HILL WEST Primary

FOUR OAKS

Home Learning Pack

Year 5;

Week Beginning 22.02.21

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://ttrockstars.com/

Key Question Week 8: 'The Great Mouse Plot' – did they deserve what they got?
Key Text for Linked Learning: Boy by Roald Dahl
Linked Learning: English, Science, PDW
In English, children will be writing Mrs Pratchett's memoirs of 'The Great Mouse Plot', focusing on consistent use of tense and voice throughout their work, as well as using appropriate vocabulary for the character. They will edit this piece in order to write a final version. In PDW, children will be discussing the punishment given to Dahl and his friends, linking this to the United Convention on the Rights of the Child.
Maths: Children will be comparing fractions with related denominators using equivalence. Use mental division strategies to find unit fractions of amounts and then find non-unit fractions of amounts. Children will use multiplication and division skills to find fractions of amounts.
Science: In Science, children will continue to learn about irreversible changes by creating their own gooey material.
Humanities: Using their research from last week, children will create profiles for Saxon villagers detailing everyday life and activities.
Computing: Children will be creating more complex tessellations using 'Inkscape'.
Music: This week, children will experiment with a range of instruments, recognising simple rhythmic notation, melodic and rhythmic phrases. They will begin to consider which instruments may be appropriate for a piece of music to accompany 'Clara and The Nutcracker'.
Art: Children will continue to explore the art work of Picasso, focusing on pieces which used the lithographic printing technique.
PDW / R.E: (see above)
P.E: Children will develop their passing skills in rugby.
MFL: Children will explore restaurant orders and how they can say different meals or components.

Monday 1st March, 2021

Before our Zoom lesson at 10am please complete at least 1 lesson on Reading Eggs.

English

Monday 1st March, 2021

LO: To identify unfamilar words in a text.

As he landed onto the damp, saturated ground, he took a forward roll. Slowly he stood up and looked around him in the gloomy light. In the distance, through endless cobwebs, a soft glow caught his eye. Could it be gold? Slowly and carefully he set off, brushing aside the cobwebs sending spiders scuttling away. Soon he saw the object causing the gleam – a golden skull! He carefully picked up the artifact and placed it in his leather bag. Back in the jungle Bert, Simon's friend wandered around calling his friend's name loudly. Where could he be?

Who is the main character?
- **What are the clues?**

What is the setting?
- **What are the clues?**

What are the key words in this text?

The Great Mouse Plot

Read this exerpt from 'The Great Mouse Plot'

Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

'One Sherbet Sucker, please,' Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

What is the setting?
- Identify the key words that give you a clue.

How is the main character feeling?
- Identify the key words that give you a clue.

Reading Activity

Draw a picture showing the scene in the sweet shop.

Use the key words that we have found and identified to support your picture.

You may choose to draw a picture of the whole setting OR specific scene or event from the passage.

Writing Activity

BBC Bitesize: How to use semi-colons in a list.

https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhntng8

Writing a list sounds simple, but there are several punctuation marks you need.

Colons can introduce a list, while **commas** are used to separate items in a list. For example:

You will need to bring the following: sleeping bag, pillow, pyjamas, water bottle, waterproof jacket, sweatshirt, walking boots, and swimming kit.

But what if the list included explanations or extra detail about the items? Where the list items themselves already use commas, things can get complicated. That's where the semicolon can be useful.

You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.

Here, a colon introduces the list and semicolons indicate which parts of the list are grouped together.

Writing Activity

Place semi-colons in this list to indicate the extra information for each item.

I packed my bag and in it I put my toothbrush the one with the splayed bristles my sponge the real one I was given for my birthday my comb the black one my teddy bear I know I shouldn't need him now clean undies enough for two nights pyjamas the new ones and a bar of chocolate for comfort.

Next, create your own list for your rucksack – make sure that each item has additional information!

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. twelfth
2. sufficient
3. pronunciation

Handwriting – Write out 3 lines of these letters

its its its its

Maths – Arithmetic – Addition

1. 2897 + 3628 =
2. 2761 + 6952 =
3. 3676 + 5123 =
4. 4689 + 5182 =
5. 5762 + 8123 =
6. 18293 + 4789 =
7. 14398 + 6847 =
8. 26775 + 5893 =
9. 47262 + 9394 =
10. 6752 + 4683 =

Challenge: What is the difference between the two largest answers?

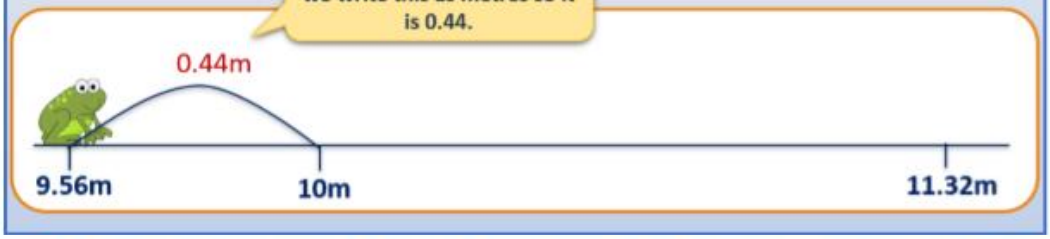
Maths – LO: To subtract pairs of numbers with the same number of decimal places.

Day 1: Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places.

Harry's best javelin throw at sports day last summer was 9.56 metres, but today he has thrown a huge 11.32 metres! How much further has he thrown?

How could we work it out?

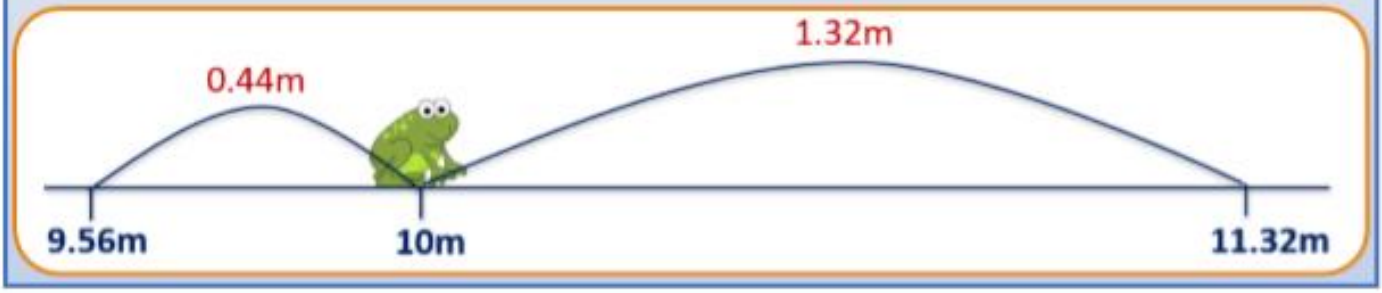
We are adding 44cm, but we write this as metres so it is 0.44.



Day 1: Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places.

Harry's best javelin throw at sports day last summer was 9.56 metres, but today he has thrown a huge 11.32 metres! How much further has he thrown?

Now add the hops.



At the arboretum

Day 1 Sheet 1

Main Task

Some botanists have been monitoring tree growth for a year.
How much has each tree grown since last year?

Tree	Height last year	Height today	Growth
Oak	6.72m	8.93m	
Beech	9.06m	11.53m	
Scots Pine	17.81m	19.06m	
Cypress	14.22m	15.11m	
Lime	20.87m	21.13m	
Maple	14.2m	15.01m	

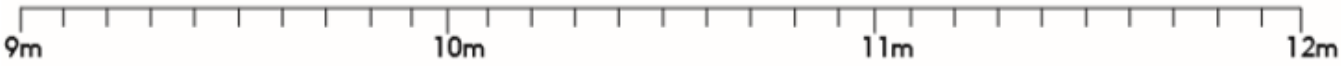
Challenge

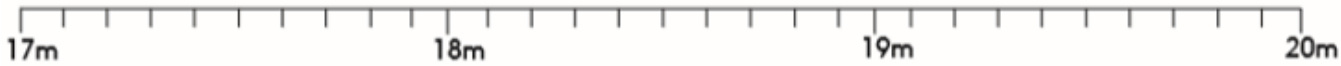
A sycamore tree measured today at 21.3m has grown 96cm since last year. How tall was it last year?

Main Task Support Sheet

At the arboretum

Day 1 Supplement sheet





History

Monday 1st March, 2021

LO: To chronicle the life of an Anglo Saxon.

St. Bede

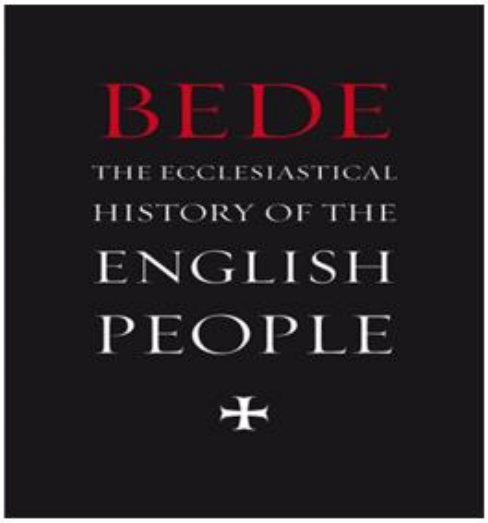
Bede was born in 673. He lived near Monkwearmouth.

Bede went to the monastery when he was 7.

