

Home Learning: Year Five Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://www.topmarks.co.uk/maths-games/daily10 Daily 10-level 5-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 Daily 10-level 5-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 Daily 10-level 5-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 Daily 10-level 5-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 Daily 10-level 5-multiplicationmixed tables up to x12
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 2 (w/c April 27 th) https://whiterosemaths.com/homelearning/year-5/ Scroll down to find resources for pupils who normally work with Ms T or for those who have finished the daily task and would like a challenge.	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. <i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i> <i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i>			
Friday	Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson. If you want to challenge yourself further you could click on some of the Y6 lessons. Remember to practise your multiplication and division facts				

Home Learning: Year 5 English

Year Five	Day 1	Day 2	Day 3	Day 4	Day 5	
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do.					
Writing	<p>LO: Understand the features of an advertisement Find some printed advertisements in newspapers, comics, or magazines. If you cannot find any, use the example included below. Find and highlight examples of the following:</p> <p>Flattery of the reader (paying them a compliment) Personal opinion presented as fact</p> <p>Rhetorical questions Direct address to engage the reader</p> <p>Emotive language to describe the benefits of the product Statistics to demonstrate the effectiveness of the product/ how it compares to others</p> <p>Tripling (points made in threes to show the benefits of the product)</p>	<p>LO: Plan an Advert Part One Choose a product to advertise and think about the following questions:</p> <ul style="list-style-type: none"> • What is its purpose? • What do people look for in this type of product? • What are the benefits of owning this product? • What makes it better than other brands of the product? <p>Draw your product Annotate to describe its features</p> <p>Part Two Begin to write an advert for your product based on the features you identified in the examples you analysed yesterday/. Use the model text to help you.</p>	<p>LO: Write an Advert Write your advert. You can do this on paper or on a computer, using different fonts/ images/ textboxes to make key information stand out. Try to use as many of the following techniques in your advertisement as you can:</p> <ul style="list-style-type: none"> • Flattery of the reader Opinion • Rhetorical questions • Direct address • Emotive language • Statistics • Tripling <p>Share your advertisement with someone at home. Would they buy your product? Get their feedback about what would convince them even more.</p>	<p>LO: Edit and Improve Writing. Here are some of the ways you could improve Your advert:</p> <p>Use modal verbs of certainty to show confidence in your product e.g. will, must, should, won't. Use short sentences for emphasis e.g. Don't settle for less. You've earned it! Treat yourself. What are you waiting for?</p> <p>Proofread your work for punctuation errors and spelling mistakes. Challenge: Use word play (homophones/ homonyms) to make your advertisement memorable/ amusing. e.g. Our rulers rule... Our erasers rub out the competition... Our sheep are a baa-gain...</p>		

Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
<p>LO: Consolidate understanding of Biomes In English last week you researched biomes (see map below). This week we would like you to create a model or a picture of a biome.</p> <ul style="list-style-type: none"> • You could find an empty box (shoe box / cereal box), or find some blank paper and be as creative as possible. Think about: Creating a background • Selecting appropriate plant life • Adding animals that would be found in the biome • See examples below. 	<p>LO: to revise understanding of forces. Some cyclists need your help: They've come to a junction with 3 paths: one is smooth rock; one is tarmac and one is wet mud. Which is the best path for their bikes? They don't want to go too fast (their brakes have broken!), but they also don't want to go so slow that they get stuck.</p> <ol style="list-style-type: none"> 1. Which surface do you predict would be the most suitable and why? 2. What scientific question would you investigate and explain? 3. What would you do to test it and what evidence would you collect? 	<p>LO: Research Primary Sources Family History Project. This week you will be continuing with the project you started last week. Interview another family member and write about what you learned about them. Begin to compare the histories of different family members.</p>	<p>Sikhism Watch the video and read the information below it. https://www.bbc.co.uk/bitesize/topics/zsipyrd/articles/zkjpkmn There are also lots of pictures to help you understand what Sikhs believe, where Sikhs worship and the Sikh Holy Book.</p> <p>Try the quiz at the end - can you get all the answers correct?</p>	<p>Draw what you see from a window at home. Use a media of your choice (pencils, felt pens, Paint...)</p> <p>Think about using the window frame as a picture frame to your view.</p> <p>You could draw the view at different times of day or looking in different directions.</p> <p>What mood do you want to create?</p> <p>Remember to upload your artwork to ClassDojo.</p>
Everything is Interesting – Are you ready for a challenge?				

Our rulers rule!

Day 1 English Example

Are your children tired of wonky lines?
Are they frustrated by inaccurate measurements?
Don't you long for a ruler that guarantees them straight,
accurate lines every time?



