

## 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
<b>Factual Fluency</b>	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Number Bonds - Missing Numbers (+ and -)	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Number bonds - Addition within 100	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> Number bonds - Subtraction within 100	<a href="https://www.topmarks.co.uk/number-facts/number-fact-families">https://www.topmarks.co.uk/number-facts/number-fact-families</a> Up to 10	<a href="https://www.topmarks.co.uk/number-facts/number-fact-families">https://www.topmarks.co.uk/number-facts/number-fact-families</a> Up to 100
<b>Four Days of Reasoning (Monday-Thursday)</b>	Summer Term Week 3(w/c May 4th) <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a> 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> <p style="text-align: center;"><b>SEE BELOW FOR MATHS WORK SHEETS (answers included)</b></p>			
<b>Friday</b>	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. You could also spend some time on <a href="https://www.bbc.co.uk/bitesize/subjects/z826n39">https://www.bbc.co.uk/bitesize/subjects/z826n39</a> Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).				

## Home Learning: Year 5 English

Year Five	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	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. Check out <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing</b>	<p><b>LO: Begin to Research a Biography</b></p> <p>This week, you will write a biography of David Walliams the children’s author and performer. Watch this of an interview with David in which he discusses how he became a writer (amongst other things!) <a href="https://www.bbc.co.uk/programmes/p06jt689">https://www.bbc.co.uk/programmes/p06jt689</a></p> <p>There is also an example of a biography below and a fact file here <a href="https://www.teachingideas.co.uk/sites/default/files/davidwalliamsfactcards.pdf">https://www.teachingideas.co.uk/sites/default/files/davidwalliamsfactcards.pdf</a></p> <p>Write down 3 pieces of information you learned about the author and 3 questions you would like to ask him.</p> <p>Draw a mind-map of information you have learned about the author. Look below for an example.</p>	<p><b>LO: Plan a Biography</b></p> <p>Organise your information about David Walliams into the following subheadings:</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Early life</li> <li>• Inspiration for writing Career/ famous work and achievements</li> <li>• Conclusion</li> </ul> <p>There is a planning format below to help structure your ideas, which you might choose to use.</p>	<p><b>LO: Write a Biography</b></p> <p><b>Day 3</b></p> <p>Write the first paragraphs of your biography of David Walliams:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Early life and inspiration for writing. Make sure you look at the example given below if you get stuck (you can ‘borrow ideas but don’ copy word for word)</li> </ul> <p><b>Day 4</b></p> <p>Write the remaining paragraphs of your biography of David:</p> <ul style="list-style-type: none"> <li>• Career/ famous work and achievements</li> <li>• Conclusion: In your conclusion you should write a few sentences about what David is most famous for – ie his charity work, or for making people smile.</li> </ul>	<p><b>LO: Edit and Improve Writing.</b></p> <p>Finish, edit, revise your persuasive letter text. Use a green pen if you have one. Share it with someone in your family.</p> <p>When you are happy with your work, you can upload it on ClassDojo.</p>	

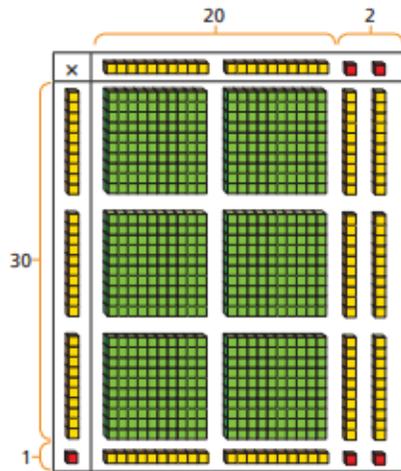
## Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Art	RE	Science/DT
<p><b>LO: Consolidate understanding of Biomes</b></p> <p>Write a tourist guide/poster/leaflet for the Biome you made or drew in Week 2.</p> <p>An example of a blank Tourist Guide is below if you want to use it. Or you could use this website for some ideas:</p> <p><a href="https://www.funkidslive.com/learn/penguin-explorers/make-travel-brochure/">https://www.funkidslive.com/learn/penguin-explorers/make-travel-brochure/</a></p>	<p><b>LO: To Revise Understanding of Friction</b></p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/32159/reducing-friction-skid-pan">https://www.stem.org.uk/resources/elibrary/resource/32159/reducing-friction-skid-pan</a></p> <p>Bikes and cars rely on friction to move safely along roads.</p> <p>Watch this video of a car driving on a wet road.</p> <p><b><i>How does water change the way a car or bike travels along a road?</i></b></p> <p><b><i>What other road conditions may cause a loss of friction between tyres and a road?</i></b></p> <p><b><i>How could you increase the amount of friction in these conditions?</i></b></p>	<p>This week we want you to create your own sketchbook. Look at the ideas for creating a sketchbook here.</p> <p><a href="https://q1e.co.uk/data/dynamic/spaw/documents/Week%203%20Art%20Home%20learning.pdf">https://q1e.co.uk/data/dynamic/spaw/documents/Week%203%20Art%20Home%20learning.pdf</a></p> <p><b>Task:</b></p> <p>Choose any object from home and 1 of the challenges below to practise your careful looking (observation) and your observational drawing skills.</p> <p><b>Remember to upload your artwork to ClassDojo</b></p>	<p>Your class Virtue is Wisdom. Watch the video and think about what wisdom means.</p> <p><a href="https://www.youtube.com/watch?v=5ExJtFgD45c">https://www.youtube.com/watch?v=5ExJtFgD45c</a></p> <p>Write or type a prayer about Wisdom. You could also illustrate your prayer.</p> <p>Do not forget to then share it with your class teacher.</p>	<p>Imagine a World where there was no friction.</p> <p><b><i>How does friction help and hinder (not help) us in daily life?</i></b></p> <p><b><i>How would your daily activities be different if there was no friction?</i></b></p> <p>Design and label a machine / contraption / tool that people would need to help them if there was no friction.</p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