Bede was sent to the monastery to be educated. The monasteries were centres of learning, where monks and nuns devoted themselves to teaching and studying the Bible.
The only children who went to school in Anglo-Saxon times were those that lived in monasteries – like Bede. Unlike most people in Anglo-Saxon times, Bede will have been taught how to read and write.
Bede spent years in prayer, copying out manuscripts and writing books.
Bede loved God and studied the Bible.

St. Bede

Bede took 15 years to write his biggest book. It was a story about the people of Britain.



Main Activity

Once again, you are going to pretend that you are St Bede or another priest who works in the monastery. Your job is to help to write a chronicle of the Anglo Saxons. You may choose some of the roles we have discussed, a role you might have researched before or a role that you might be interested in.

We've included some of the links detailing Anglo Saxon life from last week to support you.

Your chronicle must:

- Be your best presentation (if you like, you could model it off Bede's own chronicle!)
- Be 1-2 pages.
- Include high level vocabulary
- Include all appropriate spellings and punctuation.
- Be accurate to the life and times of an Anglo Saxon.

Be sure to send a copy of your chronicle to Mr Holmes or Mr Horne!

History – Life in the Anglo-Saxon Villages

Life of an Anglo-Saxon soldier:

https://www.youtube.com/watch?v=t-gUVHKR_qI&index=74&list=UUHwNa3lAjzbxRR2pbbZUE2A

Life of and Anglo-Saxon monk:

https://www.english-heritage.org.uk/members-area/kids/medieval-monasteries/monk-interview-pma/

Tour of an Anglo-Saxon Village

https://www.youtube.com/watch?v=_G8VYGBpN4E

Tuesday 2nd March 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS.

English

Tuesday 2nd March, 2021

LO: To review an author's use of language in a text.

Simon, the leader of the expedition, was a tall, muscular dark skinned man famous for finding hidden or lost artifacts. His dark, brown hair was tied back and his piercing green eyes constantly searched the jungle for danger. Originally from England, he had been raised in America by his parents Sam and Ella when they had moved there to find new employment. Simon's love of combat trousers and loose, cotton shirts was inspired by his father, a famous archaeologist who had worked in Egypt. As he grew older, Simon knew he would follow in his father's footsteps.

1. Give two impressions of 'Simon'.
- What does he look like? What is he like?

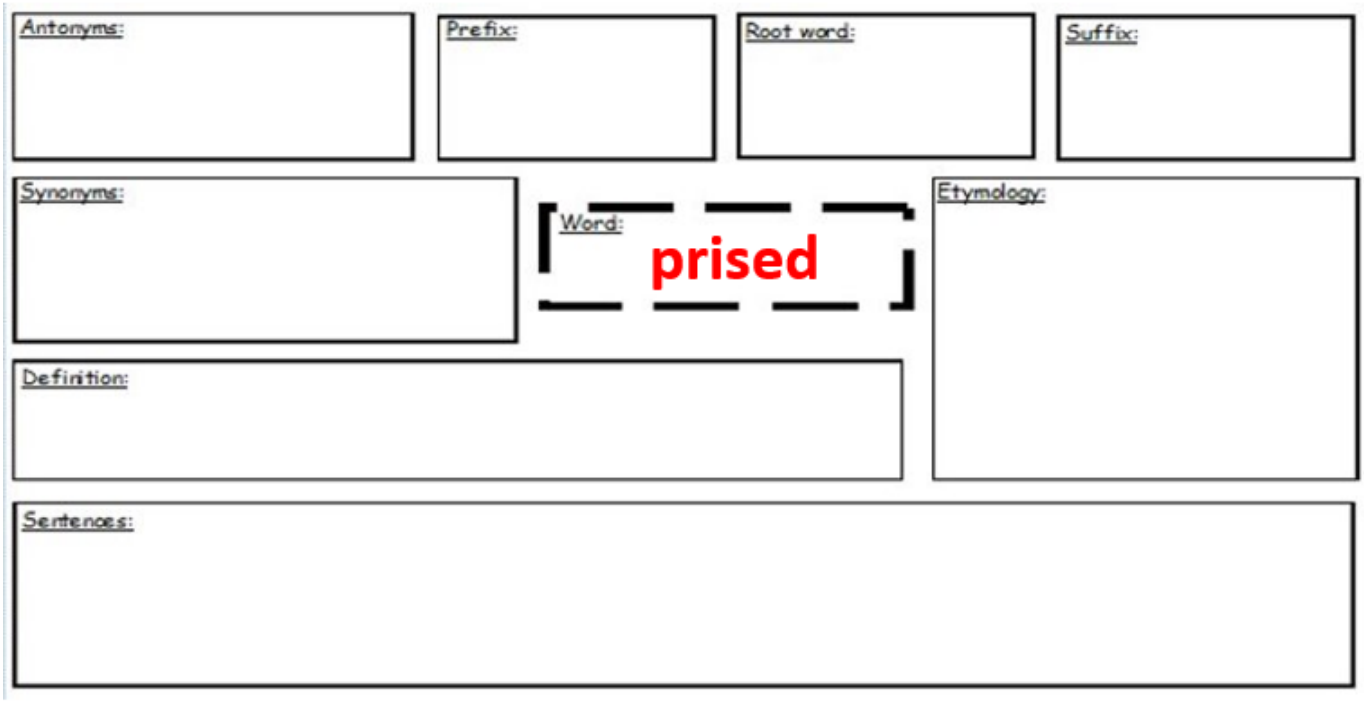
2. '*Simon's love of combat trousers and loose, cotton shirts was inspired by his father, a famous archaeologist who had worked in Egypt*'
- How does Simon feel about his father?

Reading Activity

'When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.
'Why don't we', I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'
The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom.
'We'll do it today!' they cried. 'We'll do it on the way home! You had the idea,' they said to me, 'so you can be the one to put the mouse in the jar.''

1. Look at the first paragraph. How does the author feel about himself in this story. Use the text to support your answer.
2. '*Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'*
How does the author feel about 'Mrs Pratchett'?
3. Look at the final paragraph. How do the author's friends feel about his idea? Use the text to support your reaoning.
4. Why did his friends suggest that the author be the one to put the mouse in the jar? Could there be another reaon?
5. '*They cheered me and danced around the classroom*'
What effect does this sentence have on the reader?

Writing Activity



English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. nuisance
2. guarantee
3. exaggerate

Handwriting – Write out 3 lines of these letters

lts lts lts lts

Maths – Arithmetic - Subtraction

1. 748 – 432 =
2. 1459 – 412 =
3. 2854 – 414 =
4. 3978 – 428 =
5. 862 – 1383 =
6. 6524 – 1693 =
7. 5143 – 2499 =
8. 8768 – 8645 =
9. 3729 – 3456 =
10. 13683 – 9882 =

Challenge: Add the 3 smallest answers together.

Maths – LO: To Subtract pairs of numbers with different decimal places.

Day 2: Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places.

Distance	Measurement
Classroom width	4.56m
Classroom length	5.3m
Hall length	10.4m
Hall width	7.56m
Table width	0.5m
Table length	1.25m

How much *longer* is the classroom than it is *wide*? Draw an empty number line jotting to show how we could find this difference.

We need to be careful about place value when adding tenths to tenths and hundredths to hundredths.

0.4m + 0.3m + 0.04m = 0.74m, or 74cm

Show me how far this is by spacing out your hands...

Day 2: Use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places.

Distance	Measurement
Classroom width	4.56m
Classroom length	5.3m
Hall length	10.4m
Hall width	7.56m
Table width	0.5m
Table length	1.25m

How much longer is the hall than it is wide? Draw an empty number line jotting to show how we could find this difference.

The hall is 2.84m longer than it is wide.

Did you add the hops correctly?

Bamboos can grow at an amazing rate!

Day 2 Sheet 1

Bamboos can grow at an amazing rate!

The moso bamboo can grow up to 100cm a day in the height of the growing season!

Here is a table of a bamboo's height.

Work out the growth for each day.
Use number line jottings to help.

Day	Height	Growth since the previous day
1	2.9m	
2	3.5m	
3	3.75m	
4	4.01m	
5	4.59m	
6	5.25m	
7	6.1m	
8	7.05m	

Challenge

On day 10, the bambo was exactly 8m tall. How much might it have grown on days 8 and 9?

Challenge Task:

Subtracting decimals

Day 2 Sheet 2

1. 7.3 - 6.79	2. 8.45 - 7.8	3. 5.24 - 3.7	4. 9.4 - 5.78
5. 8.7 - 6.45	6. 7.5 - 5.29	7. 10.67 - 5.3	8. 12.8 - 9.27

Challenge

Make up your own subtractions with an answer of 3.15.

Science

Tuesday 3rd March, 2021

LO: To make a new material using irreversible changes.

You will need:

A large bowl

200ml water

200-300g cornflour

Food colouring

Large covered table or area where mess is not a problem

Aprons

Slime!

1. Pour the cornflour into the bowl.
2. Pour the water in, mixing slowly as you go. Keep adding more water until the mixture becomes thick (and hardens when you tap on it).
3. Add a few drops of food colouring to make your slime the colour you want it.
4. Put your hands in the slime and experiment with handling it.
5. What happens when you pick the slime up, squeeze it or even punch or slap it?
6. Do you think it is a solid or a liquid?
7. How is it different to water?

The Science

The slime is a non-Newtonian liquid which means it is different to 'normal' liquids. It gets thicker when it is pushed or pressed down. The cornflour is not actually dissolved in the water so when pressure is put on the mixture, the water molecules are pushed away. Other non-Newtonian liquids react in different ways to pressure. Tomato ketchup gets runnier if you shake it. If you whip cream for a long time, it gets thicker and thicker.

