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://uk.ixl.com/math/year-5/what-decimal-number-is-illustrated Recap identifying decimal numbers	https://uk.ixl.com/math/year-5/place-values-in-decimal-numbers Recap place value in decimal numbers	https://uk.ixl.com/math/year-5/put-decimal-numbers-in-order Recap ordering decimals	https://uk.ixl.com/math/year-5/put-decimal-numbers-in-order Recap ordering decimals	https://uk.ixl.com/math/year-5/put-decimal-numbers-in-order Recap ordering decimals
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 5(w/c May 18th) 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. *If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.* *If your child struggles with maths, they could work on the learning set for year groups lower down the school.* **SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)**			
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. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 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
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. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	**LO: Read and reflect upon famous speeches** Watch this clip explaining about a famous speech: https://www.bbc.co.uk/programmes/p00wwkvn Now watch this second clip about the language in the speech. Make notes or a mind map about the key techniques that Martin Luther King uses to 'hook' in his audience.Benjamin Zephaniah talks about repetition, biblical references, contrasting pairs, simple languages. https://www.bbc.co.uk/programmes/p00wwq4t Write a short summary of what Martin Luther King is saying to the American People. It is possible for you to do this without listening to the whole speech.	**LO: Practise oracy (reading a speech)** Read *Two Famous Speeches – see below)* and answer the questions. Challenge yourself to read one of the speeches in the next set: *Two More Speeches* and to answer the questions on that speech as well. **Practise reading a speech out loud.** Pick one of the speeches and practise reading it out loud. Practise until your words flow and you are able to speak really expressively. *Well done! Share read the speech that you have chosen to a grown-up. You can check your answers to the questions too at the back of this pack.*	**LO: Listen, relect and respond to a speech.** Read this webpage about Malala Yousafzai www.bbc.co.uk/newsround/46865195 Make notes on *Five Important Facts* about the five most important things that you learn about her. **Read and reflect on a speech** Watch the first minute of Malala's speech at the United Nations. https://www.malala.org/newsroom/archive/malala-un-speech Read *Malala's Speech*. Think about the *Reflection Prompts*. Write answers on *Reflection Notes*. (You may find *Persuasive Features* helpful – see below)	**LO: Write a letter** Write to Malala about her speech. You might like to write a plan or draft first. **Paragraph 1**: Introduce yourself and explain why you are writing to her.Tell her a little about yourself. Don't' forget to use the layout of a letter ***eg Write your own address in the top corner, then the date, Dear Malala etc (see example of a letter to Greta Thunberg below)*** **Paragraph 2:** Explain what you liked and noticed about her speech. **Paragraph 3**: Ask her some questions – about her speech and maybe about what she is going to to do next. **Paragraph 4:** Short 'sign of' ***eg 'Thank you for taking the time for reading my letter; I really look forward to hearing of your next adventure/speech ….*** *Well done! Share your writing with a grown-up. Show them Malala's Speech and the most important things that you noticed about it.*	**LO: Learn spellings** See below for the spellings set by Ms Ross last week. Your task was to LEARN the spellings using a method that suits you. Today, you can ask an adult to test you in these spellings. Once marked, send into your teacher on ClassDojo. Good luck!

Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Art	RE	History
LO: Understand the water cycle What is the water cycle and why are some parts of the world short of water? ● Predict what you think will happen to a bowl of water when left in a sunny spot and test your prediction. ● Watch Video of the water cycle. https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39 ● Research and produce a report on the reasons for water stress (see map in resources below) in at least one of the following 5 countries: 1. Egypt 2. South Africa 3. Qatar 4. Belgium 5. Mexico	**LO: To compare different life cycles** Are life cycles the same? ● Look at your lifecycle diagrams from last lesson and re-watch the video. https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3 ● Which animal is a mammal, which is an insect, which is an amphibian, and which is a bird? If you're not sure, there's clues here. https://www.bbc.co.uk/bitesize/topics/z6882hv ● What similarities and differences can you find? Record this in a way of your choosing	**Jasper Johns Printing** You will need: paper, pencils, paint or colouring pencils or felt tips, scissors, glue. Have a look at the Jasper Johns images below – see how he makes repeated patterns in his printing. • Using a found object (support below) print and cover two pieces of paper each with a different pattern. Use the same colour of paint for each one. • On one piece of paper, you will draw and cut out a number – see sheet below for template ideas. On the second piece of paper, you will trace around your number and then lift it from the paper and colour the traced image using coloured pencils/chalk/oil pastels. • Smudge the edges of the coloured in traced image and then stick your number back onto the second piece of paper.	Ascension Day in the Christian calendar is on Thursday 21st May this year. https://request.org.uk/restart/2017/07/21/bible-quest-the-ascension/ How do you think you would have felt if you had watched Jesus returning to heaven? What questions do you think you would have had? Do not forget to blow some bubbles to symbolise Jesus' ascent into heaven, as we do every year at school. You could also use bright colours to colour in the attached stained glass window or draw one of your own.	**LO: Research discoveries from the Stone and Iron Age** ● Look at the following artefacts in this link. https://www.museumoflondon.org.uk/Resources/interactives/Stone-Age-to-Iron-Age-Explorer/ ● Design a museum leaflet that explains about one object from each time period and share it with someone in your house.
Everything is Interesting – Are you ready for a challenge?				

