

## 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://uk.ixl.com/math/year-5/objects-on-a-coordinate-plane">https://uk.ixl.com/math/year-5/objects-on-a-coordinate-plane</a>	<a href="https://www.mathsisfun.com/data/click-coordinate.html">https://www.mathsisfun.com/data/click-coordinate.html</a> Find the co-ordinate	<a href="https://uk.ixl.com/math/year-5/follow-directions-on-a-coordinate-plane">https://uk.ixl.com/math/year-5/follow-directions-on-a-coordinate-plane</a> Translations	<a href="https://uk.ixl.com/math/year-4/reflection-rotation-and-translation">https://uk.ixl.com/math/year-4/reflection-rotation-and-translation</a>	<a href="https://uk.ixl.com/math/year-5/reflection-rotation-and-translation">https://uk.ixl.com/math/year-5/reflection-rotation-and-translation</a>
<b>Four Days of Reasoning (Monday-Thursday)</b>	<p>Summer Term Week 4(w/c May 11th)</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>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.</b></p>	<p>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.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i></p> <p><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></p> <p style="text-align: center;"><b>SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)</b></p>			
<b>Friday</b>	<p>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).</p>				

## 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: read and reflect upon a poem</b> Read the poem, '<i>I am a writer</i>'. Read it in your head first and then try reading it out loud. What rhythms and patterns can you hear when you read it aloud? You might like to illustrate the poem. Choose your favourite three images from the poem. Why do you like these images in particular? <b>Reflect on the poem</b> Read the <i>Reflection Prompts</i> and think about your answers for each.</p>	<p><b>LO: Perform a poem</b> Watch the Video: <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm</a> This is really brilliant; you may want to watch it more than once! Make notes about Joseph Coelho's tips. Practise a performance of '<i>I am a writer</i>' Share your performance with someone else. Could they film it so that you can upload it to ClassDojo? Watch Joseph Coelho perform the poem. What do you notice in about the way that he performs it? <a href="https://vimeo.com/129644553">https://vimeo.com/129644553</a></p>	<p><b>LO: Revise expanded noun phrases</b> Read the poem '<i>Red Ruby Rings</i>' another poem by Joseph Coelho. Read it in your head and then say it out loud. <b>Revise Noun Phrases</b> Use the <i>Revision Card (below)</i> to remind you about Noun Phrases. Re- Read '<i>Red Ruby Rings</i>'. • Complete <i>Expanded Noun Phrases</i>, spotting and writing how nouns in the poem have been expanded. <i>When you have finished show what you have found to a grown-up. Show them where in the poem you found the expanded noun phrases and show them the head (main) noun in each one.</i></p>	<p><b>LO: compose a 'lockdown' poem</b> Read <i>Golden Time</i> – see below Make up some noun-phrases about a favourite place. It can be indoors or outdoors. Write the phrases the middle of a sheet of paper. Try to think of six or more things that this place is for you. Why is it special? Look at <i>Bedroom Example</i> for ideas (see below). Write each of your images as a descriptive expanded noun phrase. Watch a video of Joseph Coelho explaining about playing with words. <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs</a> Make notes about some of his ideas. They will be useful to you when you are writing your poem. <b>Now for some writing Poem.</b> Follow the stages on <b>Developing a Poem.</b> When you have a poem, write it out carefully. Upload to ClassDojo or make a video of yourself performing it.</p>	<p><b>LO: Learn spellings</b> See below for spellings set by Ms Ross. Your task is to LEARN the spellings this week, using a method that suits you. You can use the sheet to practise on or you may have other ways of preparing for spelling tests – it is up to you. This week you have some spellings with tricky pronunciations: the 'ough' is pronounced differently depending on the word. In this list the 'ough' can be pronounced: /or/ - ought, bought, brought, thought, fought /oo/ as in 'moon' – through /uff/ - rough, enough /off/ - cough /oa/ - although /u/ - thorough, borough /ow/ as in 'down' – plough Next Friday, you can ask an adult to <b>test</b> you in your spellings.</p>

## Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Art	RE	History
<p><b>LO: Understand natural resources.</b>            What are Earth's most important resources?            What do these pictures of natural resources have in common?  <a href="https://www.canstockphoto.co.uk/images-photos/natural-resources.html">https://www.canstockphoto.co.uk/images-photos/natural-resources.html</a>            Using the map shown below, write down what you notice about the distribution of energy and minerals across the World. Write a short paragraph about which continent has the most mineral or energy resources and why you think this might be the case.</p>	<p><b>LO: To understand the life cycles of different organisms</b>            Think about what will happen to you as you get older?            Watch this video.  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3">https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3</a>            Make notes of the different life cycles.            Draw and label diagrams of the life cycles.            You will need these for next week.</p>	<p><b>LO: To understand negative space.</b>            For this project you will be drawing what is not there!            Pick a simple-shaped object with a clear outline and put it against a plain background so you can see the outline clearly.            Using charcoal, crayons, chalks or paint draw the area around the object, not the object itself.            Keep on filling in the space until you get near to the outline of the object and then use a pencil and your colouring materials to shape and finish it.            Remember to upload your masterpieces to ClassDojo!</p>	<p><b>LO: To think about special journeys.</b>            In the Bible we learn that Jesus and his followers made lots of special journeys. Think about journeys to special places:  <a href="https://online.kidsdiscover.com/unit/new-7-wonders-of-the-world">https://online.kidsdiscover.com/unit/new-7-wonders-of-the-world</a>  <ul style="list-style-type: none"> <li>● Use the link above to find out about the new Seven Wonders of the World.</li> <li>● Draw a sketch of your favourite 'Wonder' and explain why you would want to make a special journey there.</li> <li>● You can explore more about the New 7 Wonders of the World  <a href="https://www.airpano.com/360photo/Seven_Wonders/">https://www.airpano.com/360photo/Seven_Wonders/</a></li> </ul> </p>	<p><b>LO: Research and compare prehistorical ages</b>            Click <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j</a> scroll down and explore 'How do we know about prehistory?' Click on the images and record in words and pictures the main events for each prehistoric age.            Create a timeline:  <a href="https://schoolsprehistory.files.wordpress.com/2014/08/later-prehistory-timeline.jpg">https://schoolsprehistory.files.wordpress.com/2014/08/later-prehistory-timeline.jpg</a> to explain to someone in your house the main events in the Stone Age, Bronze Age and Iron Age.            Click here:  <a href="https://www.mathsisfun.com/ad-bc.html">https://www.mathsisfun.com/ad-bc.html</a> for an explanation of the terms AD and BC.</p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

