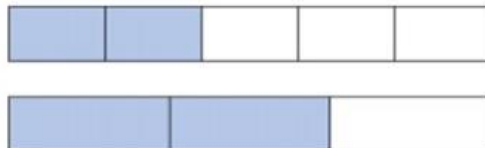
$$\square > \square$$

$$\square < \square$$

Use this method to help you compare:

$$\frac{5}{6} \text{ and } \frac{2}{3} \quad \frac{2}{3} \text{ and } \frac{5}{9} \quad \frac{7}{16} \text{ and } \frac{3}{8}$$

- Use common numerators to help you compare $\frac{2}{5}$ and $\frac{2}{3}$



$$\square > \square$$

$$\square < \square$$

is

Use this method to help you compare:

$$\frac{6}{7} \text{ and } \frac{6}{8} \quad \frac{4}{9} \text{ and } \frac{4}{5} \quad \frac{4}{11} \text{ and } \frac{2}{5}$$

Maths – To consolidate equivalent fractions.

Thursday

To find equivalent fractions:

- Find a common factor for the numerator and denominator.
- To simplify (make smaller) divide the numerator and denominator by that factor.
- To make the fraction bigger, multiply the numerator and denominator by that factor.

Find an equivalent fraction (x):

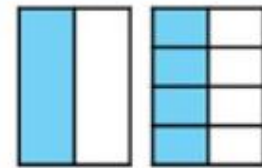
$$\frac{3}{4} =$$

Simplify this fraction (\div):

$$\frac{16}{20}$$

Try this:

- Take two pieces of paper the same size.
Fold one piece into two equal pieces.
Fold the other into eight equal pieces.
What equivalent fractions can you find?



$$\frac{1}{2} = \frac{4}{8}$$

Use the models to write equivalent fractions.



- Eva uses the models and her multiplication and division skills to find equivalent fractions.



$$\frac{1}{4} = \frac{4}{16}$$

Use this method to find equivalent fractions to $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ where the denominator is 16

Eva uses the same approach to find equivalent fractions for these fractions. How will her method change?

$$\frac{4}{12} = \frac{\square}{3}$$

$$\frac{6}{12} = \frac{\square}{4}$$

$$\frac{6}{12} = \frac{\square}{2}$$

Maths - To change improper fractions to mixed numbers and back

Friday

Improper Fractions to Mixed Numbers

You can convert an improper fraction into a mixed number.

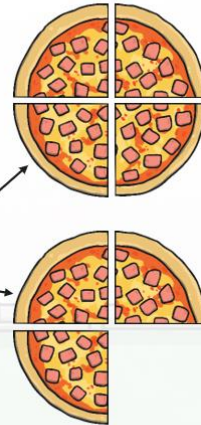
$$\frac{7}{4}$$

Divide the numerator (7) by the denominator (4).

$$7 \div 4 = 1 \text{ r}3$$

1 r3 written as a mixed number is

$$1\frac{3}{4}$$



Mixed Numbers to Improper Fractions

You can also convert a mixed number into an improper fraction.

First you need to multiply the **whole number** by the **denominator**.

$$2\frac{1}{3}$$



$$2 \times 3 = 6$$

Then add the total to the numerator. $6 + 1 = 7$

Then write the answer over the denominator. $\frac{7}{3}$

Try this:

2. Convert these mixed numbers to improper fractions.

(a) $2\frac{1}{3}$

(b) $3\frac{3}{4}$

(c) $1\frac{1}{12}$

(d) $4\frac{5}{6}$

a) $\frac{22}{3} = \underline{\hspace{2cm}}$ b) $\frac{14}{5} = \underline{\hspace{2cm}}$ c) $\frac{23}{10} = \underline{\hspace{2cm}}$ d) $\frac{34}{10} = \underline{\hspace{2cm}}$ e) $\frac{21}{5} = \underline{\hspace{2cm}}$