Is this a reversible change?

What other liquids share these properties?

What are some advantages of a non-Newtonian liquid?

Wednesday 3rd March 2021

Before our Zoom session at 10am please complete at least one level on reading eggs.

English

Wednesday, 3rd March, 2021

LO: To summarise a text.

This place they were walking through was truly special but for the wrong reasons. Because, in the chaos of the natural surroundings, (where vines choked vines and branches beat down branches) he could feel the eyes of the forest fixed upon him! On top of this, there was a sense that something, good or bad, was going to happen very soon. Through a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! Before Simon had time to spin and flee, the jungle floor gave way underneath his feet!

Summarise this text in 20 words or less.

Reading Activity

Summarise 'The Great Mouse Plot' in 20 words or less.

Writing Activity

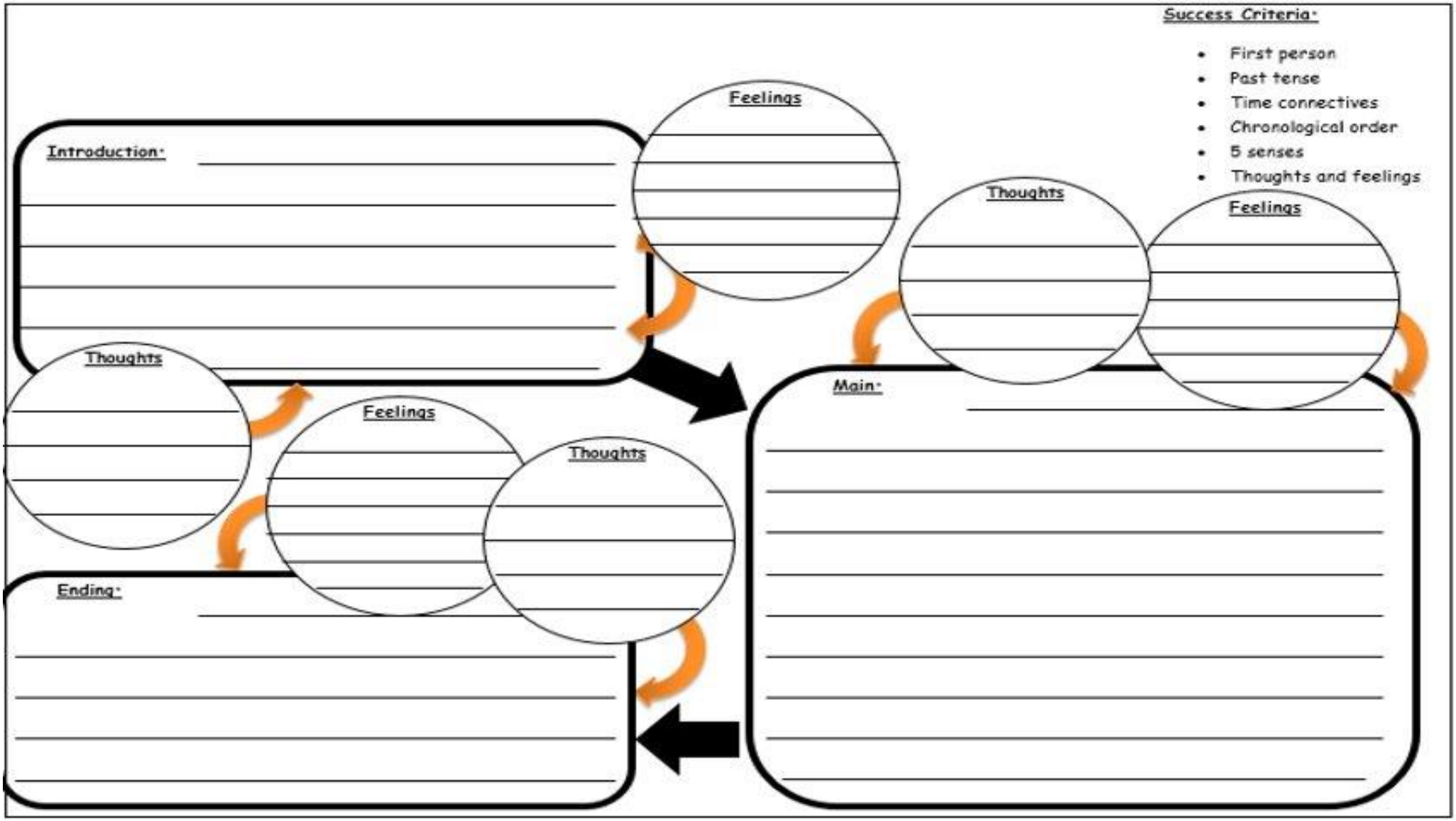
You will be writing Mrs Pratchett's memoirs from 'The Great Mouse Plot.'

A memoir is a combination of a diary and an autobiography. You will write the story of 'The Great Mouse Plot' from the perspective of Mrs Pratchett.

Today, you will plan the memoire.

Consider:
The 5 senses thoughout the story.
How Mrs Pratchett is feeling.
Mrs Pratchett's thoughts – what is happening in each part of the story
What could Mrs Pratchett have been doing before the children walked into her store?
What did Mrs Pratchett do after the children left the store?

Use the template on the next page as a guide!


Success Criteria:
First person
Past tense
Time connectives
Chronological order
5 senses
Thoughts and feelings
Introduction:
Feelings
Thoughts
Feelings
Main:
Thoughts
Feelings
Thoughts
Ending:

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. foreign
2. environment
3. disastrous

Handwriting – Write out 3 lines of these letters

tts tts tts tts

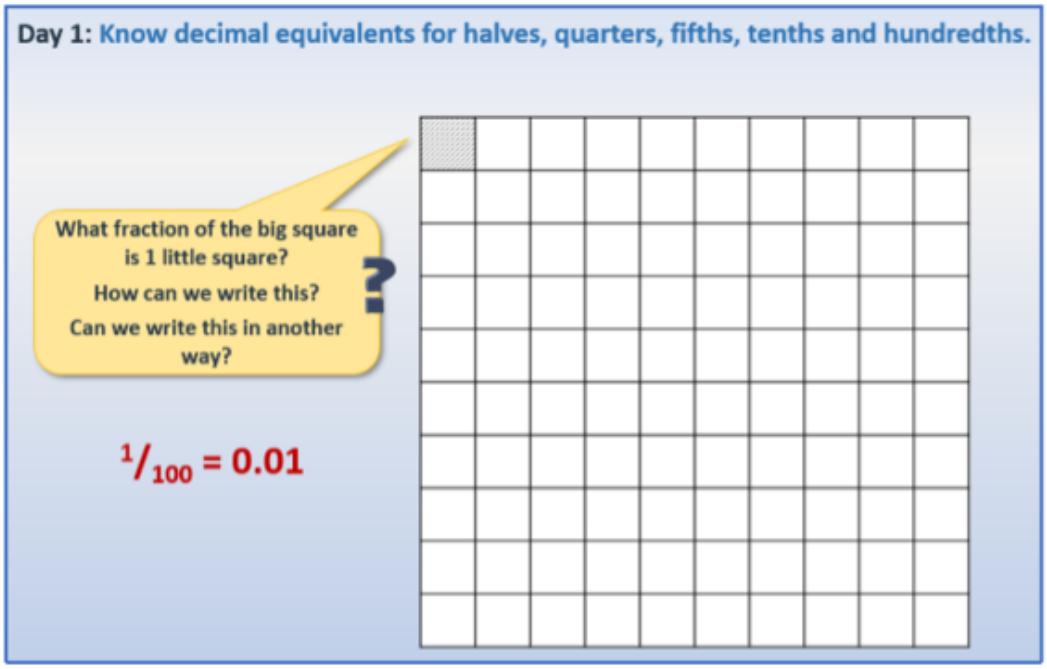
Maths – Arithmetic - Multiplication

1. 122 x 3 =
2. 446 x 4 =
3. 686 x 5 =
4. 588 x 7 =
5. 937 x 6 =
6. 276 x 12 =
7. 432 x 15 =
8. 148 x 13 =
9. 572 x 16 =
10. 373 x 11 =