Day 1

Add and subtract fractions

1 Complete the calculations.

Use the bar models to help you.

a)

$\frac{4}{5} + \frac{3}{5} = \square = \square$

b)

$\frac{6}{5} + \frac{3}{5} = \square = \square$

c)

$\frac{8}{5} - \frac{6}{5} = \square$

d)

$\frac{9}{5} - \frac{3}{5} = \square = \square$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has ☐ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$	$\frac{13}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

☐ + ☐ = 2

☐ + ☐ = 2

☐ + ☐ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is ☐ m long. Dexter's rope is ☐ m long.

Day 2

Add fractions

1 Complete the calculations.

Use the bar models to help you.

a)

$\frac{1}{2} + \frac{7}{10} = \square = \square$

b)

$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \square = \square$

c)

$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \square = \square$

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \square = \square$

b) $\frac{5}{4} + \frac{7}{20} = \square = \square$

c) $\frac{3}{4} + \frac{5}{12} = \square = \square$

d) $\frac{4}{3} + \frac{5}{12} = \square = \square$

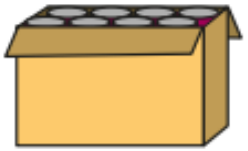
e) $\frac{3}{5} + \frac{11}{15} = \square = \square$

f) $\frac{5}{3} + \frac{11}{15} = \square = \square$

3 Match the additions that have the same answer.

$\frac{3}{5} + \frac{9}{20}$	$\frac{16}{20} + \frac{9}{20}$
$\frac{3}{4} + \frac{9}{20}$	$\frac{12}{20} + \frac{9}{20}$
$\frac{4}{5} + \frac{9}{20}$	$\frac{14}{20} + \frac{9}{20}$
$\frac{7}{10} + \frac{9}{20}$	$\frac{15}{20} + \frac{9}{20}$

4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.



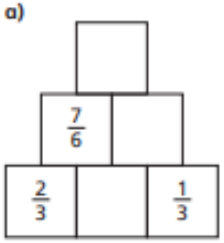
- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.

a) Work out the total weight of the tins of beans, sweetcorn and soup.

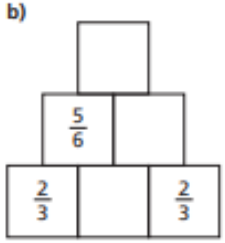
b) How much do the tins of tomatoes weigh?

5 Complete the addition pyramids.

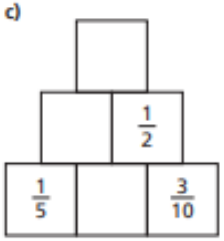
a)



b)



c)



6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Day 3

Add mixed numbers

1 Teddy and Mo are adding mixed numbers.

$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$

Teddy

$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$

Mo

Whose method do you prefer? _____

Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3

$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$

How can Ron improve his answer?

_____

_____

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} =$ ☐

d) $6\frac{7}{15} + 3\frac{3}{5} =$ ☐

5 A blue ribbon is $2\frac{4}{9}$ metres long.

A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

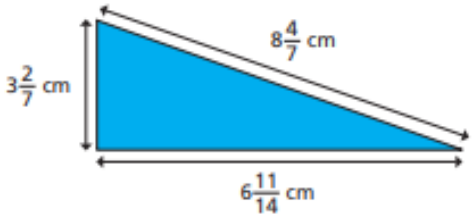
☐ m

b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?

☐ m

6 Calculate the perimeter of the triangle.



☐ cm

7 Complete the calculation in three different ways.

☐ $\frac{☐}{5}$ + ☐ $\frac{☐}{15}$ = $6 + \frac{11}{15}$ = ☐

☐ $\frac{☐}{5}$ + ☐ $\frac{☐}{15}$ = $6 + \frac{11}{15}$ = ☐

☐ $\frac{☐}{5}$ + ☐ $\frac{☐}{15}$ = $6 + \frac{11}{15}$ = ☐

Compare answers with a partner.

8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$

a) What is the greatest total you can make with two cards?

☐

b) What is the smallest total you can make with two cards?