Monarch Rulers make unequalled rulers for the whole family whilst also providing exceptional value. Using state-of-the-art technology, we guarantee your children's lines will be perfectly straight – every time. Because you are committed parents, we know how important it is that your children are successful – that is why our precision rulers feature the clearest scales on the market, allowing us to stay miles ahead of the competition for accuracy. In independent tests, our rulers outperformed our nearest rival by 32%.

Your children's grades and confidence will improve as they experience the happiness that comes with supreme straight lines.

For a limited time only, all our rulers cost less than £2.99 – that's **VALUE** underlined.

BUY NOW to avoid disappointment.

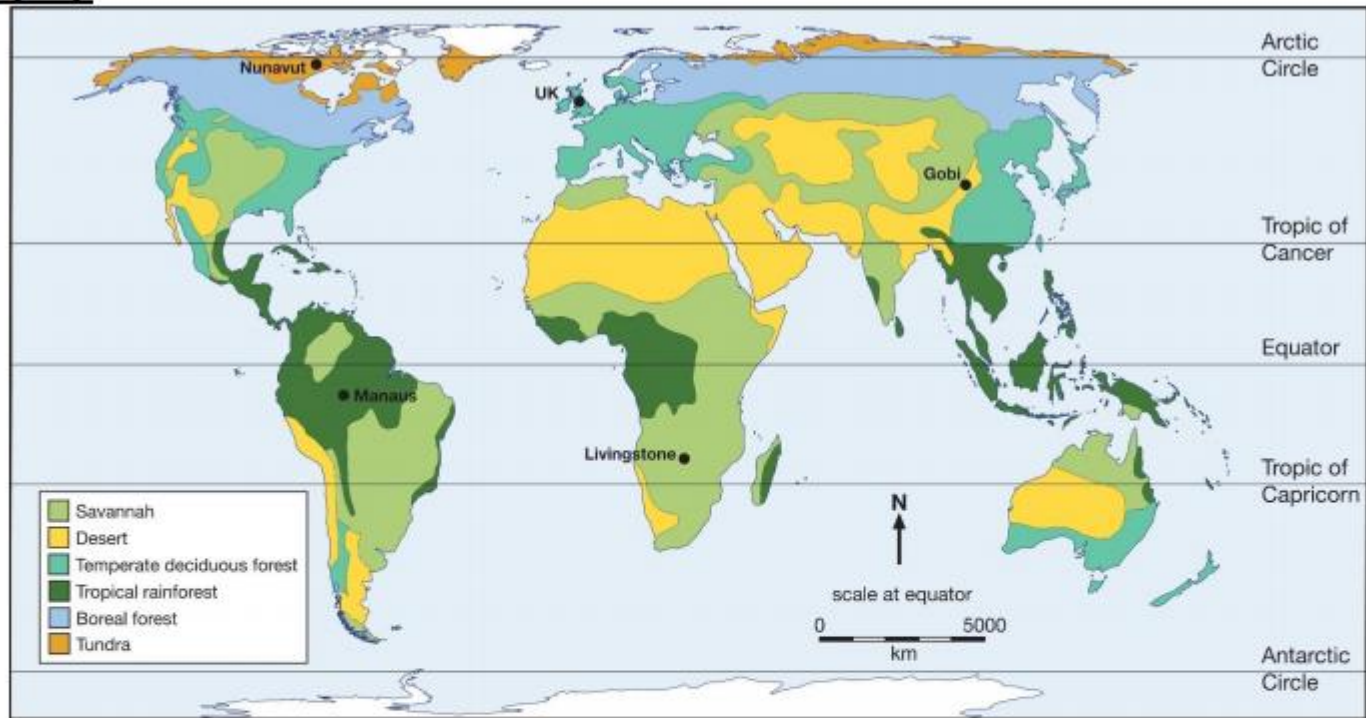
Monarch Rulers – when it comes to accurate straight lines, we rule.

Day 4 Writing:

Improving (revising and editing) writing

- **Improve (revise and edit) your advertisement.** You might wish to consider the following ways to improve your piece:
- **Use modal verbs of certainty to show confidence in your product.**
- **Use short sentences for emphasis.**
- **Make your language choices more emotive.**
- **Proof read your work for accuracy.**
- **Challenge:** Use word play (homophones/ homonyms) to make your advertisement memorable/ amusing.
*e.g. Our rulers rule.../ Rule out the competition...
Our erasers rub out the competition...
Our sheep are a baa-gain...*

Geography



Examples of what your Geography work could look like.