## Multiply 2-digits (area model)



- 1 Kim is using base 10 to work out  $31 \times 22$   
Use Kim's model to help you complete the sentences.



- There are  ones altogether.  
There are  tens altogether.  
There are  hundreds altogether.  
 $31 \times 22 =$

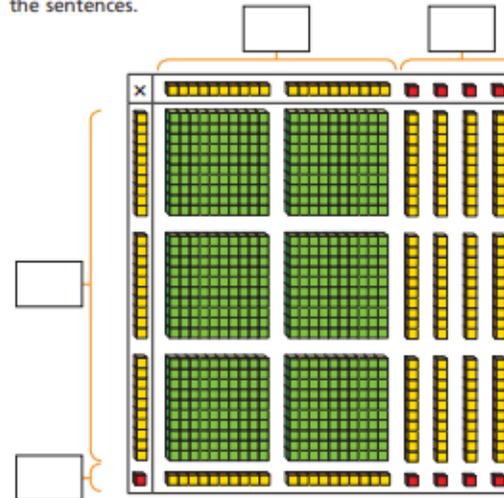
- 2 Use base 10 to work out the multiplications.

a)  $12 \times 14 =$        b)  $23 \times 13 =$



- 3 Amir is using base 10 to calculate  $31 \times 24$

- a) Add the missing information to the area model and complete the sentences.



- There are  ones altogether.  
There are  tens altogether.  
There are  hundreds altogether.

- b) Describe any exchanges you need to make.

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- c) Complete the multiplication.

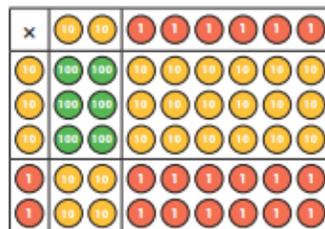
$31 \times 24 =$

- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15 =$        b)  $36 \times 12 =$



- 5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = \square$

x	20	8
10		
4		

c)  $35 \times 22 = \square$

b)  $27 \times 16 = \square$

x		

d)  $45 \times 36 = \square$

- 7 Complete the multiplications.

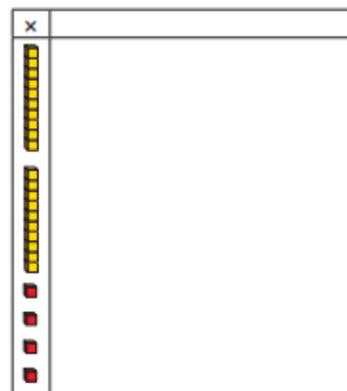
$21 \times 24 = \square$

$18 \times 26 = \square$

$31 \times 25 = \square$

- 8  $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

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How many products are there between 1,000 and 1,500?

# Day 2

## Multiply 4-digits by 2-digits



1 Complete the multiplication.

		1	2	3	4		
x				2	1		
		1	2	3	4		
		2	4	6	8	0	

(1,234 × )  
(1,234 × )

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

		1	2	3	4		
x				2	6		
		7	4	0	4		
		2	4	6	8	0	

(  ×  )  
(  ×  )

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

×	1,000	200	30	4
20				
6				



3 Rosie is calculating 2,541 × 42. Here is Rosie's working.

	2	5	4	1	
x			4	2	
	4	0	8	2	(2,541 × 2)
	8	0	6	4	(2,541 × 40)
	1	2	1	4	6

a) Rosie has made two mistakes. What are they?

\_\_\_\_\_

\_\_\_\_\_

b) What is the correct answer?


4 Work out the multiplications.

a) 4,284 × 23

b) 2,142 × 46


What do you notice?





# Divide with remainders



1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O
1000 1000 1000	100 100 100 100 100 100 100 100 100	10 10 10	1 1 1 1 1 1 1 1

		1			
3	3	9	3	8	

There is  group of 3 thousands.

There are  groups of 3 hundreds.