☐

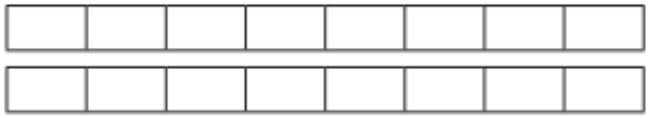
Day 4

Subtract mixed numbers

1 Complete the subtractions.

Use the bar models to help you.

a)



$\frac{15}{8} - \frac{1}{2} = \square$

b)

$1\frac{7}{8} - \frac{3}{4} = \square$

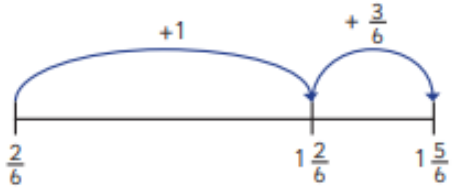
c)

$1\frac{1}{2} - \frac{3}{8} = \square$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

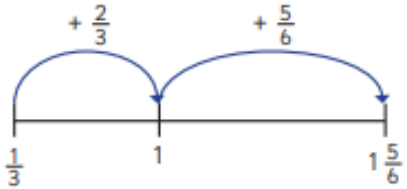
Dexter's method

$\frac{1}{3} = \frac{2}{6}$



$1 + \frac{3}{6} = 1\frac{1}{2}$

Whitney's method



$\frac{2}{3} = \frac{4}{6}$

$\frac{4}{6} + \frac{5}{6} + \frac{9}{6} = 1\frac{1}{2}$

What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$

$1\frac{5}{8} - \frac{3}{16} = \square$

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?

There are $\square$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's

Two Famous Speeches

John F. Kennedy - *The Decision to go the Moon 1961*
(President of USA in 1960s)

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

English Day 2

1. What is Kennedy explaining?
2. Why do you think he repeats the phrase "We choose to go to the moon"?

   ...not because they are easy, but because they are hard...
3. Does this reason surprise you?
   Why do you think he uses contrasts such as *easy* and *hard* in his speech?

Barack Obama - *Victory speech 2008*
(President of USA 2009-2017)

The road ahead will be long. Our climb will be steep. We may not get there in one year or even in one term, but America - I have never been more hopeful than I am tonight that we will get there. I promise you - we as a people will get there.

There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as president, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree.

And above all, I will ask you to join in the work of remaking this nation the only way it's been done in America for 221 years - block by block, brick by brick, calloused hand by calloused hand.

4. Who is Obama talking to?

   The road ahead will be long. Our climb will be steep.
5. Is he really talking about an actual road? What is he describing with this image?

   ...block by block, brick by brick...
6. What affect does this alliteration (repeating the beginning sound) have and why does he use it?

Two More Famous Speeches

Elizabeth I - *Speech to the Troops* 1588
(Queen of England during Tudor times)

I am come amongst you, as you see, at this time, not for my **recreation and disport**, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too. I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your **virtues** in the field.

Recreation and disport - amusement, fun **Virtues** – good qualities

Winston Churchill - *We shall fight on the beaches* 1940
(Prime minster of Britain during WWII)

...we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were **subjugated** and starving, then our Empire beyond the seas, armed and guarded by the British **Fleet**, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

subjugated - taken control of, dominated **Fleet** - A number of warships

Two More Famous Speeches - Questions

Winston Churchill

1. What phrase is repeated most in this speech?
   Why does he use repetition?

   ...in God's good time...

2. Why do you think he uses this alliteration?

3. What difficulty does Churchill predict and how does he make it seem less of a problem?

Elizabeth I

4. What is happening at the time of this speech?

5. Find an example of Elizabeth using contrast in her speech.
   Why does she use it?

6. What words to do with the human body does she use and why?

7 Which speech do you think is the most persuasive?
Explain why, giving examples.

Guide to Comprehension Answers

Two Famous Speeches

1. What is Kennedy explaining? *The reasons for going to the moon*

2. Why do you think he repeats the phrase "We choose to go to the moon"? *This is the main point of his speech. Repeating the phrase helps to make it stand out/be memorable.*

3. Does this reason surprise you? *Yes/no* Why do you think he uses contrasts such as *easy* and *hard* in his speech? *The contrast makes it stand out. It is surprising. It seems like a bigger achievement.*

4. Who is Obama talking to? America, the American people

5. Is he really talking about an actual road? What is he describing with this image? *It is a metaphor. He is describing the next few years as a journey taken together with the American people.*

6. What affect does this alliteration (repeating the beginning sound) have and why does he use it?
The words block and brick stand out. He makes it sound like he is building something. (It sounds like a physical task which hard work but will achieve something solid).

7. **Both speakers** say things *will* happen rather than *might* or *may* happen. Why do they use this modal verb in their speech? *They are talking about the future so can't be sure but use* ***will*** *as it sounds more certain. They sound confident that they will achieve their goals. It is more persuasive.*

8. Which speech do you think is most persuasive? Explain why, giving examples.
Any reasonable answer justified with examples from the text.