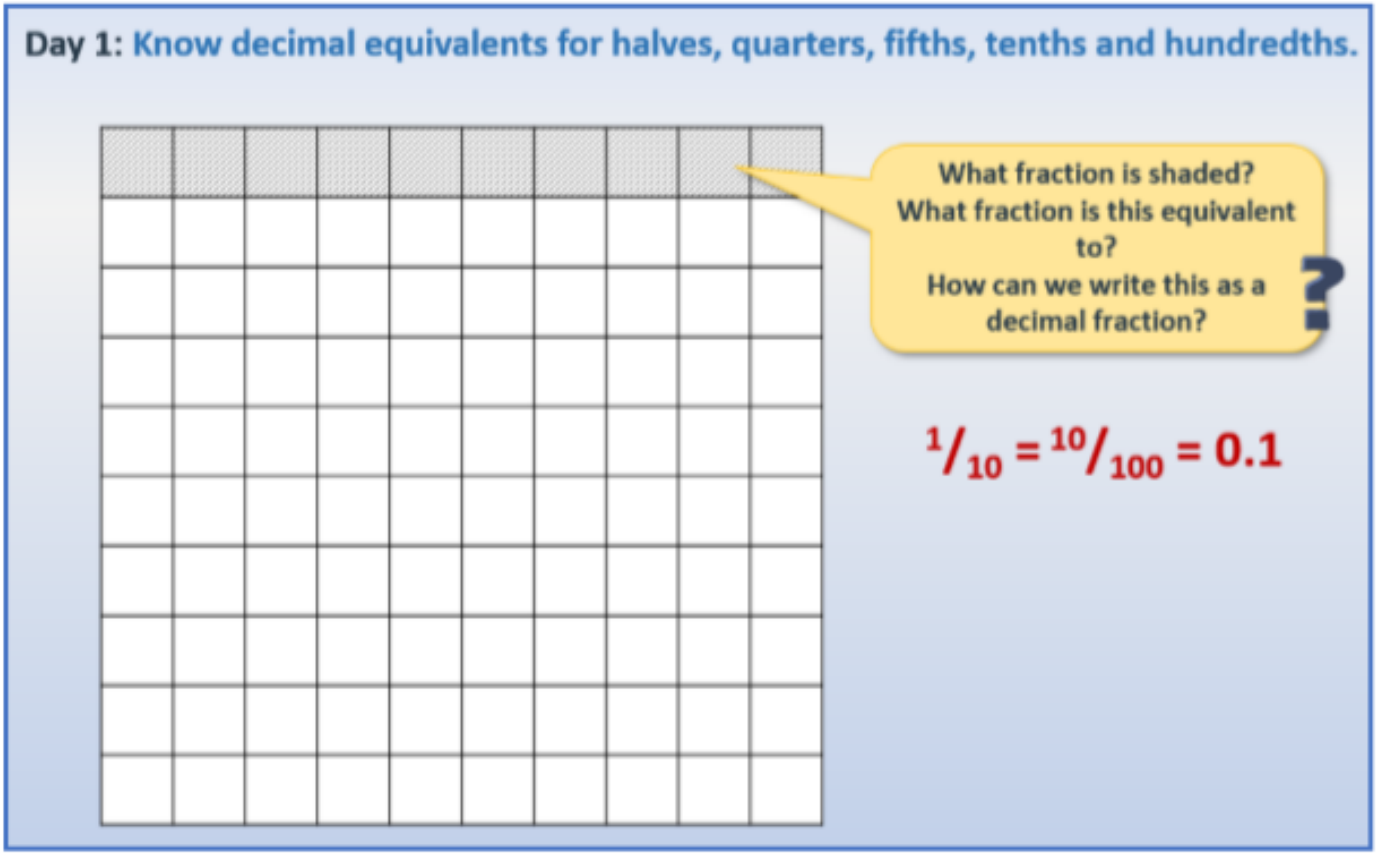
Challenge: Divide your answer to question 2 by 4, what do you notice?

Maths – LO: To know decimal equivalents for halves, quarters, fifths, tenths and hundredths.

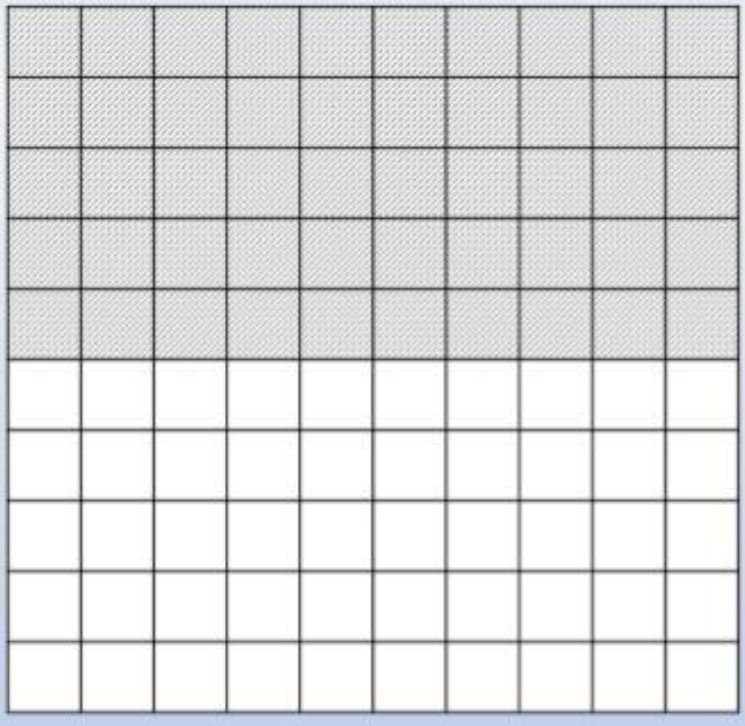
Day 1: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.



Day 1: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.



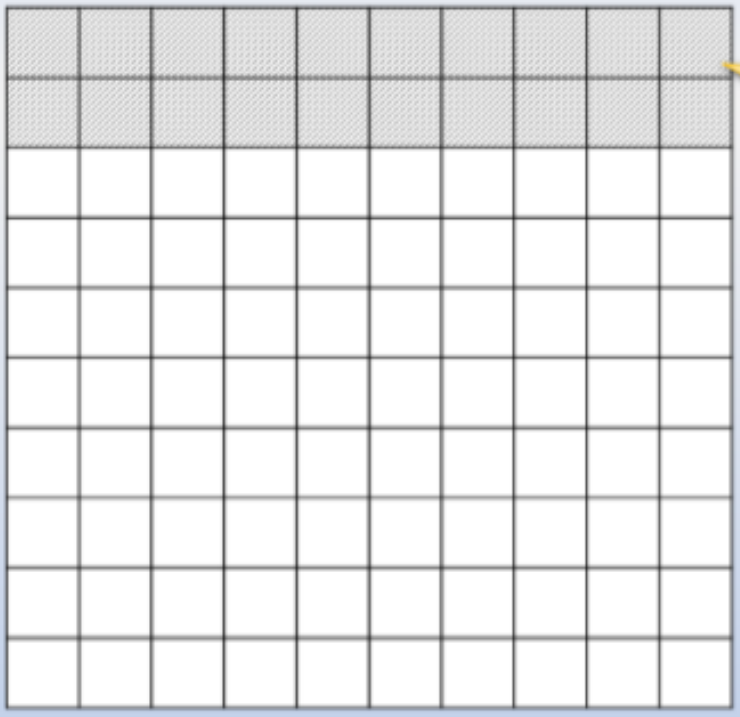
Day 1: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.



How many $^{1}/_{100}$s are shaded?
What fraction(s) is this equivalent to?
How can we write this as a decimal fraction?

$$^{50}/_{100} = {}^{5}/_{10} = {}^{1}/_{2} = 0.5$$

Day 1: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.



Write the various equivalents of *this* fraction on your whiteboards.

$$^{20}/_{100} = {}^{2}/_{10} = {}^{1}/_{5} = 0.2$$

Day 1: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.

What fraction is shaded?
Any other fraction?
How can we write this as a decimal fraction?

$$^{25}/_{100} = {}^{1}/_{4} = 0.25$$

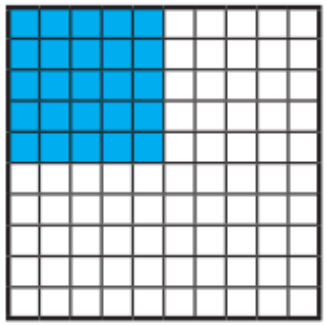
What fraction of the grid is NOT shaded?
What decimal is equivalent to $^{3}/_{4}$?

$$^{3}/_{4} = {}^{75}/_{100} = 0.75$$

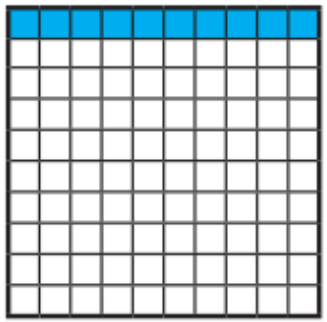
Hundredths

Day 1 Sheet 1

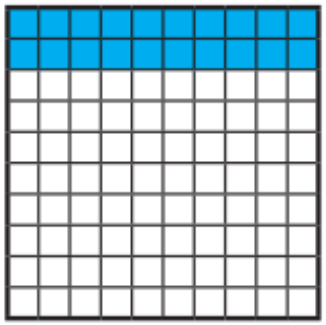
Write the missing equivalent fraction or decimal.