f) $\frac{5}{2} = \underline{\hspace{2cm}}$ g) $\frac{16}{3} = \underline{\hspace{2cm}}$ h) $\frac{19}{4} = \underline{\hspace{2cm}}$ i) $\frac{31}{4} = \underline{\hspace{2cm}}$ j) $\frac{30}{6} = \underline{\hspace{2cm}}$

k) $\frac{21}{6} = \underline{\hspace{2cm}}$ l) $\frac{17}{8} = \underline{\hspace{2cm}}$ m) $\frac{19}{7} = \underline{\hspace{2cm}}$ n) $\frac{22}{9} = \underline{\hspace{2cm}}$ o) $\frac{27}{12} = \underline{\hspace{2cm}}$

For the rest of the week:

Practise the 7 times tables!!

7 times Tables

$7 \times 1 =$

$7 \times 2 =$

$7 \times 3 =$

$7 \times 4 =$

$7 \times 5 =$

$7 \times 6 =$

$7 \times 7 =$

$7 \times 8 =$

$7 \times 9 =$

$7 \times 10 =$

$7 \times 11 =$

$7 \times 12 =$

1) True or false?

Every other number in the 7 times table is odd.

Explain your answer

2) Helen is buying 5 birthday cakes at £7 each. Draw a representation of this below before writing out the calculation and finding the answer.

$7 \times \underline{\quad} = 42$

$7 \times \underline{\quad} = 350$

$7 \times \underline{\quad} = 84$

$49 \div 7 = \underline{\quad}$

$7 \times \underline{\quad} = 21$

$63 \div \underline{\quad} = 7$

English

LO: To pick out the key features in a text.

Handwriting: *ried ried ried ried*

Text 1: Making Tzatiki.

Tantalising Tzatziki!

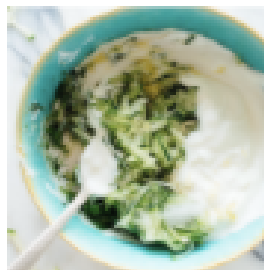


Tzatziki! Tsaht-ZEE kee! Otherwise known as that yogurt and cucumber sauce you love at Greek restaurants but worry about mispronouncing.

Tzatziki is made simply with yogurt, drained cucumber, olive oil, fresh herbs (usually mint or dill), garlic, lemon juice and salt. It's a refreshing chilled sauce, dip or spread.

I traveled to Greece last year and ordered tzatziki at every restaurant. I'm serious. I enjoyed tzatziki with every single meal, even breakfast. This recipe tastes just like authentic tzatziki.

I tend to associate tzatziki with Greek food, but you'll find it served across the Mediterranean and Middle East, sometimes under different names or in slightly different forms.



Tzatziki is often served with grilled meats and gyros, but I can't think of a grilled or roasted vegetable it wouldn't play nicely with. You can also serve up some tzatziki with your next appetizer spread. Let's make some already!

My Tzatziki Technique

Fortunately, tzatziki is super easy to whip together. The only trick is to properly drain the cucumber before mixing it into the yogurt. Otherwise, cucumber waters down the sauce too much. Salting the grated cucumber and letting the excess moisture drip out takes a while.

Ingredients

Method

- $\frac{1}{2}$ cucumber, halved and deseeded
- 170g of Greek yogurt
- 1 small garlic clove, crushed
- handful mint leaves, chopped
- 1tsp olive oil

- STEP 1: Firstly, coarsely grate the cucumber.
-
- STEP 2: After that, sprinkle with a pinch of salt and squeeze out all the liquid from the cucumber.
-
- STEP 3: Then, add chopped garlic and fresh mint to a mixing bowl.
-
- STEP 4: Now, add the greek yoghurt and mix well.
-
- STEP 5: Finally, Mix together the cucumber and the other ingredients in the bowl until fully mixed in. Now enjoy.