Two More Famous Speeches

1. What phrase is repeated most in this speech? Why does he use repetition? *'we shall fight' – it makes it stand out/be memorable. It is the main point of the speech. To build up momentum – like a chant. To inspire those who will be fighting/will deal with hardship as a result of the fighting.*

2. Why do you think he uses this alliteration? *To make the words stand out. To make the link between God and his actions. To give his actions legitimacy.*

3. What difficulty does Churchill predict and how does he make it seem less of a problem? *Britain might be taken over by a foreign power and the people starve. He does not believe it will happen even 'for a moment'. The country would be rescued by the Empire/New World and British fleet.*

4. What is happening at the time of this speech? *Troops of soldiers are preparing to go into battle.*

5. Find an example of Elizabeth using contrast in her speech. *'to live and die', 'recreation and disport' 'midst and heat of the battle' 'a weak and feeble woman' 'heart and stomach of a king'* Why does she use it? *To make the words stand out. To challenge those who accuse her of playing or being weak. To emphasise her strength and resolve.*

6. What words to do with the human body does she use and why? *'blood', 'heart' 'stomach' The soldiers are about to risk their lives in battle – these are apt terms which everyone can relate to. The heart, blood and stomach are associated with courage and strength. Elizabeth wants to seem like a strong, brave leader. (Some children may identify 'arms'. Make links to the term 'armed' as in holding a weapon.)*

English Day 4

Malala Yousafzai – Five Important Facts

Read the webpage and make notes.

https://www.bbc.co.uk/newsround/46865195

Malala Yousafzai's – *Speech to the United Nations* 2013

Extracts of Malala Yousafzai's speech that gave to the United Nations in 2013, the date of her 16th birthday and "Malala Day" at the UN.

Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. I am just one of them. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword," is true. The extremists are afraid of books and pens. The power of education frightens them.

Peace is a necessity for education. In many parts of the world, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first.

Reflection Prompts

Who is the **audience**?

What is the **purpose** or main point of the speech?

How **persuasive** do you find the speech? *Explain why.*

What **persuasive features** can you spot? *Give examples.*

What impact do they have?

Which persuasive techniques are **not used**?

Can you think of a reason why Malala did not use them?

Persuasive Features

Can you find any of these in Malala's speech?

Persuasive Language Features

- Present tense
- Conjunctions for cause, contrast, condition
- Adverbs for lists, cause, contrast, attitude
- Emotive language
- Strong images/word play*
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

Word Play/Imagery*

- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration
- Contrasting pairs
- Lists (esp. of 3)

Delhi
India

April 2013

Dear Greta

My name is Garvita, the founder of 'Why Waste?' an orgnisation which aims to educate people to educate people across the globe and encourage them to take action on reducing water waste in our every day lives. Some people call me the Greta of India!

I am so proud of everything you are doing. I am so sorry that you had to hear an applause at the UN during you captivating speech when you were weeping. Instead of sympathisiing and acting, the adult leaders around you were hooting and clapping. To the world leadder: Thak you for praisng us for making a difference at such a young age, but we need you to act now!

And Greta, here's how we can show them the difference. In a recent video of yours, I watched, on how to solve the climate crisis, you said, that stopping the buring of fossil fuels and planting more trees is the key. You were able to mobilise 7.8 million people accross the globe to come out to the streets and protest. What if these people (and maybe more) came out and planted just one tree each? I can't even begin to imagine the impact.

With hope we are able to change the world someday., I thank you for all that you do!

Your admirer and Changemaker

Garvita Gulhati

Y5: Friday 15th 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

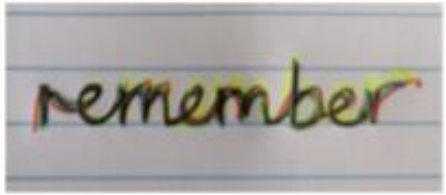
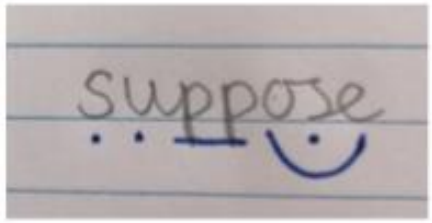
TRY TO LEARN THE WORDS BY NEXT WEEK!