There is  group of 3 tens.

There are  groups of 3 ones.

There are  ones left over.

$3,938 \div 3 =$   remainder



b) Use place value counters to work out  $8,407 \div 4$

Th	H	T	O

4	8	4	0	7	

$8,407 \div 4 =$   remainder

2 a) Complete the divisions.

Use place value counters to help you.

3	7	5	9	5	

4	8	5	6	7	

5	6	5	6	2	

3	3	9	3	5	

b) Write  $<$ ,  $>$  or  $=$  to complete the statements.

$7,595 \div 3$    $8,567 \div 4$

$6,562 \div 5$    $3,935 \div 3$



- 3 Write the calculations in the correct column of the table.

$$5,066 \div 4$$

$$9,513 \div 4$$

$$1,234 \div 4$$

$$6,562 \div 4$$

$$6,563 \div 4$$

$$9,515 \div 4$$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

- 4

$$7,816$$

$$7,861$$

$$6,781$$

$$1,786$$

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? \_\_\_\_\_

How do you know?

- 5 There are 459 children in a school.  
They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? \_\_\_\_\_

Explain your answer.

- 6 Bags of crisps are put into multipacks of 6  
The multipacks are then packed into boxes of 8  
Yesterday, 6,500 bags of crisps were packed.  
How many boxes of crisps were packed?

- 7

2	3	4	5

 
 
 
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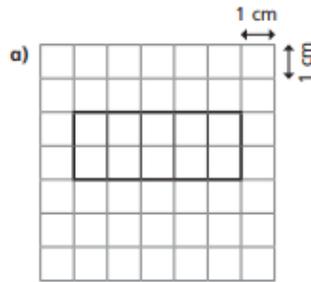
- a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

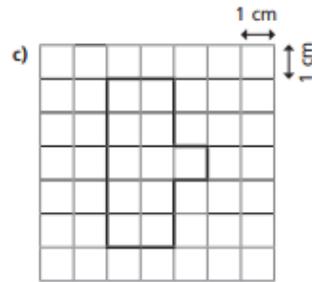
- b) What do you notice?

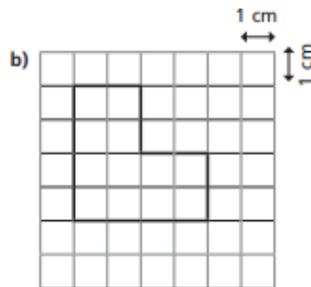
- 8 Dora is thinking of a number between 500 and 600  
When she divides it by a 1-digit number it has a remainder of 4  
What could Dora's number be?