Nutritionally speaking, tzatziki is a creamy but *light* sauce. You can dollop it generously on your food without adding a lot of calories (unlike, say, mayonnaise or ketchup). It's made mostly with Greek yogurt and cucumber, after all. I hope you enjoy making up some Tzatziki of your own! Enjoy!

Read through the text

- What key features can you spot in the text?
- Who is the audience of this text?
- Is their any unfamiliar language in the text?
- Why has the author included pictures?

Main Task: Identify the key features of the text

List the key features of an instructional text.

Challenge: Why has the author of this recipe included some backstory about the Tzatziki recipe?

On whiteboards...Plenary.

<https://www.educationquizzes.com/ks2/english/writing-instructions/>

Tastelovoe Tzatziki



Tzatziki is a popular Greek dip, perfect for summer. It's made with cucumber, garlic, dill, and yogurt. It's a healthy and delicious snack that can be served with bread or vegetables.



My Tzatziki Story

I first made Tzatziki when I was in Greece. It was a simple recipe, but it was so delicious that I wanted to share it with everyone. I hope you like it as much as I do!

Ingredients

- 1 cucumber, peeled and shredded
- 200g of Greek yogurt
- 2 small garlic cloves, crushed
- Handful of fresh dill, chopped
- Salt and pepper

Method

- STEP 1: Wash, peel and shred the cucumber.
- STEP 2: Add the cucumber to a bowl and squeeze out all the liquid from the cucumber.
- STEP 3: Then, add crushed garlic and fresh dill to a mixing bowl.
- STEP 4: Now, add the greek yogurt and mix well.
- STEP 5: Finally, mix together the cucumber and the other ingredients in the bowl until they mixed in. Then, add salt and pepper to taste.

Handwritten note: I made this recipe for my friend and they loved it! It's a healthy and delicious snack that can be served with bread or vegetables.

SPaG

Can you use bullet points to list these things?

Can you take these sentence and make it into a bullet pointed list?

1. 'I visited my friend and we played computer games, football, a board game, chess and the piano.'
2. 'At break time, I helped Mr Horne tidy the classroom, went outside and played with Sam, then sat on the bench and finally remebered to go in and get my snack.'

Challenge: Can you come up with of a list of things you have to do before you come to school?

Thursday
3rd December

English

LO: To retrieve information from a text and identify unfamiliar words.

Handwriting: *nes nes nes nes*

Read back through the text.

Model: Why has the author included this at the start of the text?

*"**Tzatziki!** Tsaht-ZEE-kee! Otherwise known as that yogurt and cucumber sauce you love at Greek restaurants but worry about mispronouncing."*

VIPERS Questions.

1. Why has the author included bullet points in the 'Method' section?
2. What does the word 'dollop' mean?
3. In Step 4 it says 'now add the Greek yoghurt and **mix** well'. What synonym could you use instead of mix?
4. A) What does the author mean by 'I can't think of a grilled or roasted vegetable it wouldn't play nicely with'? B) What technique have they used here?
5. Where else might you find Tzatziki?

Challenge: How does the author make it seem as though they are an expert on making Tzatziki? How do they reassure you that their recipe is the best?

Spellings

Spellings- Apostrophes for Possession.

Rewrite these sentences so that you are using the possessive apostrophe.

The coat that belongs to Alice.

The shoes that belong to James.

The jacket that belongs to Jessica.

The lunchbox that belongs to Bailey.

SPaG

SPaG Test

You will have around 30 mins to complete this test. Please get into test positions so you are ready to go!

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun

☐

relative pronoun

☐

personal pronoun

☐

5. The passage below has an error in it. Underline the error and **write the correction** in the box.

That behaviour is unrespectful.

.....

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then After that Firstly This

.....

7. **Underline the parenthesis** in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

Adverbial	Time?	Place?	Frequency?
in January			
behind the garage			
near Cardiff			
always			

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

10. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

Samira is definitely a faster runner than James.

Friday 4th December

English

LO: To pick out the key features in a text.