# Area of rectangles



1 On the grid, the area of each square is 1 cm<sup>2</sup>. Calculate the area of each rectangle.

a)

c)

b)

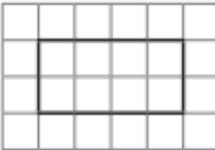
2 Complete the sentences to describe the rectangle.

There are  rows.

Each row has  squares.

There are  squares altogether.

×  =




3 The area of each square is 1 cm<sup>2</sup>. Work out the area of each rectangle.

a)

c)

×  =   
area =

×  =   
area =

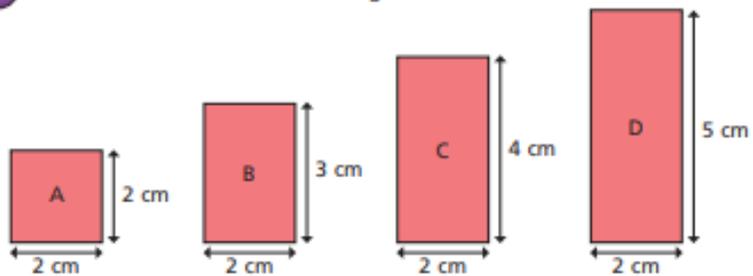
b)

d)

×  =   
area =

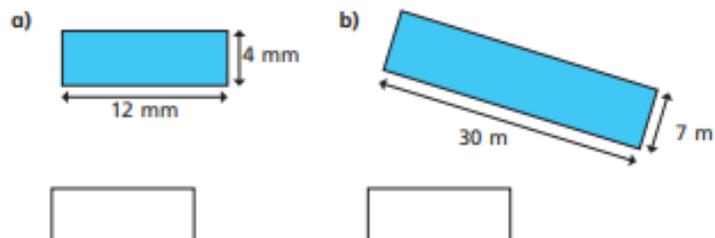
×  =   
area =

- 4 Calculate the area of the rectangles.



A =  cm<sup>2</sup>   B =  cm<sup>2</sup>   C =  cm<sup>2</sup>   D =  cm<sup>2</sup>

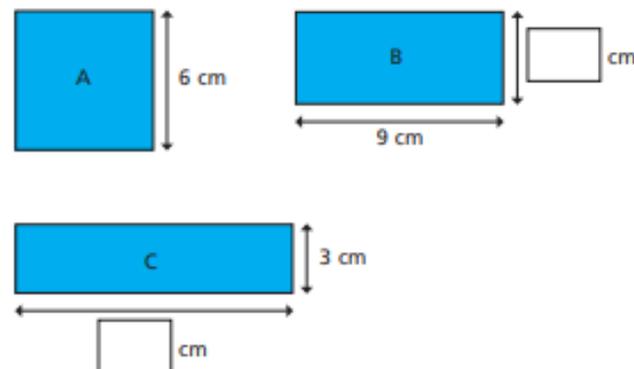
- 5 Work out the area of these rectangles.



- 6 How many rectangles can you draw that have an area of 24 cm<sup>2</sup>? Label the lengths. Your drawings do not have to be exact.

Compare your answers with a partner.

- 7 These shapes all have the same area. Shape A is a square. Work out the missing lengths.



- 8 A rectangle has an area of 96 cm<sup>2</sup>. The length of the rectangle is 4 cm longer than the width. Work out the length and width of the rectangle.

length =    width =



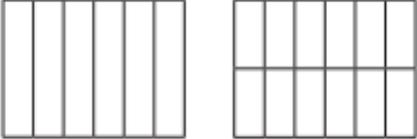
## Equivalent fractions

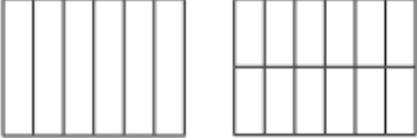


1 Shade the shapes to show the equivalent fractions.

a)   $\frac{1}{4} = \frac{\square}{12}$

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

c)   $\frac{1}{6} = \frac{\square}{\square}$

d)   $\frac{5}{6} = \frac{\square}{\square}$

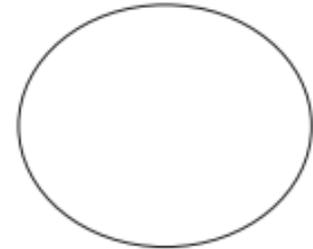
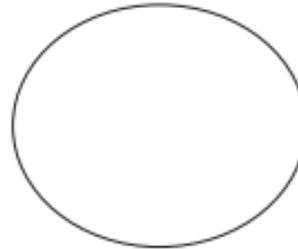
2 Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$



3 a) Sort the fractions into the groups.