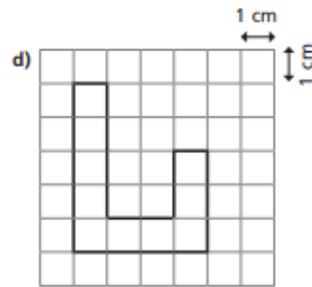
## Calculate perimeter

1 Calculate the perimeter of each shape.

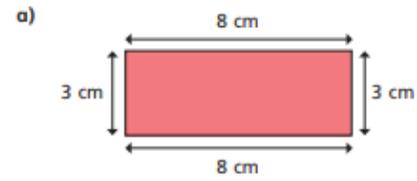


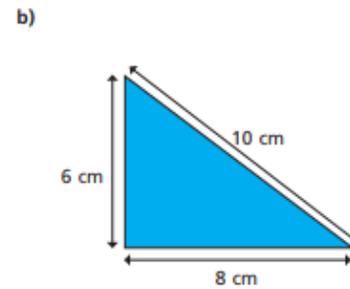




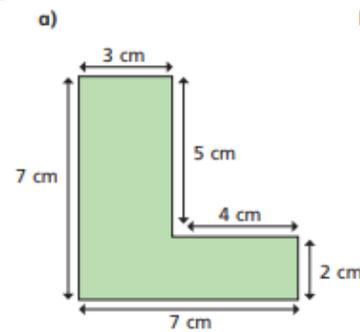


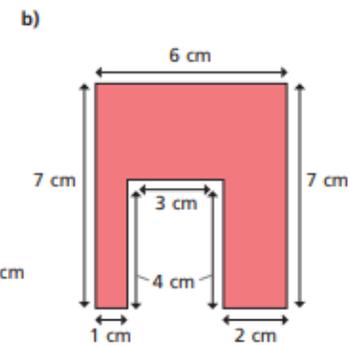

2 Calculate the perimeter of these shapes.



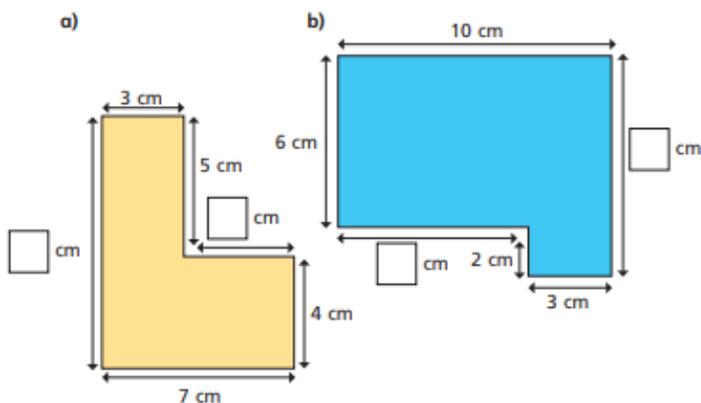



3 Calculate the perimeter of these shapes.



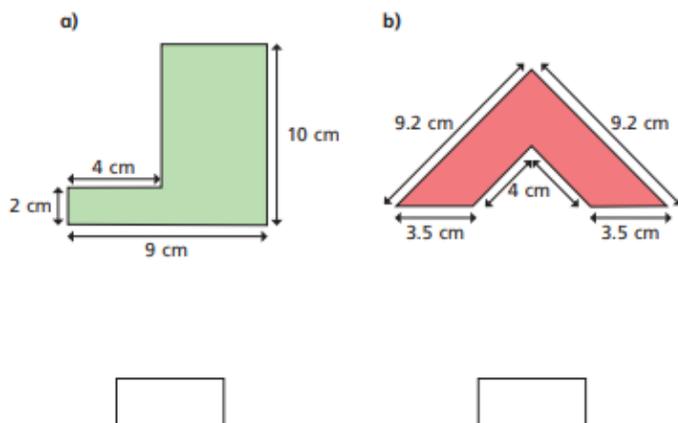


4 Work out the missing lengths on these shapes.



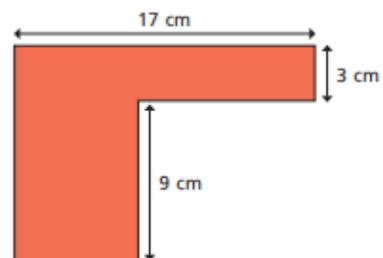
Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.



6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

Is he correct? How do you know?




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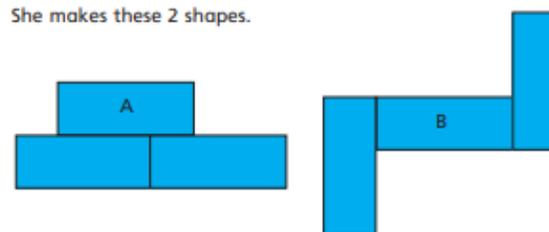


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7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? \_\_\_\_\_

b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

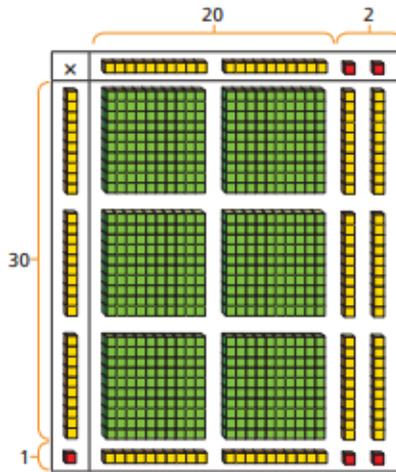
# Answers

1)

## Multiply 2-digits (area model)



- 1 Kim is using base 10 to work out  $31 \times 22$ .  
Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

$31 \times 22 =$

- 2 Use base 10 to work out the multiplications.

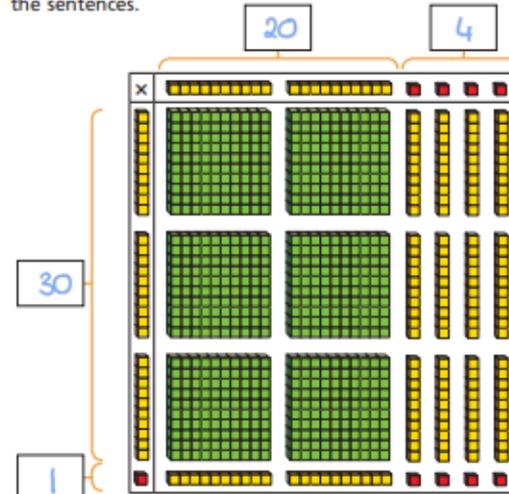
a)  $12 \times 14 =$

b)  $23 \times 13 =$



- 3 Amir is using base 10 to calculate  $31 \times 24$

- a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

- b) Describe any exchanges you need to make.

Exchange 10 tens for 1 hundred

- c) Complete the multiplication.