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)			
thought (past tense of think)			
fought (past tense of fight)			
caught			
naughty			
through			
rough			
enough			
cough			
although			
thorough			
borough			
plough			

Some extra info:

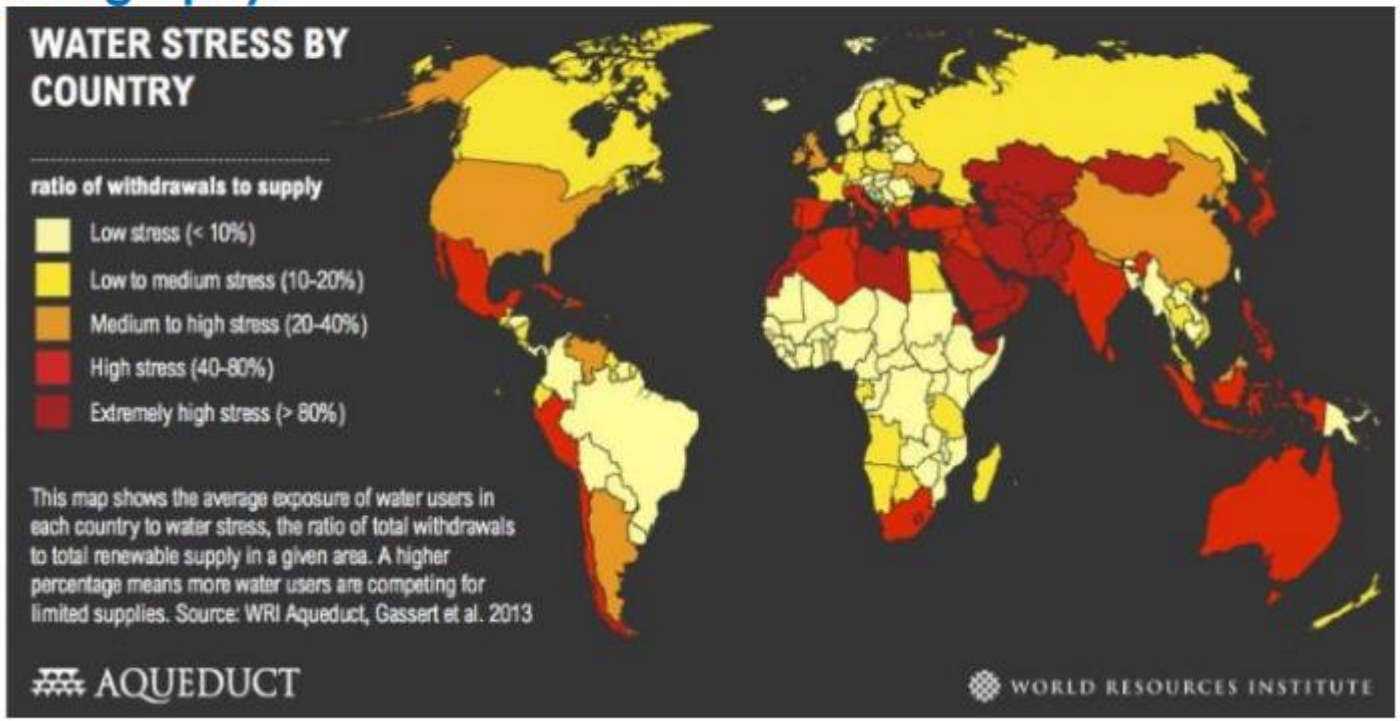
The word 'bought' is the past tense of the verb 'buy'. For example:
Today, I **buy** bread. Yesterday, I **bought** bread.
The word 'brought' is the past tense of the verb 'bring'. For example:
Today, I **bring** the shopping home. Yesterday, I **brought** the shopping home.
People often **say** 'brang' (eg Yesterday, I brang the shopping home). BRANG is not grammatically correct! Do NOT write it down! Write 'brought' instead.

Spelling Strategies

Pyramid Writing	Rainbow writing	Create a mnemonic
	Write the word over and over again using different colours. 	
Sound Buttons	**Underline the tricky part**	**Look, Say, Cover, Write, Check**
 **Note, this may not work for words you cannot 'sound out'	separate library naughty	**Look** at the word **Say** it out loud **Cover** it up **Write** it **Check** whether it is spelt correctly

Resources

Geography:



Art - Jasper Johns Printing

Jasper Johns – Crosshatch

Jasper Johns – Map

Jasper Johns – Alphabet

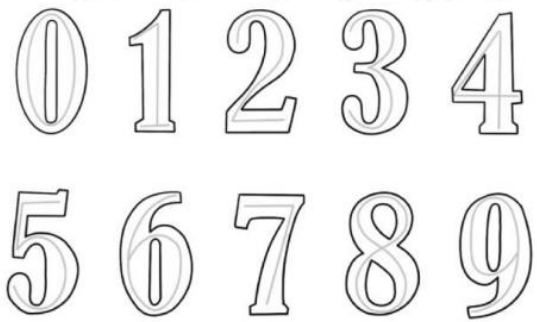
Use found objects to print with – this might be a fork, a cotton reel, the edge of a ruler, a paperclip, a lego brick – anything that creates a pattern. If using ready mixed paint, dip your item into the paint. If using watercolour paint, paint the raised edge of your item. If you don't have paint, you can use felt tips and again colour the edge of your item.

Using the same colour pick two objects
of paper so that you have two printed
paper, draw a number – make it big ar

second price of paper. Draw around it
crayon or chalk ,colour in the image of
just drawn on the second piece of pap
around the edge.