Equivalent to  $\frac{1}{4}$

Equivalent to  $\frac{1}{3}$



$\frac{5}{15}$	$\frac{2}{6}$	$\frac{3}{12}$	$\frac{6}{24}$	$\frac{8}{24}$	$\frac{5}{20}$	$\frac{4}{12}$	$\frac{2}{8}$
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b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a)  $\frac{1}{7} = \frac{\square}{14}$

d)  $\frac{3}{4} = \frac{6}{\square}$

g)  $\frac{2}{\square} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{\square}{14}$

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

h)  $\frac{2}{\square} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{\square}$

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

i)  $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.



5 Find three ways to make the fractions equivalent.

a)  $\frac{1}{\square} = \frac{7}{\square}$       b)  $\frac{7}{\square} = \frac{14}{\square}$       c)  $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to  $\frac{1}{4}$ .



$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{9}{12}$

Do you agree with Ron? \_\_\_\_\_

Draw a diagram to support your answer.

Compare answers with a partner.



7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$     $\frac{3}{B}$     $\frac{2}{18}$     $\frac{C}{90}$

A =       B =       C =

8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$     $\frac{B}{14}$     $\frac{12}{C}$

$A + B = 13$

Work out the value of C.

C =

9  $\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of  $\bullet$

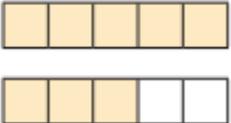
$\bullet =$

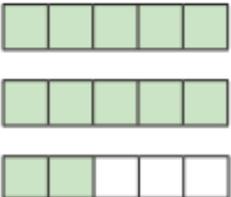


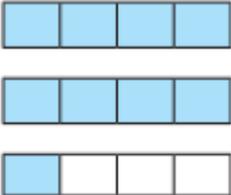
## Improper to mixed numbers

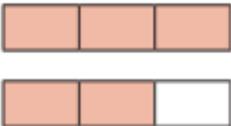


1 Convert the improper fractions to mixed numbers.

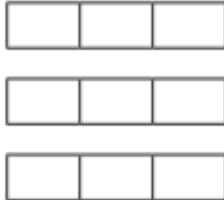
a)   $\frac{11}{5} = \square$

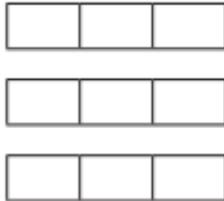
b)   $\frac{14}{5} = \square$

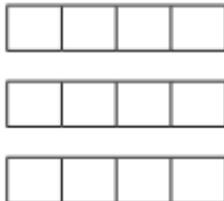
c)   $\frac{13}{4} = \square$

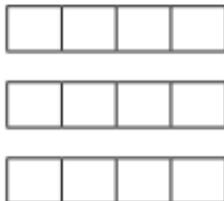
d)   $\frac{10}{3} = \square$

2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)   $\frac{7}{3} = \square$

b)   $\frac{10}{3} = \square$

c)   $\frac{10}{4} = \square$

d)   $\frac{11}{4} = \square$



3 Convert the improper fractions to mixed numbers.

a)  $\frac{10}{2} =$

e)  $\frac{12}{5} =$

b)  $\frac{10}{3} =$

f)  $\frac{13}{6} =$

c)  $\frac{10}{4} =$

g)  $\frac{13}{7} =$

d)  $\frac{10}{5} =$

h)  $\frac{31}{8} =$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3 \frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of  $\bullet$

$\frac{27}{\bullet} = \bullet \frac{2}{\bullet}$

$\bullet =$

7 Find two possible values for  $\star$  and  $\blacktriangle$

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

$\star =$

$\blacktriangle =$

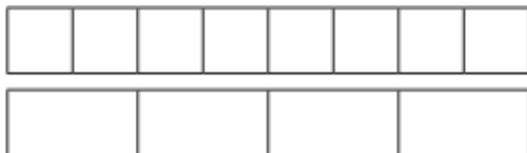
$\star =$

$\blacktriangle =$

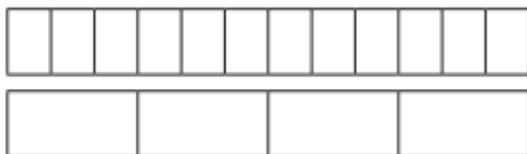
Compare and order fractions less than 1

1 Write <, > or = to compare the fractions.

Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$



2 Write <, > or = to compare the fractions.

a)  $\frac{1}{5} \bigcirc \frac{4}{15}$

g)  $\frac{2}{9} \bigcirc \frac{1}{3}$

b)  $\frac{2}{5} \bigcirc \frac{4}{15}$

h)  $\frac{4}{9} \bigcirc \frac{1}{3}$

c)  $\frac{2}{5} \bigcirc \frac{6}{15}$

i)  $\frac{4}{12} \bigcirc \frac{1}{3}$

d)  $\frac{2}{3} \bigcirc \frac{6}{15}$

j)  $\frac{8}{12} \bigcirc \frac{2}{3}$

e)  $\frac{2}{3} \bigcirc \frac{6}{12}$

k)  $\frac{8}{12} \bigcirc \frac{3}{3}$

f)  $\frac{2}{3} \bigcirc \frac{6}{9}$

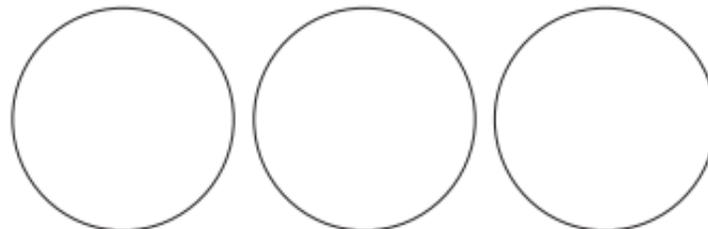
l)  $\frac{8}{12} \bigcirc \frac{3}{4}$

3 Sort the fractions into the circles.

greater than  $\frac{1}{3}$

equal to  $\frac{1}{3}$

less than  $\frac{1}{3}$



- |               |               |               |               |               |                |                |                |                |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| $\frac{2}{3}$ | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{2}{6}$ | $\frac{2}{9}$ | $\frac{5}{12}$ | $\frac{4}{12}$ | $\frac{4}{15}$ | $\frac{5}{15}$ |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|

- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a)  $\frac{\square}{5} < \frac{5}{15}$

d)  $\frac{\square}{3} < \frac{5}{6}$

g)  $\frac{6}{9} < \frac{5}{\square}$

b)  $\frac{\square}{6} < \frac{5}{12}$

e)  $\frac{3}{5} < \frac{5}{\square}$

h)  $\frac{10}{12} < \frac{5}{\square}$

c)  $\frac{\square}{12} < \frac{5}{6}$

f)  $\frac{5}{6} < \frac{5}{\square}$

i)  $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$     $\frac{8}{12}$     $\frac{4}{9}$



Tommy

I found a common denominator of 36 to compare the fractions.



Eva

I found a common numerator of 4 to compare the fractions.

Whose method is more efficient? \_\_\_\_\_

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\square}{15}$     $\frac{\square}{15}$     $\frac{\square}{15}$     $\frac{\square}{15}$

## English Day One

### I am a writer

*Joseph Coelho*

I am the clash and collide of the stars  
because I create worlds.

I am the awareness of the trees  
because I hear the wind.

I am the sweat of a rainbow  
because I refract all the colours.

I am the blood in a pen  
because I ink arteries.

I am the blade in a sharpener  
because I make nibs vanish.

I am the edge of a rubber,  
rounded, worn and softened by mistakes.

I am the conversation of notes,  
discussing melodies.

I am the holes in a flute,  
knower of unknown tunes.

I am the skin of a drum.  
Every hit, beat and bang  
bouncing off me,  
forming music from nothing.

### Reflection Prompts

*Read the questions and think about your answers to them.*

What is the poem  
**about**?

What is the **tone** of the poems?

*Is it serious, or funny or  
thoughtful?*

Does it **remind** you of anything  
or anyone?

*How are they similar?  
How are they different?*

**Who** do you think this  
poem is written for?

*Can you explain why you  
think this?*

Can you guess anything  
about **the poet** from reading  
this poem?

*What can you guess?*

Do you **like** this poem?  
*What do you like about this  
poem?*

*Is there anything that you  
dislike about it?*

## Making Words Work Harder



Poets tend to use **less words** than writers of prose.  
They are often limited by features such as line length, rhythm and form.  
Poets use less words so **their words have to work harder!**

Instead of writing,  
*I think that Golden Time is very valuable and each minute is like a precious jewel.*

A poet might write,  
*Golden Time - jewelled minutes*

These words are more powerful because the image is condensed into few words.

## How to build Noun Phrases

Add words before the head noun:

*The rocks surrounded the beach.*

*The horribly craggy rocks surrounded the beach.*



Add words after the head noun:

*The rocks, with sharp points and deep grooves, surrounded the beach.*

*The rocks, like ancient sleeping trolls, surrounded the beach.*

Or you can do both at once:

*The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.*

## Nouns and Noun Phrases create Powerful Images

*The precious, ruby ring was hidden.*

*I found a rather unusual gem.*

You can check which words are part of the noun phrase by replacing them with a **pronoun**.



What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

## Noun Phrases to Convey Information Concisely

I held onto the fin.

*I held onto a scarred fin.*

*I held onto a scarred, firm fin.*

*I held onto a scarred, firm fin of a breaching whale-shark.*



What do we know about the fin?

There is a lot of information contained in this expanded noun phrase.

*It is one of a number of fins.  
It is scarred.  
It is firm.  
It belongs to a whale-shark.  
The shark is breaching.*

## English Day 3

### Red Ruby Rings

*Joseph Coelho*

I crept along the ribs  
of a sea dragon's skeleton  
I ran through the fronds  
of an underwater forest.

I climbed up the ridges  
over giant crabs' claws.  
I clung to the feathers  
of a pink albatross.

I skipped along the crests  
of the crashing blue waves.  
I sneaked through the cabins  
of a pirate's dark ship.

I prised open the lock  
of the dowager's chest.  
I slipped on 3 rings  
of the deepest ruby red.

I hid amongst the skeletons  
dangling in the dungeon.  
I slid down the rope  
tide to the barnacled anchor.

I held onto the fin  
of the breaching whale-shark  
I rolled in the surf  
of the whispering tide.

I crawled along the rocks  
of the boat graveyard beach.  
I undid the clasps  
of my three red ruby rings.

And...

### Expanded Noun Phrases

*Find how each of these nouns has been expanded in the poem.*

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	
feathers	
cabins	
rings	
fin	
surf	
rocks	

## English Day 3 Answers

### Expanded Noun Phrases - Answers

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	The fronds of an underwater forest
feathers	The feathers of a pink albatross
cabins	The cabins of a pirate's last ship
rings	The rings of deepest, ruby red
fin	The fin of the breaching whale shark
surf	The surf of the whispering tide
rocks	The rocks of the boat graveyard beach

## English Day 4

### Golden Time

Joseph Coelho

Golden time -  
jewelled minutes  
and silvered seconds?

Golden time  
a diamond clock  
with ruby numbers?

Golden time -  
a free hour  
doing what I please?