$31 \times 24 =$

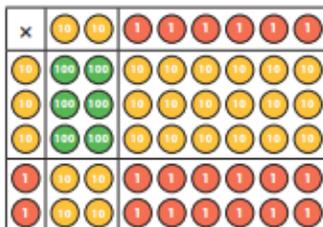
- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15 =$

b)  $36 \times 12 =$



- 5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30	600	180
2	40	12

$$26 \times 32 = 832$$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = 392$

x	20	8
10	200	80
4	80	32

c)  $35 \times 22 = 770$

b)  $27 \times 16 = 432$

x	20	7
10	200	70
6	120	42

d)  $45 \times 36 = 1,620$

- 7 Complete the multiplications.

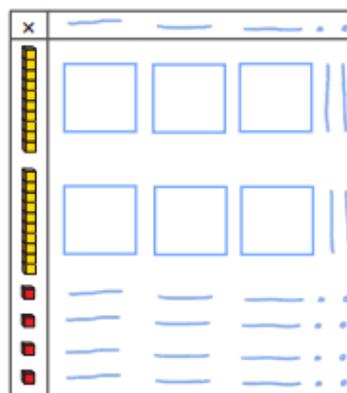
$$21 \times 24 = 504$$

$$31 \times 25 = 775$$

$$18 \times 26 = 468$$

- 8  $24 \times 32 = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



e.g.  $23 \times 45 = 1,035$

How many different answers can you find?

Various answers

How many products are there between 1,000 and 1,500?

2)

## Multiply 4-digits by 2-digits



1 Complete the multiplication.

		1	2	3	4
x				2	1
		1	2	3	4
		2	4	6	8
		2	5	9	1
					4

(1,234 × )

(1,234 × )

2 Tommy is calculating  $1,234 \times 26$

a) Complete his working out.

		1	2	3	4
x				2	6
		7	4	0	4
		2	4	6	8
		3	2	0	8
					4

( × )

( × )

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

x	1,000	200	30	4
20	<input type="text" value="20,000"/>	<input type="text" value="4,000"/>	<input type="text" value="600"/>	<input type="text" value="80"/>
6	<input type="text" value="6,000"/>	<input type="text" value="1,200"/>	<input type="text" value="180"/>	<input type="text" value="24"/>



3 Rosie is calculating  $2,541 \times 42$   
Here is Rosie's working.

		2	5	4	1
x				4	2
		4	0	8	2
		8	0	6	4
		1	2	1	4
					6

a) Rosie has made two mistakes. What are they?

She hasn't correctly exchanged  
She has multiplied by 4 not 40

b) What is the correct answer?


4 Work out the multiplications.

a)  $4,284 \times 23$

b)  $2,142 \times 46$

		4	2	8	4
x				2	3
		1	2	8	5
		8	5	6	8
		9	8	5	3
					2

		2	1	4	2
x				4	6
		1	2	8	5
		8	5	6	8
		9	8	5	3
					2

What do you notice?



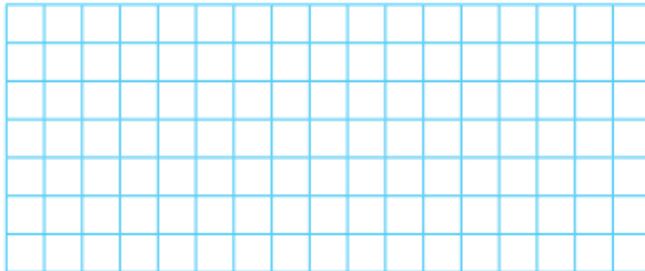
- 5 A machine makes 2,734 boxes every hour.  
The machine works for 3 hours each day.
- a) How many boxes will it make in 12 days?

98,424

- b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

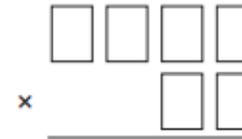


- 6 Work out  $378 \times 7 \times 12$   
Show your method clearly.



31,752

- 7
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|



- a) Using all the digit cards, create 4 different calculations and work out the answer to each.

Various answers.

- b) Write your answers in ascending order.

\_\_\_\_\_

- c) What is the smallest product that can be made?

32,544



- 8 Amir scores 4,680 points in a computer game for 12 games in a row.  
Whitney scores 2,512 points every game for 24 games.



Who scores more points?

Whitney

Amir: 56,160

Whitney: 60,288

How many more?

4,128

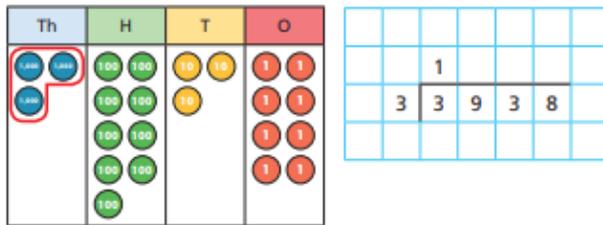
3)

## Divide with remainders



- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is  group of 3 thousands.

There are  groups of 3 hundreds.

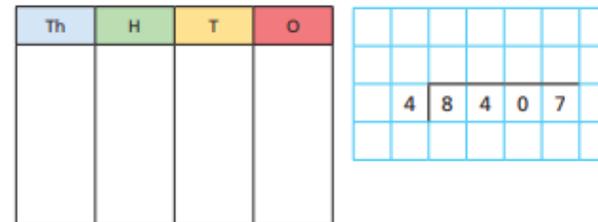
There is  group of 3 tens.