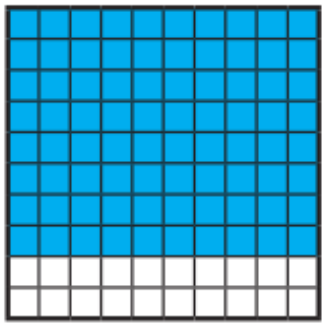
$0.25 = \frac{25}{100} = \square$



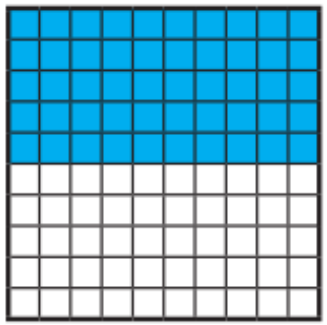
$\square = \frac{10}{100} = \frac{1}{10}$



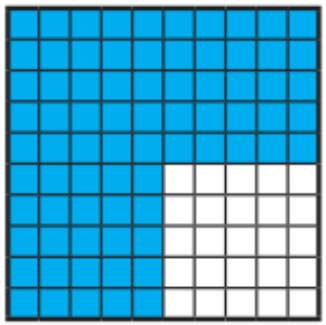
$0.2 = \square = \square = \frac{1}{5}$



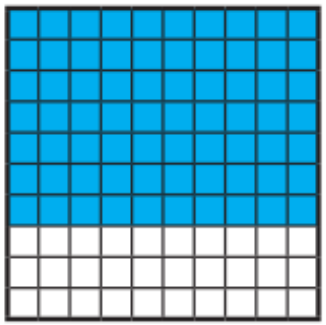
$\square = \frac{80}{100} = \frac{8}{10} = \square$



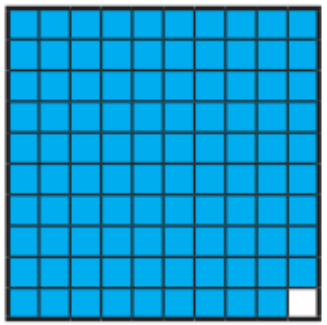
$0.5 = \square = \frac{5}{10} = \square$



$0.75 = \square = \square$



$\square = \frac{70}{100} = \square$



$\square = \frac{99}{100}$

Challenge Task

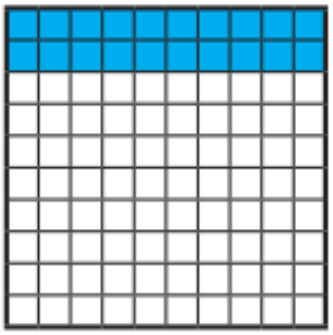
Hundredths

Day 1 Sheet 2

Write as many equivalent fractions and decimals as you can to go with each 100 square.

$0.2 = \frac{\square}{100} = \frac{1}{5}$

1



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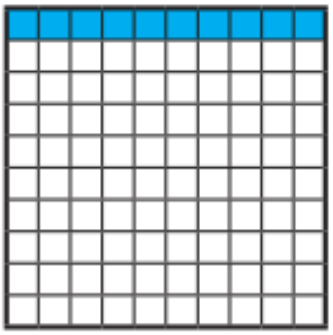

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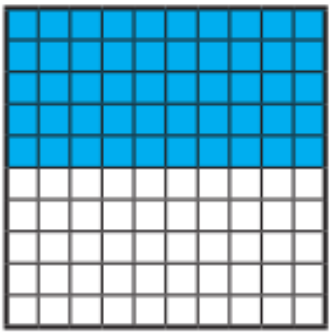

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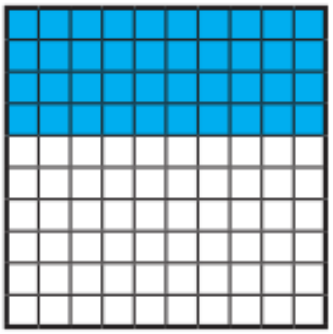

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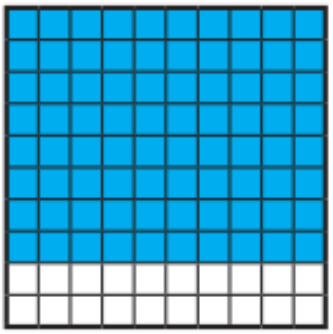

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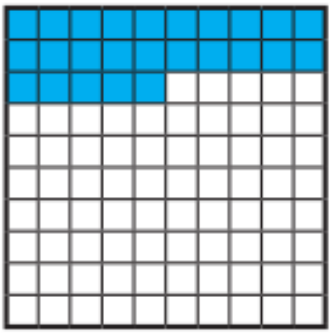

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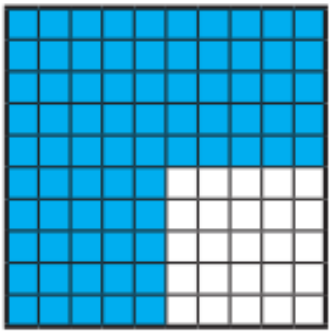

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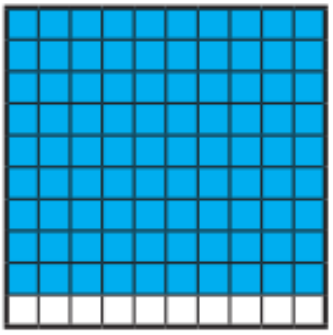

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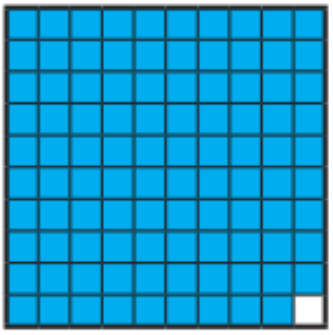


Thursday 4th March 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS.

English

Thursday 4th March, 2021

LO: To use inference to answer questions about a text.

Describe this setting in 6 sentences.

Remember to use high level vocabulary!

What kind of figurative language have we learned?

My mum had told us not to go near Dino Caves because it was dangerous. She said that is something happened there, no one would ever know. She said that the caves were a maze and it was too easy to get lost or trapped but George said it was safe. He even thought that we might even see real dinosaur bones and teeth! Early one morning, George and I packed our bags to go on an adventure. I was unsure whether we should go but George wanted to investigate the Dino Caves. While walking towards the caves, we chatted about school. Grumpily, George kicked a pile of rocks as he had been in trouble with Mr Loft again!

After ten minutes, we reached the path that led to Dino Caves. Carefully, we approached and looked around. It had rained the night before and the floor was like a swamp. Darkness loomed. George grabbed my arm and tugged me towards the entrance to the cave, next to an enormous oak tree. Branches stretched like old withered arms and hanging from them was an old rope. Although it looked dangerous, George grinned at me.

Page 39

1. How does the main character feel about the caves? How do you know?

2. How does George feel about the caves?

3. What do you think had happened there before? Are there any clues?

Page 40

Reading Activity

'The Great Mouse Plot'

1. How did the children feel about finding the mouse?

2. How do the children feel about the author's idea to put the mouse in the sweet jar? Find and copy 2 words to support your answer.

3. *'We were tremendously jazzed up.'* What does this phrase mean?

Writing Activity

You will now write a memoire about 'The Great Mouse Plot' from the perspective of Mrs Pratchett.

Remember to include all the features of an autobiography.

What could Mrs Pratchett have

been doing before the children

arrived at the shop?

What would Mrs Pratchett say about the event in the sweet shop?

How is Mrs Pratchett feeling throughout the event?

What closing statement would Mrs Pratchett write after the event took place?

Key features:

- autobiography is a recount of events in an individual's life, as told by that individual;
- autobiography has an introduction, which sets scene, time for reader;
- autobiography describes events in order in which they happen;
- autobiography is written in past tense;
- 'episodes' may end with closing statement to reflect on event(s).

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. desperate
2. cemetery
3. average

Handwriting – Write out 3 lines of these letters

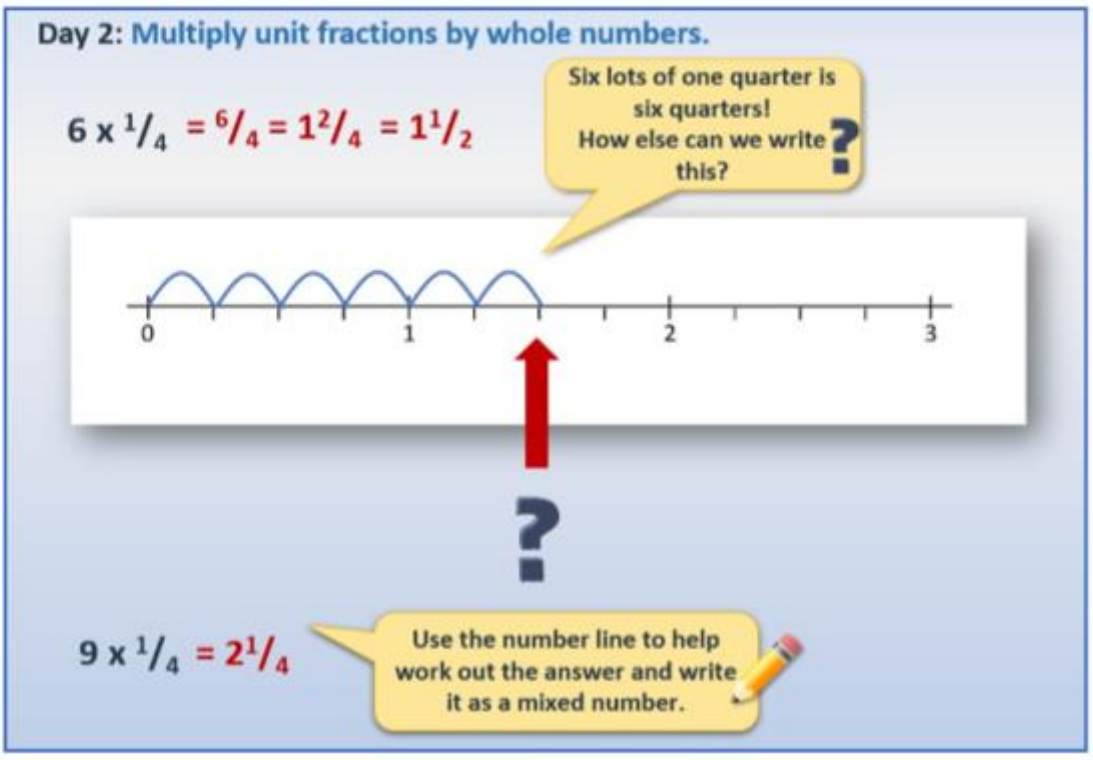
uts uts uts uts

Maths – Arithmetic - Division

1. 193 ÷ 4 =
2. 292 ÷ 7 =
3. 374 ÷ 5 =
4. 745 ÷ 6 =
5. 449 ÷ 9 =
6. 739 ÷ 8 =

Challenge: Multiply your answer to question 3 by 10, what do you notice?