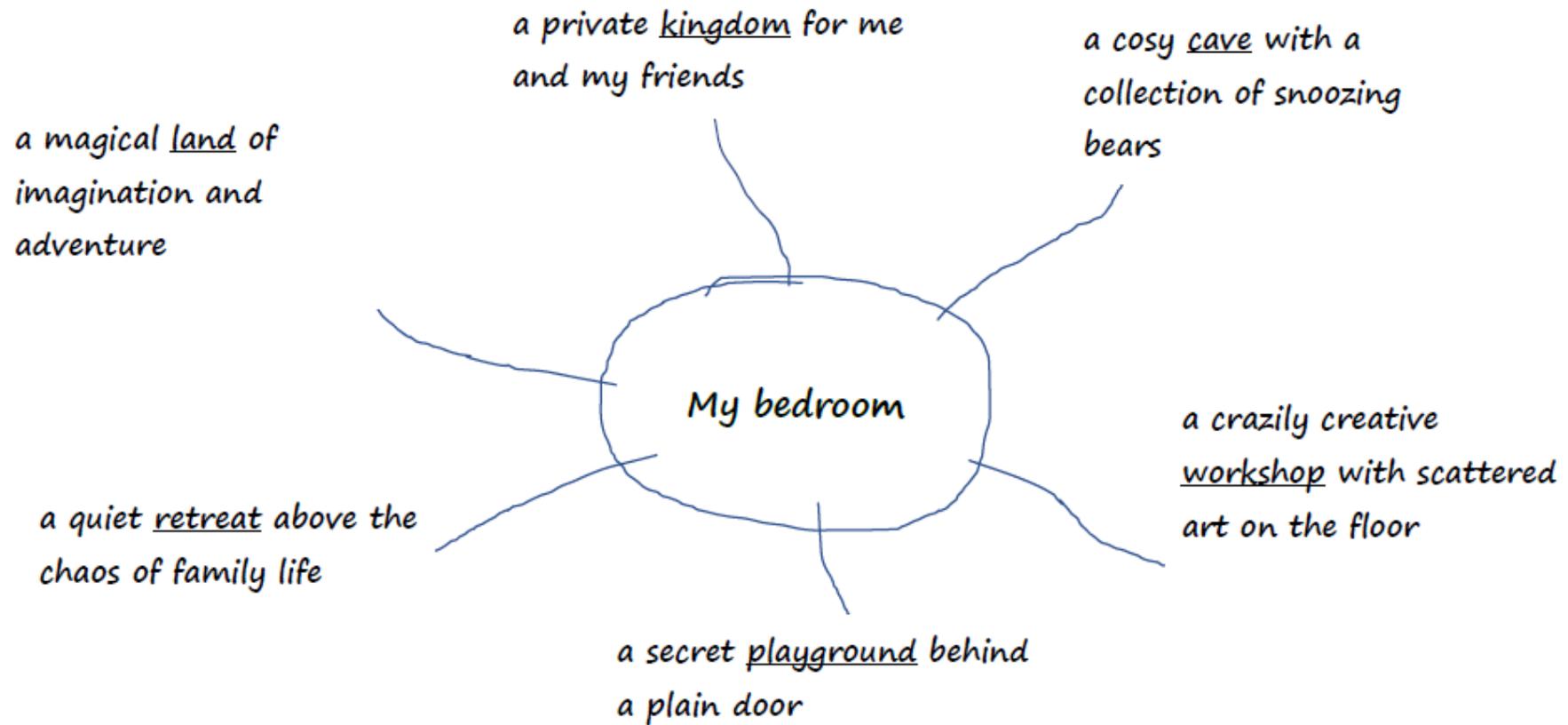
Golden time -  
hands clasped on mouth  
catching laughter with a new friend.

Golden time -  
the inhale of breath  
as the idea chimes.

Golden time  
a room of beaming faces,  
every heart in sync.

English Day 4

Bedroom Example



## Developing a Poem

1. Read all of your special place ideas.
2. Look for ways to improve your **expanded noun phrases** (think poetry techniques: alliteration, onomatopoeia, powerful adjectives, verbs and adverbs).
3. Look for words that are not working hard enough – replace, remove or combine.
4. Choose the best 5-6 images and number them – think about impact: keep a surprise for the last stanza.
5. Write your poem using the structure of ***Golden Time***.

Y5: Friday 15<sup>th</sup> May - Spellings to Learn

**ough and augh**

<https://www.google.com/search?client=firefox-b-d&q=BBC+BITESIZE+spag+ks2>

Watch the short film and try some of the activities. Then read through the list of words to learn.

Green words - everyone must learn to spell these words  
 Blue words - most people will learn to spell these words too  
 Red words - some people will also learn these words

**TRY TO LEARN THE WORDS BY NEXT WEEK!**

Focus: ough and augh (Words in bold are from the National Curriculum word lists)	1st Attempt	2nd Attempt	3rd Attempt
ought			
bought (past tense of buy)			
brought (past tense of bring)			
<b>thought</b> (past tense of think)			
<b>fought</b> (past tense of fight)			
caught			
<b>naughty</b>			
<b>through</b>			
rough			
enough			
<b>cough</b>			
<b>although</b>			
<b>thorough</b>			
<b>borough</b>			
<b>plough</b>			

**Some extra info:**

The word 'bought' is the past tense of the verb 'buy'. For example:

Today, I **buy** bread. Yesterday, I **bought** bread.

The word 'brought' is the past tense of the verb 'bring'. For example:

Today, I **bring** the shopping home. Yesterday, I **brought** the shopping home.

People often **say** 'brang' (eg Yesterday, I **brang** the shopping home). **BRANG** is not grammatically correct! Do NOT write it down! Write 'brought' instead.

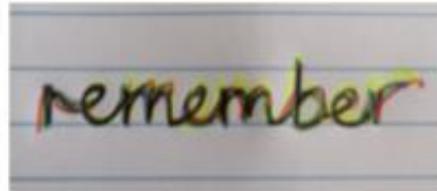
## Spelling Strategies

### Pyramid Writing

b  
be  
bec  
beca  
becau  
becaus  
because

### Rainbow writing

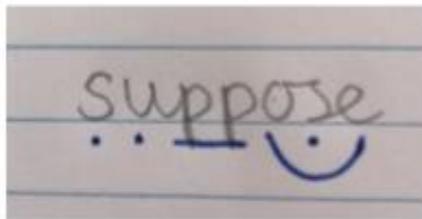
Write the word over and over again using different colours.