There are  groups of 3 ones.

There are  ones left over.

$3,938 \div 3 =$   remainder

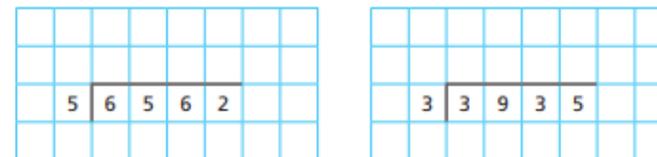
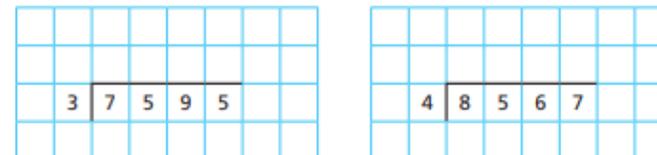
- b) Use place value counters to work out  $8,407 \div 4$



$8,407 \div 4 =$   remainder

- 2 a) Complete the divisions.

Use place value counters to help you.



- b) Write  $<$ ,  $>$  or  $=$  to complete the statements.

$7,595 \div 3$    $8,567 \div 4$

$6,562 \div 5$    $3,935 \div 3$



- 3 Write the calculations in the correct column of the table.

$5,066 \div 4$	$9,513 \div 4$	$1,234 \div 4$
$6,562 \div 4$	$6,563 \div 4$	$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

- 4
- |       |       |       |       |
|-------|-------|-------|-------|
| 7,816 | 7,861 | 6,781 | 1,786 |
|-------|-------|-------|-------|

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? \_\_\_\_\_  
How do you know?

- 5 There are 459 children in a school.  
They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? \_\_\_\_\_  
Explain your answer.

- 6 Bags of crisps are put into multipacks of 6  
The multipacks are then packed into boxes of 8  
Yesterday, 6,500 bags of crisps were packed.  
How many boxes of crisps were packed?

7

2	3	4	5
□	□	□	□

□ ÷ □

- a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

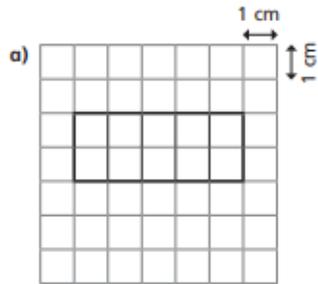
- 8 Dora is thinking of a number between 500 and 600  
When she divides it by a 1-digit number it has a remainder of 4  
What could Dora's number be?

4)

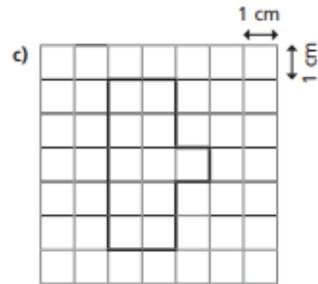
## Calculate perimeter



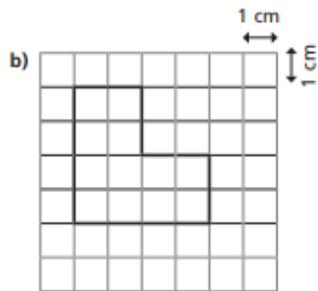
1 Calculate the perimeter of each shape.