Handwriting: *nef nef nef nef*

Text 2:

Making a K-Nex Aeroplane



Model: Comparing the two texts

1. Firstly, write about which one you prefer.
2. Then explain 2 reasons why you like it.
3. After that, give 2 reasons why you don't like the other text.
4. Write a concluding statement which confirms which one you prefer.

1. _____

2. _____

3. _____

4. _____

Challenge: How could you improve the one which you didn't like?

SPaG

LO: To use time adverbials

- What is a time adverbial?

<https://www.youtube.com/watch?v=seaeluxlsqw>

- Why are they useful for writing instructions?
- How could we use them in our writing?

Main Task: Use time adverbials

Use time adverbials to explain how to make a ham and cheese sandwich.

(Video – Start at 51 seconds https://www.youtube.com/watch?v=ad5QOYLt_cl)

TOP TIP: Think about all of the different stages of making it before you start writing it!!

Challenge: Can you explain how to eat it as well?

Spelling

Spellings – Up-level this writing!

I am definatly redy for chrismas! mum bought the tree and dad mad sure it was decrated. My siter decided to hide the lits in my bedroom and my babe brother cryed the whole time. Dad tryed to cam him but it didnt werk.

I dout that itll sno but thats ok, I jus hop its a nice day wit my familee.

History – The ancient Greeks

Starter

Think about the history you have learned in school already. Can you put them in order? Do you think the Ancient Greek empire would come before or after each historical event?

World War II

The Ancient Egyptians

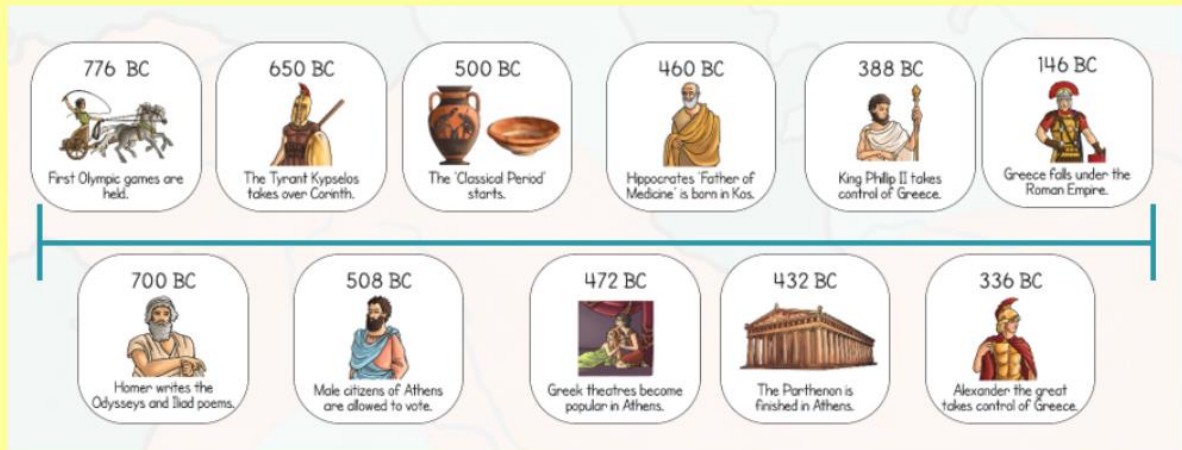
The Romans

The Stone Age

The Tudors

The Ancient Greeks were around for almost 1000 years, during which time they built an empire!

Their history runs between around 1000 BC to 0 AD.



What are the meanings of...

BC?