### Create a mnemonic



### Sound Buttons



\*\*Note, this may not work for words you cannot 'sound out'

### Underline the tricky part

separate

library

naughty

### Look, Say, Cover, Write, Check

**Look** at the word

**Say** it out loud

**Cover** it up

**Write** it

**Check** whether it is spelt correctly

# Geography:



## Art

When filling in the space around the object, look for simple shapes that you can see – circles, triangle, squares and fill them in (see fig i)- this will help you to create the right shape for your object.

Always keep your mind on the shape of the space.



**Mrs T's Maths Groups - Year 5**  
**Week beginning: 11<sup>th</sup> May 2020**

**Task 1.) LO: Area and Perimeter**

Click on the following link: <https://nrich.maths.org/7280>

**Task:** Have a go at the activity – solutions are on the link as well.

**Day 2.) LO: Ratio & Proportion**

Click on the following link: <https://nrich.maths.org/6202>

**Task:** Have a go at the activity – solutions are on the link as well.

**Optional**

**Days 3, 4 & 5.) Click on the links on the Year 6 Extension Homework and have a go at the Trial and Improvement word problems.**

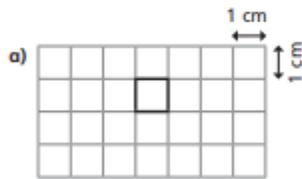
# Maths Answers

## Day 1

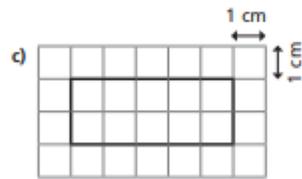
### Area of rectangles



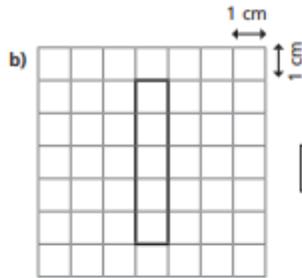
- 1 On the grid, the area of each square is  $1 \text{ cm}^2$ . Calculate the area of each rectangle.



$$1 \text{ cm}^2$$



$$10 \text{ cm}^2$$



$$5 \text{ cm}^2$$

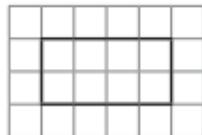
- 2 Complete the sentences to describe the rectangle.

There are  rows.

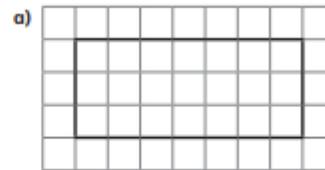
Each row has  squares.

There are  squares altogether.

$$\boxed{2} \times \boxed{4} = \boxed{8}$$

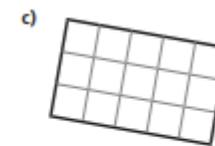


- 3 The area of each square is  $1 \text{ cm}^2$ . Work out the area of each rectangle.



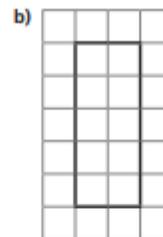
$$\boxed{3} \times \boxed{7} = \boxed{21}$$

$$\text{area} = \boxed{21 \text{ cm}^2}$$



$$\boxed{3} \times \boxed{5} = \boxed{15}$$

$$\text{area} = \boxed{15 \text{ cm}^2}$$



$$\boxed{5} \times \boxed{2} = \boxed{10}$$

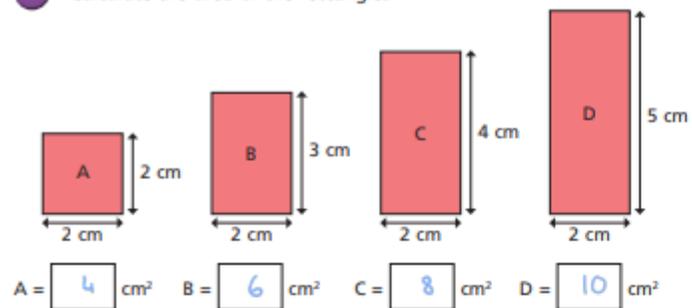
$$\text{area} = \boxed{10 \text{ cm}^2}$$



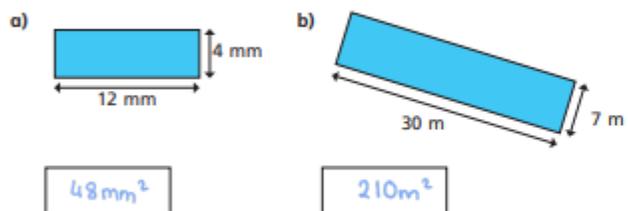
$$\boxed{7} \times \boxed{1} = \boxed{7}$$

$$\text{area} = \boxed{7 \text{ cm}^2}$$

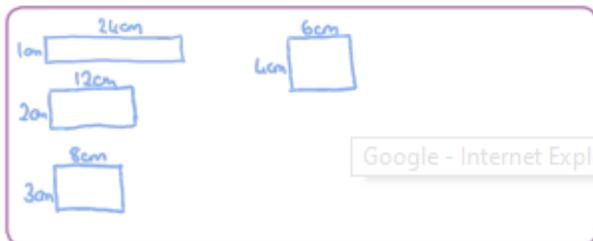
- 4 Calculate the area of the rectangles.



- 5 Work out the area of these rectangles.