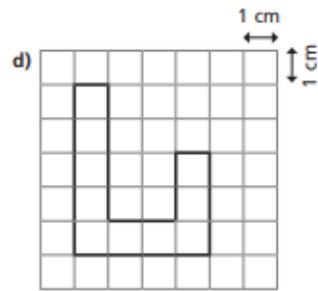
14 cm



16 cm

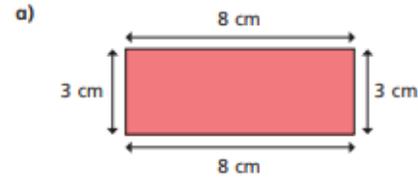


16 cm

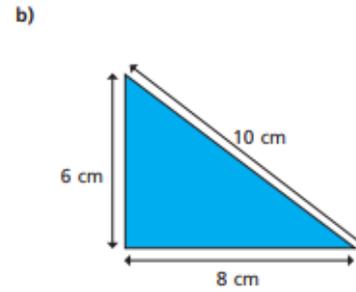


22 cm

2 Calculate the perimeter of these shapes.

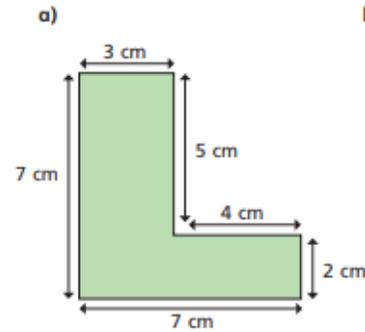


22 cm

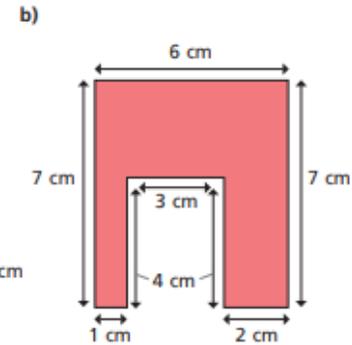


24 cm

3 Calculate the perimeter of these shapes.

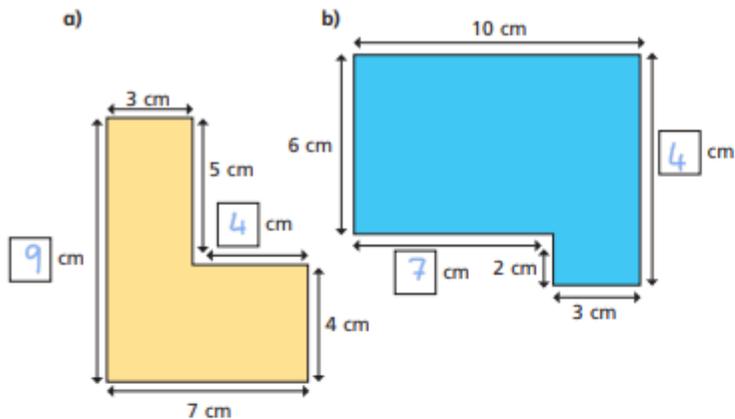


28 cm



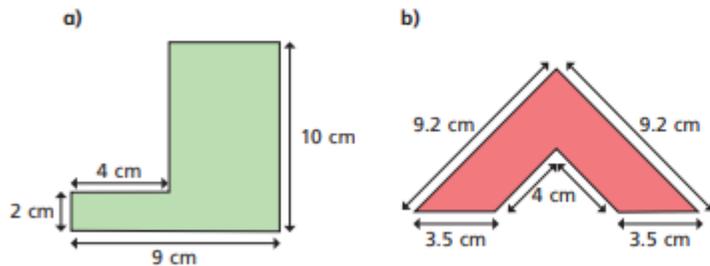
34 cm

4 Work out the missing lengths on these shapes.



Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.

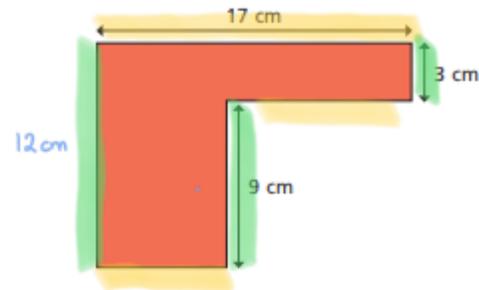


38cm

33.4cm

6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

Is he correct? How do you know?

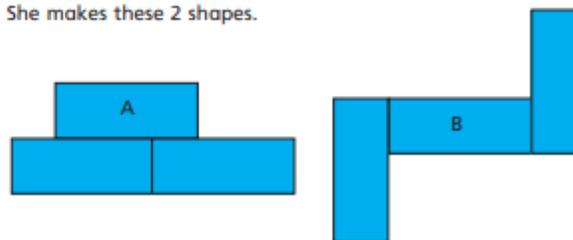


No. The perimeter is 58cm

7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



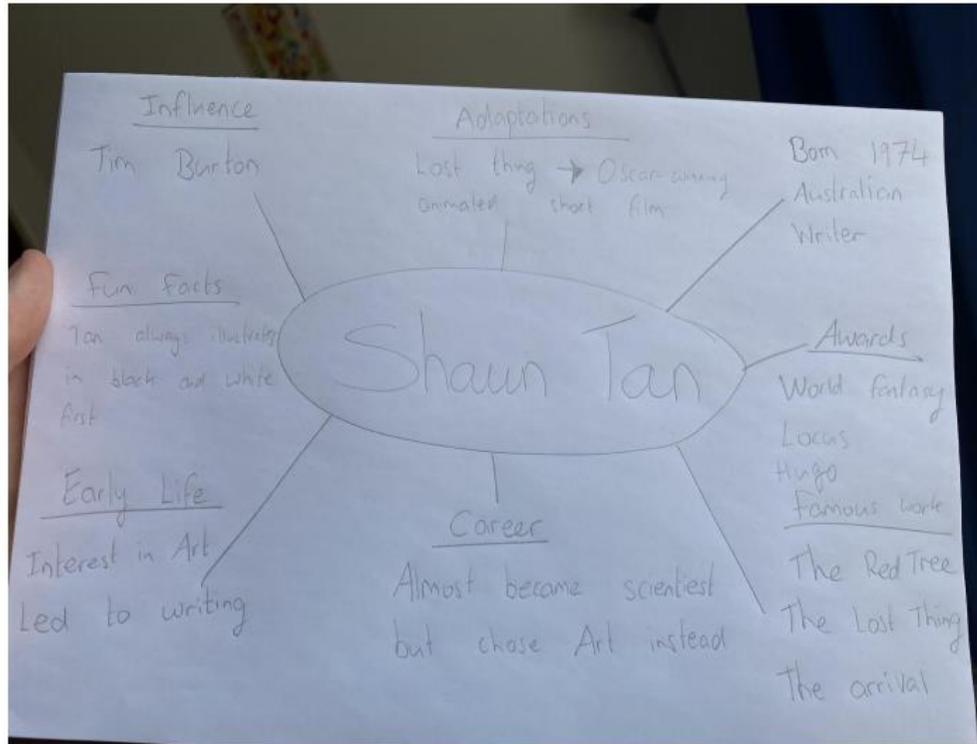
a) Which shape has the greatest perimeter? \_\_\_\_\_