Maths – LO: To Multiply Unit fractions by whole numbers.

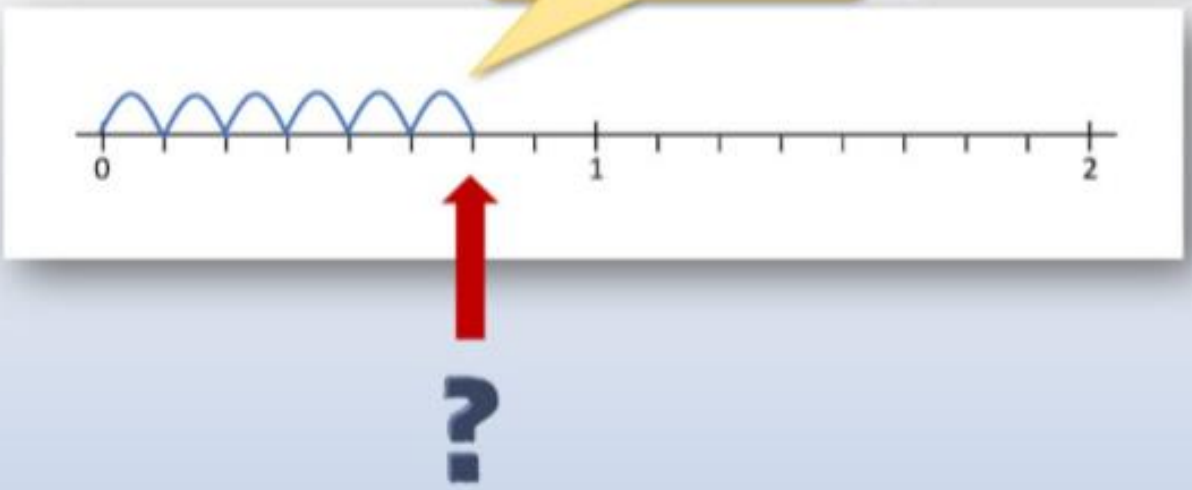


Day 2: Multiply unit fractions by whole numbers.

$6 \times {}^{1}/_{8} = {}^{6}/_{8} = {}^{3}/_{4}$

Six lots of one eighth is six eighths! How else can we write this?

${}^{6}/_{8}$ in its simplest form is ${}^{3}/_{4}$.



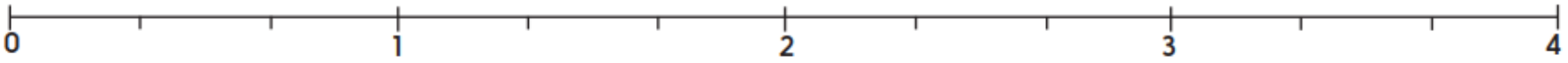
?

$10 \times {}^{1}/_{8} = {}^{10}/_{8} = 1{}^{2}/_{8} = 1{}^{1}/_{4}$

Simplify the mixed number answer.

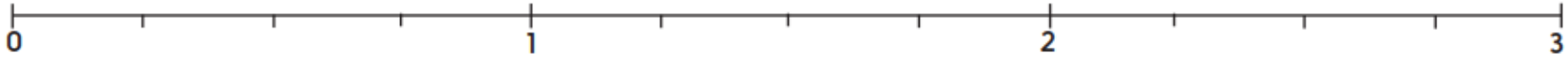
Use this number line to help you work out the calculations. If the answer is greater than 1, write it as a mixed number, e.g. $1\frac{2}{3}$.

$2 \times \frac{1}{3}$ $4 \times \frac{1}{3}$ $7 \times \frac{1}{3}$ $9 \times \frac{1}{3}$



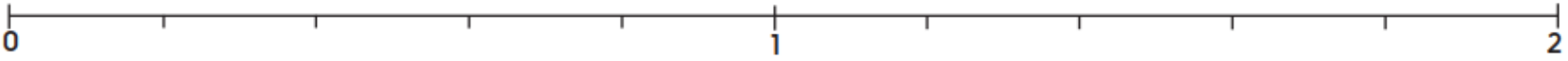
Use this number line to help you work out the calculations. If the answer is greater than 1, write it as a mixed number.

$2 \times \frac{1}{4}$ $5 \times \frac{1}{4}$ $7 \times \frac{1}{4}$ $10 \times \frac{1}{4}$



Use this number line to help you work out the calculations. If the answer is greater than 1, write it as a mixed number.

$3 \times \frac{1}{5}$ $5 \times \frac{1}{5}$ $8 \times \frac{1}{5}$ $10 \times \frac{1}{5}$



Challenge Task

Multiply each of these fractions by 4. Simplify your answers where possible. Which do you think will give answers greater than 1? How do you know? If the answer is greater than 1, write it as a mixed number.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{7}$

Multiply each of these fractions by 3. Simplify your answers where possible. Which do you think will give answers greater than 1?

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{6}$ $\frac{1}{8}$

Multiply each of these fractions by 5. Simplify your answers where possible. Which do you think will give answers greater than 1?

$\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{10}$

Multiply each of these fractions by 8. Simplify your answers where possible. Which do you think will give answers greater than 1?

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$

Challenge

Write three different multiplications of a fraction by a whole number which will give answers between 2 and 3.

Topic - Computing

LO: To create a presentation about Anglo-Saxon society

For computing, you will create a presentation about Anglo-Saxon society.

In your presentation, you can choose to include one or more of the following:
Anglo-Saxon hierarchy
The people (different roles and jobs)
What life was like
What an Anglo-Saxon village looked like

You may create your presentation in the form of a word document, power point, book creator (on iPad) or any other app that you choose.

Send your presentation to Mr Holmes or Mr Horne when you have completed them!

Friday 5th March 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS or at least 1 level on Reading Eggs.

English

Friday 5th March, 2021

LO: To answer retrieval questions about a text

Imagine you are a witch or wizard making a magic potion with this fun activity.

Materials:

- Small containers (test-tubes / pots)
- Pipettes or spoons
- Bicarbonate Soda
- Vinegar
- Food colouring / glitter (optional)

Method:

1. If you are using food colouring or glitter, add it into the container.
2. Pour in the vinegar, approximately filling to the half-way point of the container.
3. Using a spoon, sprinkle in the bicarbonate soda.
4. Watch the 'magic' potion fizz, pop and bubble.

The Science:

Fizzing will happen because a neutralisation reaction occurs between the acidic vinegar and the alkaline bicarbonate of soda, releasing carbon dioxide.

Extension Ideas:

Try adding a little washing up liquid as this should thicken the bubbles, or experiment with different colours and amounts of bicarbonate of soda and vinegar.

1. Which ingredient must be added to the potion first?

_____

2. Find and copy a modal verb.

_____

3. Why are food colouring and glitter 'optional'?

_____

_____

_____

4. How does the layout help the reader?

_____

_____

_____

5. In the final step, why does the author use inverted commas around the word 'magic'?

_____

_____

Writing Activity

Finish writing your autobiographies.

Remember the features we have been looking at and make sure you include them!

Once you have finished, edit your work for:

- Spellings and punctuation
- Appropriate features
- High level vocabulary
- Grammar – subordinate clauses

Key features:

- autobiography is a recount of events in an individual's life, as told by that individual;
- autobiography has an introduction, which sets scene, time for reader;
- autobiography describes events in order in which they happen;
- autobiography is written in past tense;
- 'episodes' may end with closing statement to reflect on event(s).

English – Spellings and Handwriting

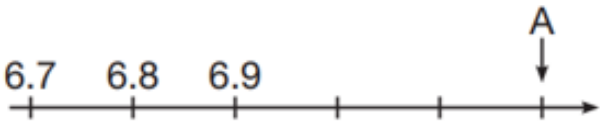
Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. amateur
2. committee
3. definite

Handwriting – Write out 3 lines of these letters

its lts tts uts

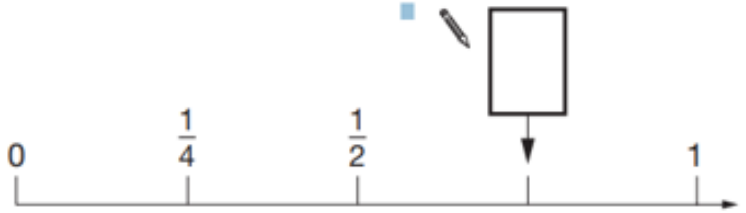
Maths – Arithmetic – Mixed Problems



What number is marked at A?

Here is part of a number line.

Write in the missing fraction.



Write these numbers in order of size, starting with the smallest.