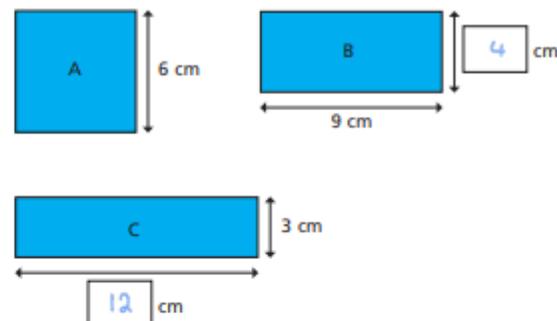


- 6 How many rectangles can you draw that have an area of 24 cm<sup>2</sup>? Label the lengths. Your drawings do not have to be exact.



Compare your answers with a partner.

- 7 These shapes all have the same area. Shape A is a square. Work out the missing lengths.



- 8 A rectangle has an area of 96 cm<sup>2</sup>. The length of the rectangle is 4 cm longer than the width. Work out the length and width of the rectangle.

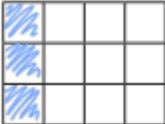
length =    width =

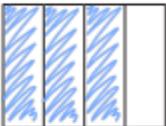
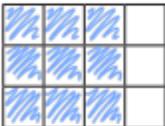


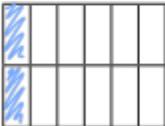
## Equivalent fractions

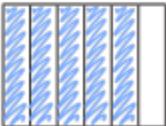
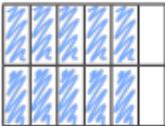


1 Shade the shapes to show the equivalent fractions.

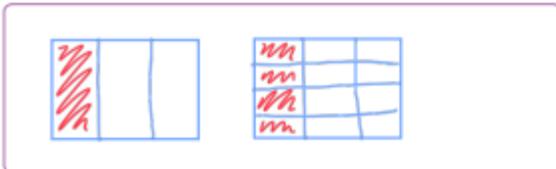
a)    $\frac{1}{4} = \frac{\boxed{3}}{12}$

b)    $\frac{3}{4} = \frac{\boxed{9}}{12}$

c)    $\frac{1}{6} = \frac{\boxed{2}}{12}$

d)    $\frac{5}{6} = \frac{\boxed{10}}{12}$

2 Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$



3 a) Sort the fractions into the groups.

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



$\frac{5}{15}$     $\frac{2}{6}$     $\frac{3}{12}$     $\frac{6}{24}$     $\frac{8}{24}$     $\frac{5}{20}$     $\frac{4}{12}$     $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a)  $\frac{1}{7} = \frac{\boxed{2}}{14}$       d)  $\frac{3}{4} = \frac{6}{\boxed{8}}$       g)  $\frac{2}{\boxed{3}} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{\boxed{10}}{14}$       e)  $\frac{3}{4} = \frac{12}{\boxed{16}}$       h)  $\frac{2}{\boxed{5}} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{\boxed{16}}$       f)  $\frac{3}{4} = \frac{\boxed{9}}{12}$       i)  $\frac{2}{7} = \frac{10}{\boxed{35}}$

j) Describe the pattern in part g), h) and i) to a partner.



- 5 Find three ways to make the fractions equivalent.

e.g.

a)  $\frac{1}{2} = \frac{7}{14}$

b)  $\frac{7}{7} = \frac{14}{14}$

c)  $\frac{1}{7} = \frac{2}{14}$

$\frac{1}{8} = \frac{7}{56}$

$\frac{7}{1} = \frac{14}{2}$

$\frac{5}{7} = \frac{10}{14}$

$\frac{1}{100} = \frac{7}{700}$

$\frac{7}{10} = \frac{14}{20}$

$\frac{21}{7} = \frac{42}{14}$

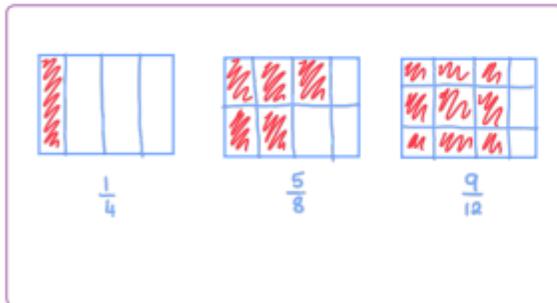
- 6 Ron is finding equivalent fractions to  $\frac{1}{4}$



$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{9}{12}$

Do you agree with Ron? No

Draw a diagram to support your answer.



Compare answers with a partner.



- 7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$     $\frac{3}{B}$     $\frac{2}{18}$     $\frac{C}{90}$

A = 1

B = 27

C = 10

- 8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$     $\frac{B}{14}$     $\frac{12}{C}$

A + B = 13

Work out the value of C.

C = 28

- 9  $\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of  $\bullet$

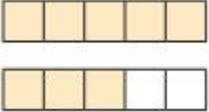
$\bullet$  = 14

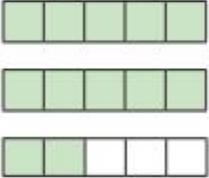


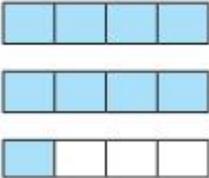
Improper to mixed numbers

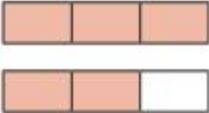


1 Convert the improper fractions to mixed numbers.

a)   $\frac{8}{5} = 1\frac{3}{5}$

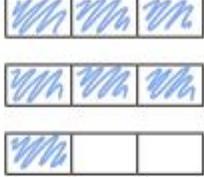
b)   $\frac{12}{5} = 2\frac{2}{5}$

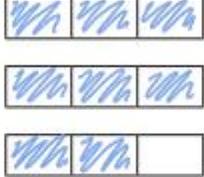
c)   $\frac{9}{4} = 2\frac{1}{4}$

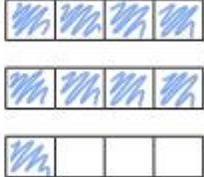
d)   $\frac{5}{3} = 1\frac{2}{3}$



2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)   $\frac{7}{3} = 2\frac{1}{3}$