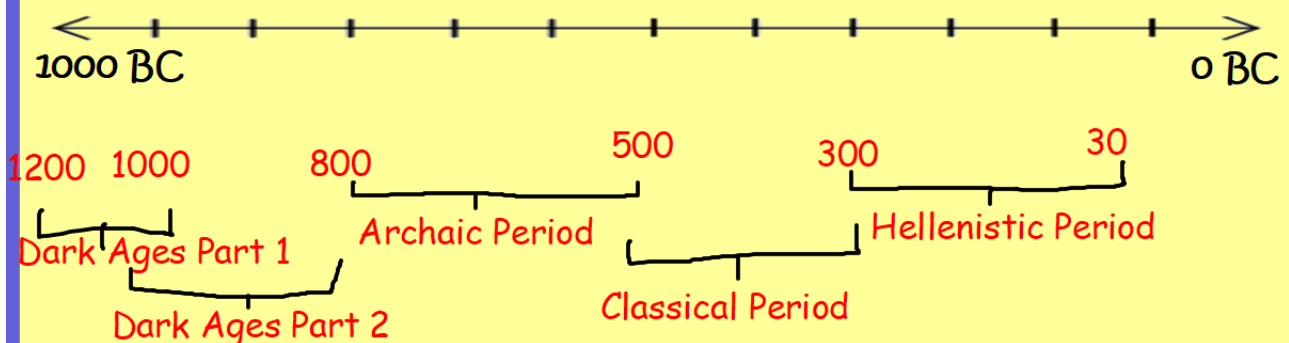
Answers at the end of the

AD?



1000 years is a long time! The Ancient Greek period is split up into 4 main time periods which we are going to learn about.

Let's start a class timeline to place them on as we go, you can also fill in your table timeline.



We can build up the 4 main eras of Ancient Greece by building a cake!
Can you see the 4 layers? How would the shapes and designs look if they were patterns on pottery?

The 4 main eras of Ancient Greek pottery



The Classical Period (500-300 BCE) –

For more information, search: “red-figure technique Greek pottery”.

Remember the black and red!

The Archaic Period (800-500BCE) –

For more information, search: “Proto- Corinthian pottery”.

Remember the black and brown!

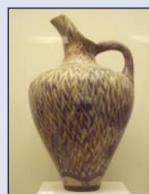
Dark Ages Part 2 (1000-800 BCE)

For more information, search: “Maeander design”.

Can you see the bold linear lines?

Dark Ages Part 1 (1000BCE)

For more information search: “Minoan Crete pottery” and “Mycenaean mainland civilisations pottery”. Can you see the simple shapes?



British Museum



BBC



Dark Ages Part 1 (1000BCE)

For more information search: “Minoan Crete” and “Mycenaean mainland civilisations”.

Can you see the simple shapes?

We start with the Dark Ages Part 1

- Find 1000BC on your timeline.
- Find a Minoan or Mycenaean pot to draw carefully onto your book creator page. Look at the simple shapes and patterns.
- What do we know about Minoan Crete?
- Where were they based?
- How did they live?
- Add all of your information to your book creator page.

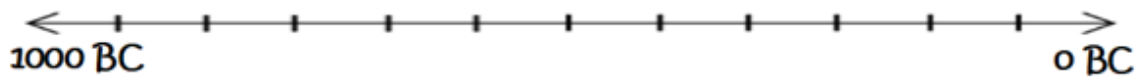
Websites to look at:

<http://www.bbc.co.uk/ahistoryoftheworld/objects/4pu9k0raS0yZMRpNZmwAcA>

Or

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/visit-resource-greek-pots>

Timeline:



BC = Before Christ

AD = Anno Domini (In the year of our lord).

D&T – Making Tzatziki

Photograph the different steps of making your Tzatziki.

Ingredients

- 350g greek yoghurt
- 1/2 a large cucumber
- juice of 1 lemon
- zest of 1 lemon
- 1 garlic clove, peeled and crushed
- a dash of olive oil
- salt and pepper to taste
- handful of fresh chopped herbs to taste (optional)

Method

1. Peel, de-seed and chop/slice/grate cucumber
2. Squeeze water from cucumber by placing in cloth and squeezing out
3. Combine yoghurt, cucumber, lemon zest, lemon juice, herbs (optional) and garlic. Add a dash of olive oil and some salt and pepper to taste.
4. Place in fridge over-night for flavour to develop.