b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

# English Resources

## Day 1: Example Mind Map



Introduction	General specific Viewpoint
Early Life	
Travels/inspiration	
Career/famous work	
Conclusion	Viewpoint specific General

Day 2: Plan that you can make yourself

## David Walliams

David Walliams is a comedian, actor and author. He has also been a judge on TV talent shows and written scripts for TV.

### David's Childhood

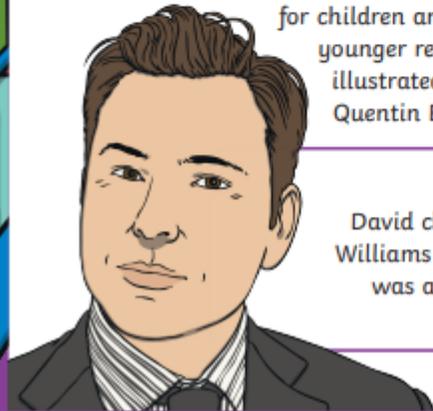
David was born in Merton, London. His dad, Peter, was an engineer and his mum, Kathleen, was a lab technician. He went to school in Surrey, where he started acting and had to dress up in a wedding dress which made people laugh.

### David the Author

David was a famous comedian and had his own TV show with his friend Matt Lucas, but he had always wanted to be an author. David wanted to write a book with the message that it's OK to be different. In 2008, he published *The Boy in the Dress* - a story about a boy who loves football and wearing dresses. The book sold over half a million copies.



David has now written twelve chapter books for children and six picture books for younger readers. His books are illustrated by the famous illustrators Quentin Blake or Tony Ross.



#### Did You Know...?

David changed his surname from Williams to Walliams because there was already an actor called David Williams!

## David Walliams

Many of his books have been turned into films, and David often appears in them as an actor! His most famous books include *Mr Stink*, *Billionaire Boy*, *Gangsta Granny* and *Ratburger*.



### Amazing Charity Work

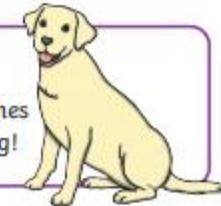
David has raised lots of money for charity. In 2006, David swam the English Channel to raise money for Sport Relief. It took him 10 hours and 34 minutes to swim 22 miles. This is the same distance as 700 lengths of an Olympic-sized swimming pool!

**Did You Know...?**  
David has an OBE. This is an important award given by The Queen.



#### Did You Know...?

When David was swimming the river Thames for charity, he saved a dog from drowning!



## Art Resource

Use 1 of these prompts at a time to make a drawing of the object in the sketchbook you just made. You don't have to do them all- Just the ones you'd like to try.

Look and draw your subject in the time it takes to inhale and exhale one breath.

Draw the outline of your subject in one, strong gesture.

Draw your subject without blinking.

Draw your chosen subject in five lines.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject with your non-dominant hand.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject's shadow.

Draw your chosen subject in three lines.

Hold your pencil or pen lightly from the top (with all five fingers) and dangle it over the paper drawing your subject.

Place the object upside down to draw it.

Draw your subject from inside out with no outline or contour at all (use only shading).

Draw your subject in dots and specks.

Draw your chosen subject in a continuous line without taking your pencil or pen off of the paper.

The hand you normally write with.

## Mrs T's Extension Maths - Week beginning: 4<sup>th</sup> May 2020

### Task 1.) *LO: Simple Algebra*

Click on the following link and view the video

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

**Task:** Have a go at writing some of your own algebraic equations, solve them and then check that the answer works.

### Day 2.) *LO: Fraction, Decimals & Percentages*

Click on the following link: <https://nrich.maths.org/1249>

**Task:** Play Level 1 of the interactive game, then challenge yourself by seeing further below the page for the more advanced levels.

## Optional

### Days 3, 4 & 5.) *LO: Number Tricks*

Click on the following link: <https://nrich.maths.org/alwaysamultiple>

**Task:** Watch the videos and have a go at the activities.