When you have finished, glue the cut o
the second piece of paper over the im
coloured. You should be able to see th

you.



Cut it out and lay it on your second price of paper. Draw around it then lift it off the page. Using crayon or chalk ,colour in the image of your number that you have just drawn on the second piece of paper, smudging the image around the edge.

When you have finished, glue the cut out number back down onto the second piece of paper over the image that you drew and coloured. You should be able to see the smudged edges.

Maths Answers Day 1

Add and subtract fractions

1 Complete the calculations.

Use the bar models to help you.

a)

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

b)

$\frac{6}{5} + \frac{3}{5} = \frac{9}{5} = 1\frac{4}{5}$

c)

$\frac{8}{5} - \frac{6}{5} = \frac{2}{5}$

d)

$\frac{9}{5} - \frac{3}{5} = \frac{6}{5} = 1\frac{1}{5}$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

b) $\frac{4}{7} + \frac{3}{7} = \frac{7}{7} = 1$

c) $\frac{4}{7} + \frac{4}{7} = \frac{8}{7} = 1\frac{1}{7}$

d) $\frac{8}{7} - \frac{3}{7} = \frac{5}{7}$

e) $\frac{7}{9} + \frac{8}{9} = \frac{15}{9} = 1\frac{2}{3}$

f) $\frac{17}{9} - \frac{8}{9} = \frac{9}{9} = 1$

g) $\frac{16}{9} - \frac{8}{9} = \frac{8}{9}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \frac{17}{9} = 1\frac{8}{9}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \frac{17}{15} = 1\frac{2}{15}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \frac{13}{15}$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

e.g.

$\frac{1}{8} + \frac{12}{8} = \frac{13}{8}$

$\frac{2}{8} + \frac{11}{8} = \frac{13}{8}$

$\frac{3}{8} + \frac{10}{8} = \frac{13}{8}$

$\frac{4}{8} + \frac{9}{8} = \frac{13}{8}$

$\frac{5}{8} + \frac{8}{8} = \frac{13}{8}$

$\frac{7}{8} + \frac{6}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has $\boxed{1\frac{1}{4}}$ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\boxed{6}}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\boxed{5}}{8} = 1$

d) $\frac{11}{9} + \frac{\boxed{11}}{9} = \frac{22}{9} = 2\frac{\boxed{4}}{9}$

e) $\frac{11}{9} + \frac{\boxed{9}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\boxed{2}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\boxed{6}}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\boxed{4}}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\boxed{2}}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\boxed{3}}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\boxed{1}}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\boxed{6}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\boxed{\frac{9}{8}}$ $\boxed{\frac{13}{8}}$ $\boxed{\frac{1}{8}}$ $\boxed{\frac{7}{8}}$ $\boxed{\frac{3}{8}}$ $\boxed{1\frac{7}{8}}$

Use the cards to write pairs of fractions with a total of 2

$\boxed{1\frac{7}{8}} + \boxed{\frac{1}{8}} = 2$

$\boxed{\frac{13}{8}} + \boxed{\frac{3}{8}} = 2$

$\boxed{\frac{9}{8}} + \boxed{\frac{7}{8}} = 2$

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is $\boxed{1\frac{1}{4}}$ m long. Dexter's rope is $\boxed{2}$ m long.

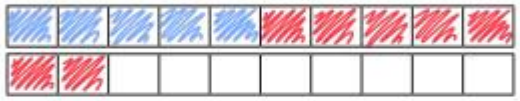
Day 2

Add fractions

1 Complete the calculations.

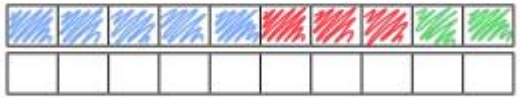
Use the bar models to help you.

a)



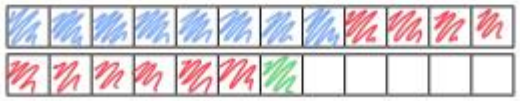
$\frac{1}{2} + \frac{7}{10} = \frac{12}{10} = 1\frac{1}{5}$

b)



$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \frac{10}{10} = 1$

c)



$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \frac{19}{12} = 1\frac{7}{12}$

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \frac{23}{20} = 1\frac{3}{20}$

b) $\frac{5}{4} + \frac{7}{20} = \frac{32}{20} = 1\frac{3}{5}$

c) $\frac{3}{4} + \frac{5}{12} = \frac{14}{12} = 1\frac{1}{6}$

d) $\frac{4}{3} + \frac{5}{12} = \frac{21}{12} = 1\frac{3}{4}$

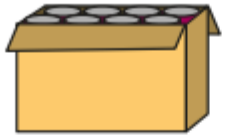
e) $\frac{3}{5} + \frac{11}{15} = \frac{20}{15} = 1\frac{1}{3}$

f) $\frac{5}{3} + \frac{11}{15} = \frac{36}{15} = 2\frac{2}{3}$

3 Match the additions that have the same answer.

$\frac{3}{5} + \frac{9}{20}$	$\frac{16}{20} + \frac{9}{20}$
$\frac{3}{4} + \frac{9}{20}$	$\frac{12}{20} + \frac{9}{20}$
$\frac{4}{5} + \frac{9}{20}$	$\frac{14}{20} + \frac{9}{20}$
$\frac{7}{10} + \frac{9}{20}$	$\frac{15}{20} + \frac{9}{20}$

4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.



- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.

a) Work out the total weight of the tins of beans, sweetcorn and soup.

$1\frac{1}{3}$ kg

b) How much do the tins of tomatoes weigh?

$\frac{2}{3}$ kg

5 Complete the addition pyramids.

a)

	2	
$\frac{7}{6}$	$\frac{5}{6}$	
$\frac{2}{3}$	$\frac{1}{2}$	$\frac{1}{3}$

b)

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

c)

	$\frac{9}{10}$	
$\frac{3}{5}$	$\frac{1}{2}$	
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{3}{10}$

6 What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{1}{4} + \frac{6}{12} + \frac{1}{3} = \frac{13}{12}$$

$$\frac{2}{4} + \frac{3}{12} + \frac{1}{3} = \frac{13}{12}$$

$$\frac{1}{4} + \frac{2}{12} + \frac{2}{3} = \frac{13}{12}$$

Day 3

Add mixed numbers

1 Teddy and Mo are adding mixed numbers.

Teddy

$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$

Mo

$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$

Whose method do you prefer? various

Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \boxed{3\frac{7}{10}}$

b) $2\frac{2}{5} + 2\frac{3}{10} = \boxed{4\frac{7}{10}}$

c) $1\frac{3}{4} + 3\frac{3}{20} = \boxed{4\frac{9}{10}}$

d) $1\frac{3}{16} + 4\frac{3}{4} = \boxed{5\frac{15}{16}}$

e) $4\frac{1}{4} + 2\frac{11}{16} = \boxed{6\frac{15}{16}}$

f) $1\frac{4}{15} + 3\frac{2}{3} = \boxed{4\frac{14}{15}}$

3

$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$

How can Ron improve his answer?

$\frac{13}{10} = 1\frac{3}{10}$ so $3\frac{13}{10} = 4\frac{3}{10}$

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \boxed{6\frac{1}{6}}$

b) $3\frac{2}{3} + 2\frac{7}{12} = \boxed{6\frac{1}{6}}$

c) $5\frac{1}{6} + 3\frac{11}{12} = \boxed{9\frac{1}{12}}$

d) $6\frac{7}{15} + 3\frac{3}{5} = \boxed{10\frac{1}{15}}$

5 A blue ribbon is $2\frac{4}{9}$ metres long.

A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

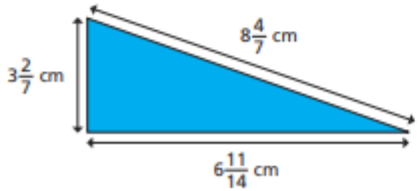
$\boxed{6\frac{1}{9}}$ m

b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?

$\boxed{4\frac{17}{18}}$ m

6 Calculate the perimeter of the triangle.



$\boxed{18\frac{9}{14}}$ cm

7 Complete the calculation in three different ways.

e.g.

$\boxed{1}\ \frac{\boxed{1}}{5} + \boxed{5}\ \frac{\boxed{8}}{15} = 6 + \frac{11}{15} = \boxed{6\frac{11}{15}}$

$\boxed{3}\ \frac{\boxed{2}}{5} + \boxed{3}\ \frac{\boxed{5}}{15} = 6 + \frac{11}{15} = \boxed{6\frac{11}{15}}$

$\boxed{1}\ \frac{\boxed{4}}{5} + \boxed{4}\ \frac{\boxed{14}}{15} = 6 + \frac{11}{15} = \boxed{6\frac{11}{15}}$

Compare answers with a partner.

8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$

a) What is the greatest total you can make with two cards?

$\boxed{8\frac{5}{12}}$

b) What is the smallest total you can make with two cards?