History Day 3

Family History Project

There is history in everyone we meet

Task: To interview a family member or someone who you know well (preferably an older person)

Presentation:

You will decide how you present the information – you may be as creative as you wish.

Before the interview:

- Decide on who you might want to talk to.
- Arrange a time or times that work for you both. This can be on the phone, on FaceTime, Skype if they do not live nearby or you cannot see them.
- Do ask if there are any photos or objects that might be able to see.
- Read the questions. Decide on at least 15 you want to ask.
- You may have other questions you want to ask too. Go ahead! This is your project. You could do it in one go or at different times if that works best.

Do the interview

- **Listen carefully!**
- **Take notes if you need to but not if that stops you listening....**

After the interview:

- Don't wait too long before making notes of the main things that you learned.
- Think about how best to present what you have learned about your person and how life has changed.
- You can present your information in any way you like – in your book, in a separate book. Be creative, include all you have learned.
- You are making a new historical source.

Possible interview questions:

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favourite toy and why?
11. What was your favourite thing to do for fun (eg sport, dancing, cinema)?
12. Did you have family chores? What were they? Which was your least favourite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?
15. What school activities and sports did you participate in?
16. Do you remember any trends from your youth? Popular hairstyles? Clothes?
17. Who were your childhood heroes?
18. What were your favourite songs and music genres?
19. Did you have any pets? If so, what kind and what were their names?
20. Who were your friends when you were growing up?
21. What world events had the most impact on you when you were a child? Did any of them personally affect your family?

22. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favourite foods?
23. How were holidays celebrated in your family? Did your family have special traditions?
24. How is the world today different from what it was like when you were a child?
25. Who was the oldest relative you remember as a child? What do you remember about them?
26. What do you know about your family surname?
27. Is there a naming tradition in your family?
28. What stories have come down to you about your parents? Grandparents?
29. Have any recipes been passed down to you from family members?
30. Are there any physical characteristics that run in your family?
31. Are there any special items eg photos, furniture or other things that have been passed down in your family?
32. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
33. Where and when did you get married?
34. Why did you choose your children's names?
35. What was your proudest moment?
36. What was your profession and how did you choose it?
37. If you could have had any other profession, what would it have been? Why wasn't this your first choice?
38. Of all the things you learned from your parents, what do you feel was the most valuable?
39. What is the one thing you most want people to remember about you?

Mrs T's Maths Group - Year 5
Week beginning: 27th April 2020

Task 1.) LO: Factorisation

Click on the following link and view the video
<https://youtu.be/0NvLtTwnUHs>

Task: Complete the worksheet

Task 2.) LO: Prime Factorisation

Click on the following link and view the video
<https://youtu.be/XGbOiYhHY2c>

Task: Complete the worksheet

OPTIONAL

Tasks 3,4 & 5.) Click on the following and print it out if you can:

https://www.mensaforkids.org/MFK2/assets/File/Teach/LessonPlans/Lesson_Fibonacci.pdf

Task: Have a go at completing the following pages: 2, 5,9, and 10

Answers – no cheating!!!!

Prime Factor Answers

① $12 = 2$ and 3 are the Prime factors.

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graph TD; 12 --- 2; 12 --- 6; 6 --- 3; 6 --- 2;
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↓

If you wanted to express/write 12 as a PRODUCT of its Prime factors, the answer would be: $2 \times 2 \times 3$ or $2^2 \times 3$.

② $15 = 3$ and 5 are the Prime factors.

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graph TD; 15 --- 3; 15 --- 5;
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To express 15 as a product of its Prime factors, it would just be: 3×5

Prime Factors

A) Find the Prime Factors of the following numbers.

B) Express each number as a product of its Prime factors.

① 12 ② 15 ③ 28

① $\frac{10}{1, 2, 5, 10}$

② $\frac{12}{1, 2, 3, 4, 6, 12}$

③ $\frac{24}{1, 2, 3, 4, 6, 8, 12, 24}$

④ $\frac{100}{1, 2, 5, 4, 5, 10, 20, 25, 50, 100}$

⑤ $\frac{28}{1, 2, 4, 7, 14, 28}$

⑥ $\frac{36}{1, 2, 3, 4, 6, 18, 36}$

⑦ $\frac{24}{1, 2, 3, 4, 6, 12, 24}$

⑧ $\frac{30}{1, 2, 3, 5, 6, 10, 15, 30}$

⑨ $\frac{35}{1, 5, 7, 35}$

⑩ $\frac{8}{1, 2, 4, 8}$

Factors

Find all the factors of the following numbers:

① 10

② 12

③ 24

④ 100

⑤ 28

⑥ 36

⑦ 24

⑧ 30

⑨ 35

⑩ 8