3.01 13.0 0.31 1.30 3.1

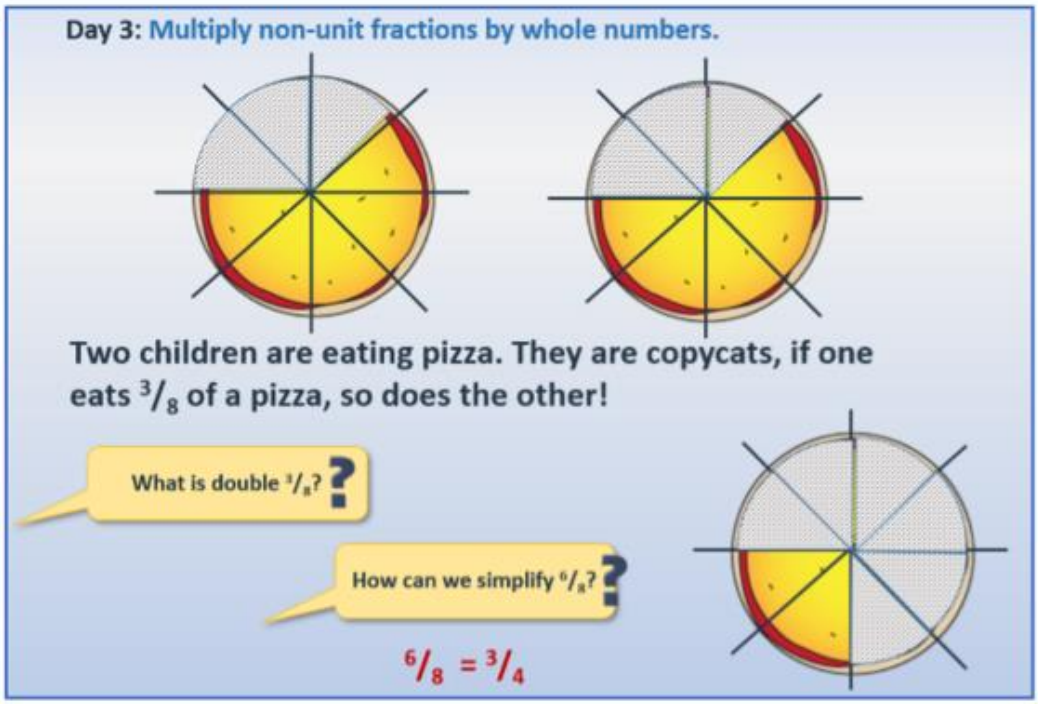
smallest

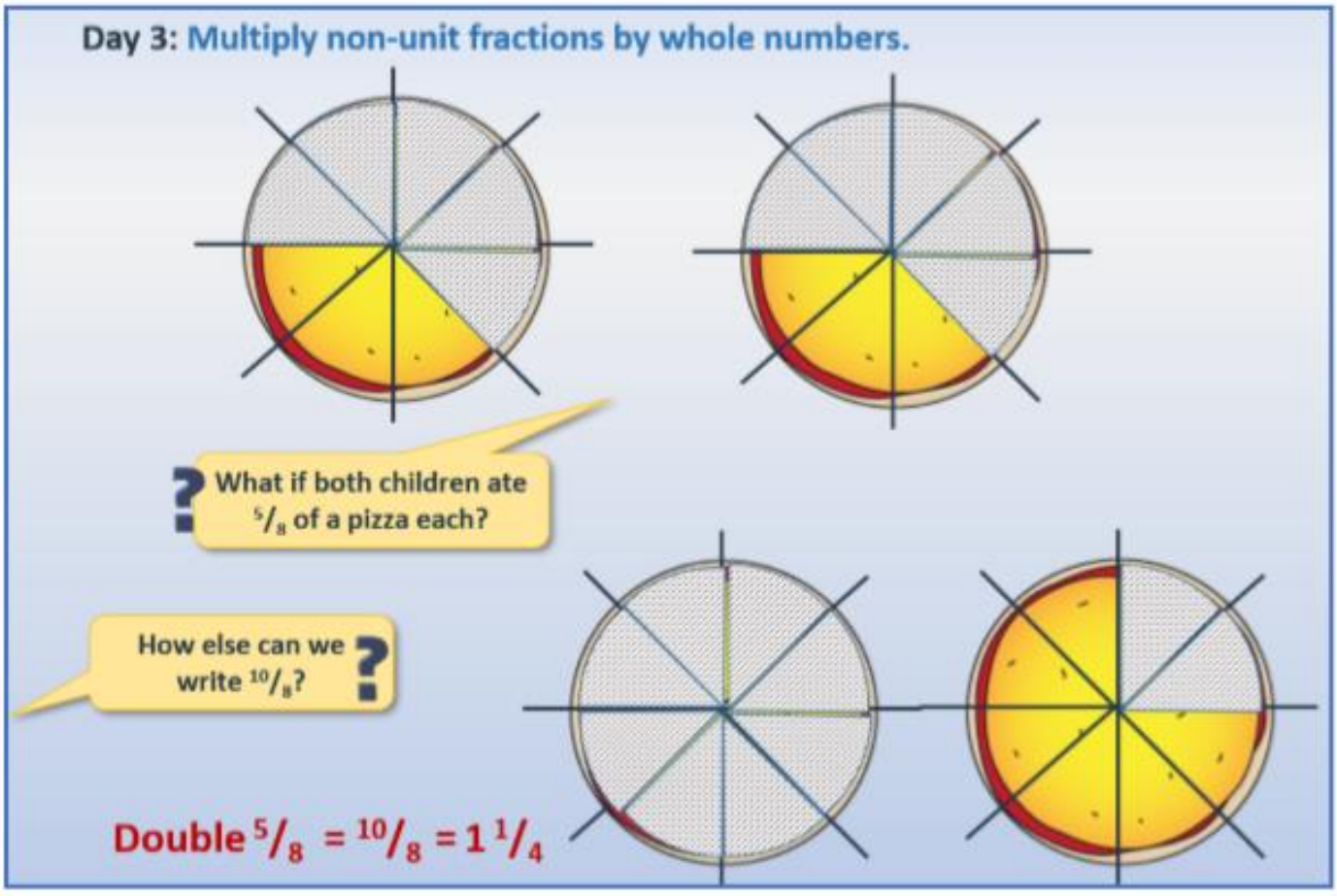
Put a tick (✓) in **each row** to complete this table.

One has been done for you.

	greater than $\frac{1}{2}$	less than $\frac{1}{2}$
0.9	✓	
0.06		
$\frac{11}{20}$		
0.21		

Maths – LO: To Multiply non-unit fractions by whole numbers.





Day 3: Multiply non-unit fractions by whole numbers.

Double $^3/_8 = {}^6/_8 = {}^3/_4$ Double $^5/_8 = {}^{10}/_8 = 1\,{}^1/_4$

So when doubling fractions we multiply the numerator by 2.

$^3/_5$ $^4/_7$ $^2/_3$ $^7/_8$

Double a fraction, then write the answer as a mixed number. Simplify the answer if necessary.

Why is the answer always '1 and a bit'?

How could we multiply each of the fractions by 3? ?

Multiply each fraction by 3, and write the answer as a mixed number. Simplify the answer if necessary.

Double $^3/_5 = {}^6/_5 = 1^1/_5$ Three times $^3/_5 = {}^9/_5 = 1^4/_5$

Day 3: Multiply non-unit fractions by whole numbers.

$2 \times {}^2/_5 = {}^4/_{10}$

Is this right?

The person has multiplied <u>both</u> the numerator and denominator by 2, and so they have not doubled it but have just written an <u>equivalent fraction</u>!

How many medals can you win?

Double each of these fractions. Simplify your answers where possible. Which do you think will give answers greater than 1? Write answers greater than 1 as mixed numbers.

$\frac{2}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{3}{8}$

Multiply each of these fractions by 3. Simplify your answers where possible.

$\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{7}$ $\frac{5}{6}$

Multiply each of these fractions by 4. Simplify your answers where possible.

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{3}{8}$ $\frac{5}{7}$

Multiply each of these fractions by 5. Simplify your answers where possible.

$\frac{2}{5}$ $\frac{2}{7}$ $\frac{3}{10}$ $\frac{5}{8}$

French

LO: To identify popular pizza toppings in French.

https://www.bbc.co.uk/teach/class-clips-video/french-ks2-shopping-for-food/z7ynvk7

Main Activity

1. Draw lines that link the French food words to their English counterparts.

2. Using these ingredients or others you have found, create your own signature pizza! Be sure to include at least 3 toppings!

For example!

Le 'Mr Horne'

Une pizza avec:

Le fromage
Le jambon
Le pepperoni (guess what this one is!)

le lait	chicken
le fromage 	orange juice
le poulet	pasta
la glace	cheese
le yaourt 	ice-cream
le pain	fish
le chocolat	milk
les pâtes	yoghurt
le jus d'orange 	ham
le jambon	cake
le poisson	chocolate
le qâteau	bread

Art

LO: To create a portrait in the style of Picasso.

https://www.bbc.co.uk/bitesize/clips/zq34wmn

Choose a subject for your portrait (yourself or a family member!)

Sketch your subject from multiple angles (the side, front, back, etc.) and try and blend these sketches into one final portrait.