b)   $\frac{8}{3} = 2\frac{2}{3}$

c)   $\frac{9}{4} = 2\frac{1}{4}$

d)   $\frac{11}{4} = 2\frac{3}{4}$



3 Convert the improper fractions to mixed numbers.

a)  $\frac{10}{2} = 5$

e)  $\frac{12}{5} = 2\frac{2}{5}$

b)  $\frac{10}{3} = 3\frac{1}{3}$

f)  $\frac{13}{6} = 2\frac{1}{6}$

c)  $\frac{10}{4} = 2\frac{1}{2}$

g)  $\frac{13}{7} = 1\frac{6}{7}$

d)  $\frac{10}{5} = 2$

h)  $\frac{31}{8} = 3\frac{7}{8}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

$3\frac{1}{2}$

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{8} = \text{●} \frac{2}{8}$

● = 5

7 Find two possible values for ★ and ▲

$\frac{30}{★} = \text{▲} \frac{2}{★}$

★ = 14

▲ = 2

★ = 7

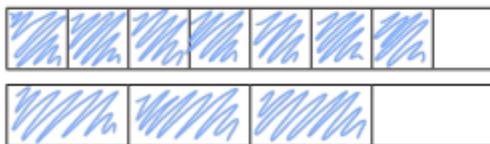
▲ = 4

## Compare and order fractions less than 1

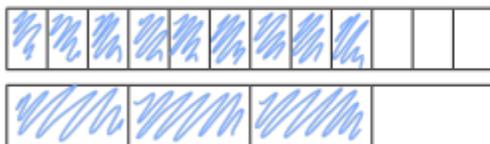


1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

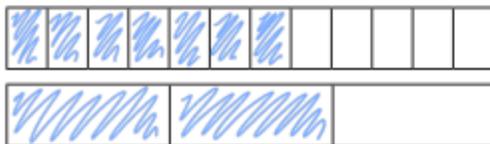
Use the bar models to help you.



$$\frac{7}{8} > \frac{3}{4}$$



$$\frac{9}{12} = \frac{3}{4}$$



$$\frac{7}{12} < \frac{2}{3}$$



2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5} < \frac{4}{15}$

g)  $\frac{2}{9} < \frac{1}{3}$

b)  $\frac{2}{5} > \frac{4}{15}$

h)  $\frac{4}{9} > \frac{1}{3}$

c)  $\frac{2}{5} = \frac{6}{15}$

i)  $\frac{4}{12} = \frac{1}{3}$

d)  $\frac{2}{3} > \frac{6}{15}$

j)  $\frac{8}{12} = \frac{2}{3}$

e)  $\frac{2}{3} > \frac{6}{12}$

k)  $\frac{8}{12} < \frac{3}{3}$

f)  $\frac{2}{3} = \frac{6}{9}$

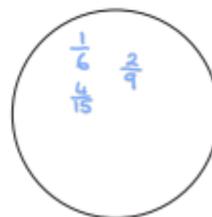
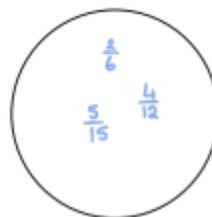
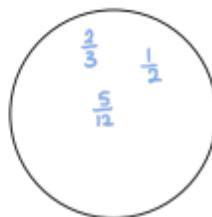
l)  $\frac{8}{12} < \frac{3}{4}$

3 Sort the fractions into the circles.

greater than  $\frac{1}{3}$

equal to  $\frac{1}{3}$

less than  $\frac{1}{3}$



- |               |               |               |               |               |                |                |                |                |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| $\frac{2}{3}$ | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{2}{6}$ | $\frac{2}{9}$ | $\frac{5}{12}$ | $\frac{4}{12}$ | $\frac{4}{15}$ | $\frac{5}{15}$ |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|

- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g.

a)  $\frac{\boxed{1}}{5} < \frac{5}{15}$

d)  $\frac{\boxed{1}}{3} < \frac{5}{6}$

g)  $\frac{6}{9} < \frac{5}{\boxed{6}}$

b)  $\frac{\boxed{2}}{6} < \frac{5}{12}$

e)  $\frac{3}{5} < \frac{5}{\boxed{5}}$

h)  $\frac{10}{12} < \frac{5}{\boxed{4}}$

c)  $\frac{\boxed{5}}{12} < \frac{5}{6}$

f)  $\frac{5}{6} < \frac{5}{\boxed{5}}$

i)  $\frac{23}{24} < \frac{5}{\boxed{5}}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$     $\frac{8}{12}$     $\frac{4}{9}$



Tommy

I found a common denominator of 36 to compare the fractions.

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? Various

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\frac{2}{10}$

$\frac{2}{7}$

$\frac{2}{5}$

$\frac{2}{4}$

$\frac{2}{3}$

b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\frac{1}{9}$

$\frac{2}{9}$

$\frac{1}{3}$

$\frac{5}{9}$

$\frac{5}{6}$

c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

$\frac{1}{5}$

$\frac{3}{10}$

$\frac{1}{2}$

$\frac{3}{5}$

$\frac{7}{10}$

d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\frac{1}{3}$

$\frac{2}{7}$

$\frac{3}{8}$

$\frac{12}{30}$

$\frac{6}{17}$

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\boxed{\phantom{00}}}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{10}{15}$

$\frac{11}{15}$

$\frac{12}{15}$

$\frac{13}{15}$