$\boxed{5\frac{3}{4}}$

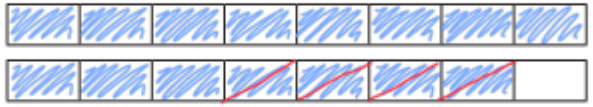
Day 4

Subtract mixed numbers

1 Complete the subtractions.

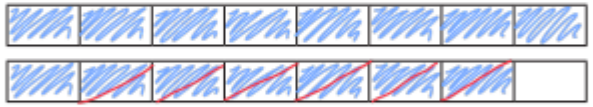
Use the bar models to help you.

a)



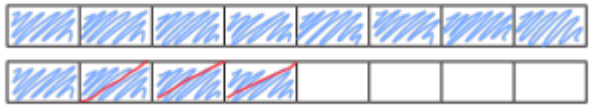
$\frac{15}{8} - \frac{1}{2} = \boxed{1\frac{3}{8}}$

b)



$1\frac{7}{8} - \frac{3}{4} = \boxed{1\frac{1}{8}}$

c)

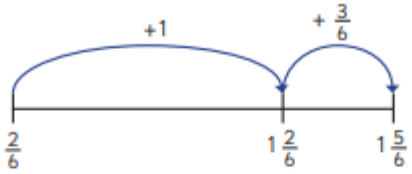


$1\frac{1}{2} - \frac{3}{8} = \boxed{1\frac{1}{8}}$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

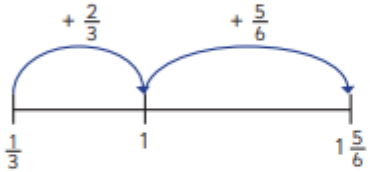
Dexter's method

$\boxed{\frac{1}{3} = \frac{2}{6}}$



$1 + \frac{3}{6} = 1\frac{1}{2}$

Whitney's method



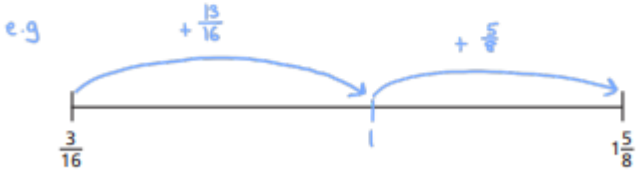
$\boxed{\frac{2}{3} = \frac{4}{6}}$

$\frac{4}{6} + \frac{5}{6} + \frac{9}{6} = 1\frac{1}{2}$

What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$

e.g



$\frac{13}{16} + \frac{10}{16} = \frac{23}{16} = 1\frac{7}{16}$

$1\frac{5}{8} - \frac{3}{16} = \boxed{1\frac{7}{16}}$

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \boxed{3\frac{1}{24}}$

b) $3\frac{3}{16} - \frac{1}{8} = \boxed{3\frac{1}{16}}$

c) $2\frac{5}{6} - \frac{2}{3} = \boxed{2\frac{1}{6}}$

d) $7\frac{5}{6} - \frac{13}{24} = \boxed{7\frac{7}{24}}$

e) $4\frac{4}{9} - \frac{4}{27} = \boxed{4\frac{8}{27}}$

f) $6\frac{11}{12} - \frac{3}{4} = \boxed{6\frac{1}{6}}$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?

There are $\boxed{1\frac{1}{3}}$ litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

e.g.

$3\frac{\boxed{1}}{5} - \frac{\boxed{3}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{3}}{5} - \frac{\boxed{11}}{20} = 3\frac{1}{20}$

$3\frac{\boxed{2}}{5} - \frac{\boxed{7}}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	$12\frac{3}{8}$ m
Amir	$13\frac{3}{8}$ m	$8\frac{1}{4}$ m	$12\frac{7}{8}$ m
Annie	$14\frac{1}{3}$ m	9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's

Mrs T's Maths Groups – Years 6
Week beginning: 18th May 2020

Task 1.) ***LO: The Phi Moment – The Golden Ratio (Revisited)***
Click on the following link to learn more about the amazing Golden Ratio.
https://everwideningcircles.com/2019/05/10/golden-ratio-music-phi-moment/
Task: Try out The Phi Experiment, referred to in the body of the article. They say a piece of classical music is best, so you can try the following music:
https://youtu.be/npUWSwZGRu8
Or, try some of your own music, as well.
Method: Convert the length of your song into seconds, by multiplying by 60. Your answer should be multiplied by 0.618. Then, convert your answer into minutes and fractions thereof, by dividing by 60. Finally, jump to that point in the song and see if you hear anything different, more musically beautiful, around that moment.

Task 2.) ***LO: Circles - Pi***
Click on the following link – Listen to the song explain how to find the area & circumference of a circle.
https://www.youtube.com/watch?v=icrjzF3zl5A&list=PL57pneHQXdPY-2c9OnFHEHS4Nqtn2oAe9
Task: Listen to the song a few times and see if you can figure out the formula for finding the area and circumference of a circle.

Task 3.) ***LO: Circles - Pi***
Click on the following link and learn more about Pi:
https://www.youtube.com/watch?v=O-cawByg2aA

Task: Optional - Complete the Worksheet https://www.mathworksheets4kids.com/circles/area-circumference/customary/area-diameter-large.png

https://www.mathworksheets4kids.com/circles/area-circumference/customary/circumference-diameter-large.png