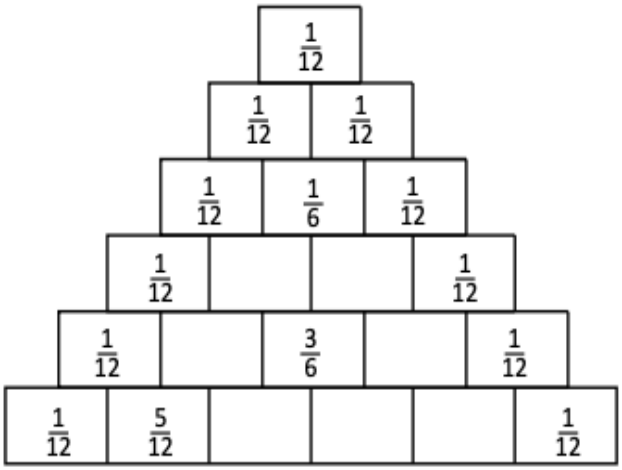
Art - Examples

Optional Maths Challenges

These challenges will deepen learning and make you rethink what you know. Only have a go if you want to.

Each day has some additional challenges to have a go at, but feel free to complete them whenever you want.

1. Look at the triangle below.



Each number in the second row comes from adding next-door numbers in the first row.
The two outside numbers always stay the same ($\frac{1}{12}$).

$\frac{1}{12} + \frac{1}{12} = \frac{1}{6}$

$\frac{1}{12} + \frac{1}{6}$

2. Complete the triangle. Look for equivalent fractions and write in the total in the simplest form.
What do you notice?

3. Add a new line (7 squares) to the triangle where the 3rd space along has $1\frac{1}{4}$ and the 4th has $1\frac{2}{3}$

Challenge

Re-write $1\frac{1}{4}$ as $1\frac{3}{12}$ and $1\frac{2}{3}$ as $1\frac{8}{12}$ then add another line, keeping all the fractions as 12ths. How many lines can you write?

4. Add another line (8 squares).
5. Add the fractions in each line. Write each one as a number of 12ths.
6. Write the totals as a number of 12ths and look at the pattern.
7. Write the totals as mixed numbers and simplified fractions. Look at the pattern.

Write the missing decimal numbers to make each sentence true.

☐ = $4\frac{1}{2}$

☐ = $5\frac{3}{4}$

$\frac{13}{100}$ > ☐

$\frac{7}{10}$ < ☐

☐ = $\frac{2}{5}$

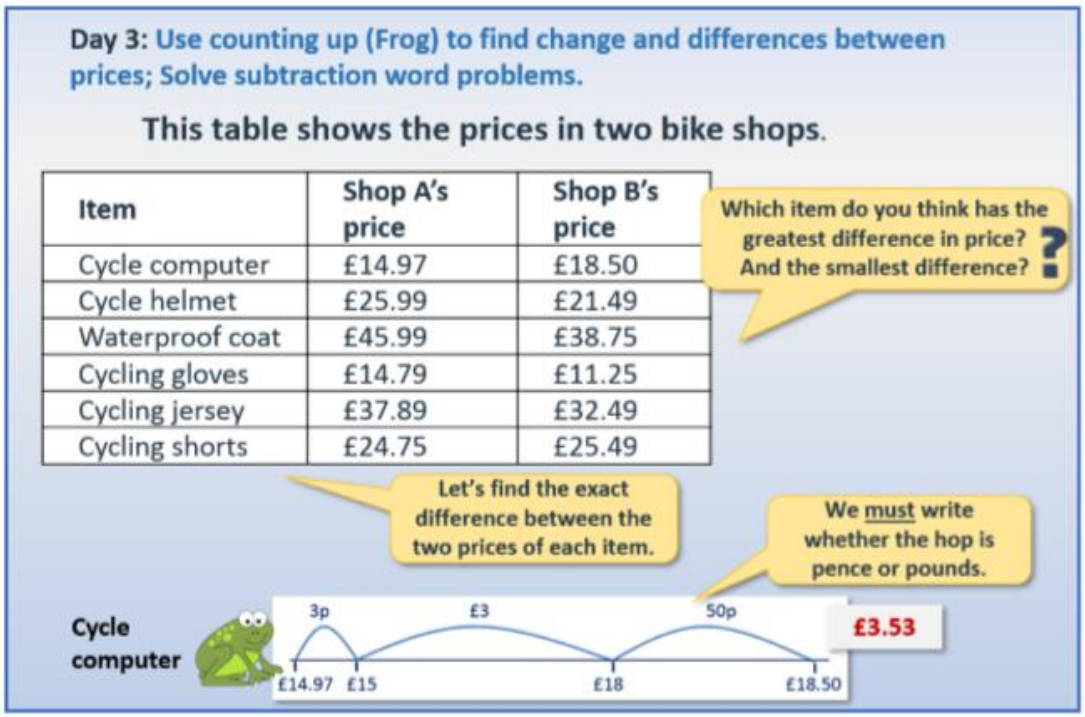
Draw a number line from 0 to 5.
Mark quarters: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$ etc.
Draw the hops to show 7 lots of $\frac{1}{4}$
Draw the hops to show 5 lots of $\frac{3}{4}$

Five children each eat $\frac{4}{5}$ of their lunches.
How many lunches did they eat altogether?

True or false?

- $6 \times \frac{3}{4} = 4\frac{1}{2}$
- $12 \times \frac{1}{5} = 25$
- $9 \times \frac{2}{3} = 6$
- $7 \times \frac{1}{4} < 2$

Bonus Task – For anyone who wants a challenge



Wednesday

Word problems

Day 3 Sheet 1

1. Carla has £50 for her birthday. She spends £37.89 on books and music downloads. How much does she have left?

2. Last year Sam was 1.56m tall. This year he is 1.63m tall. How much has he grown?

3. A room measures 3.6m by 4.27m. How much more is the length than the width?

4. Grandma is making some curtains. The material she has is 5 metres long. She makes two curtains, each 2.37m long. How much material does she have left?

5. Auntie Sarah is making two picture frames. She needs 1.68m of wood for the first, and 2.14m for the second. She has 4.2m of wood. How much will be left if she doesn't make any mistakes?

6. Grandad buys a £4.99 book for each of his 6 grandchildren. How much change does he get from £50?

7. A peak rail ticket is £45.80, whereas an off-peak rail ticket for the same journey is £27.59. How much cheaper is the off-peak ticket?

8. A group of four friends are sharing the cost of takeaway pizzas. The pizzas cost £24.84. How much change would each friend get from £10?

Write these numbers in order of size, starting with the **smallest**.

1.9 0.96 1.253 0.328

smallest

What number is halfway between 1.4 and 2.1?

Write these numbers in order, starting with the **smallest**.

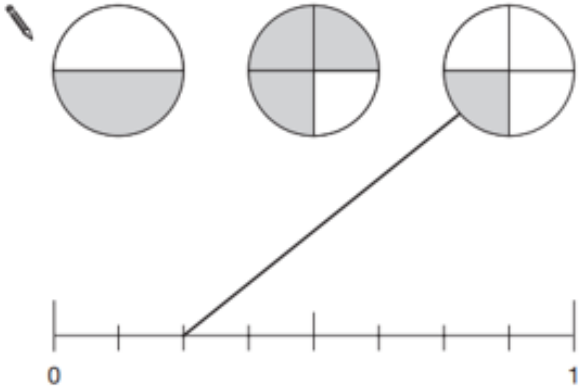
0.78 0.607 5.6 0.098 4.003

smallest

A fraction of each shape is shaded.

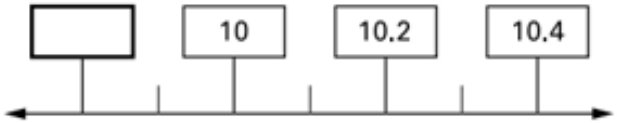
Match each fraction to the correct place on the number line.

One has been done for you.



Thursday

Write in the **missing** number on this number line.



Here are four fraction cards.

Use any **three** of the cards to make this correct.

Circle **all** the numbers that are **greater than** 0.6

0.5 0.8 0.23 0.09 0.67

Circle the number that is closest to 20

19.95 20.1 19.09 20.09 20.201

In each box, circle the number that is **greater**.

$1\frac{1}{2}$	1.2
$1\frac{1}{4}$	1.3
$1\frac{5}{100}$	1.4
$1\frac{3}{5}$	1.5

Friday

Roald Dahl – Boy – The Great Mouse Plot

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.

'It stinks!' someone shouted. 'Throw it out of the window quick!'

'Hold on a tick,' I said. 'Don't throw it away.'

Thwaites hesitated. They all looked at me.

When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have

our moments of brilliance and glory, and this was mine.

‘Why don’t we’, I said, ‘slip it into one of Mrs Pratchett’s jars of sweets? Then when she puts her dirty hand in to grab a handful, she’ll grab a stinky dead mouse instead.’

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. ‘We’ll do it today!’ they cried. ‘We’ll do it on the way home! You had the idea,’ they said to me, ‘so you can be the one to put the mouse in the jar.’
Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriff’s office.

‘Make sure you put it into a jar which is used often,’ somebody said.

‘I’m putting it in Gobstoppers,’ I said. ‘The Gobstopper jar is never behind the counter.’

‘I’ve got a penny,’ Thwaites said, ‘so I’ll ask for one Sherbet Sucker and one Bootlace. And while she turns

away to get them, you slip the mouse in quickly with the Gobstoppers.'

Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

'One Sherbet Sucker, please,' Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

'And one Bootlace, please,' I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

'I don't want all the lot of you troopin' in 'ere if only one of you is buyin', she screamed at us. 'Now beat it! Go on, get out!'

As soon as we were outside, we broke into a run. ‘Did you do it?’ they shouted at me.

‘Of course I did!’ I said.

‘Well done you!’ they cried. ‘What a super show!’

I felt like a hero. I was a hero. It was marvellous to be so popular.