



HOME LEARNING

YEAR 5

1/06/2020

Morning Message

Good morning Year 5,

We hope you had a lovely half term and are feeling ready for the new half term of learning. This week in maths you will be starting your book 5C and you will notice there has been some changes to the writing structure. We will be focusing on one picture per week and each day is a task to do with that picture. Make sure you write the LO in your books and always read the instructions carefully so you complete the right task.

Answer to Friday's riddle:

A piano

Today's riddle:

What is black, white and blue?

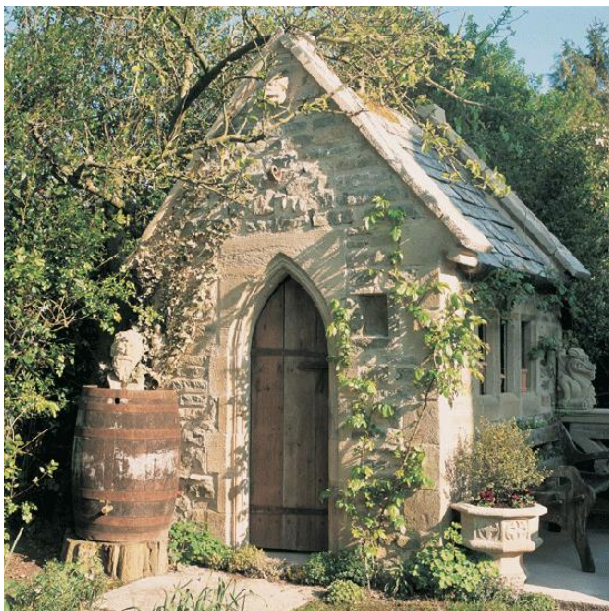
Happy Monday,

Ms Gayer and Mr McCann

p.s try to check Mathletics as we are setting work on there to help you!

Challenge: Think of something you always practise to get a better score at. Try to beat your score several times throughout the week.

This week's Pictures



Writing

This week we will be writing an adventure story based on the pictures above. Imagine a child has just moved to a new home in the country with their family. The child explores the huge garden of their new home with their pet dog and discovers the little building above tucked away. The character enters the building. Inside it is much bigger than it looks outside. They meet the wizard pictured above. The wizard utters a single sentence...

Monday LO: to plan the story

Your job today is to plan 3 parts of the story

Part 1: the child is exploring the garden, finds the building, meets the wizard. This scene should end with whatever you decide the wizard says. Try to make it mysterious and to make the reader want to read on e.g. "Come, follow me. The door is open and you need to hurry"

Part 2: A problem is revealed.

e.g. The wizard asks hero to travel through a portal into The Land of the Forests and rescue a spellbook from his enemy: the evil wizard.

Part 3: The character and his/her dog solve whichever problem you have thought of.

e.g. the character and dog travel into the world, find the wizard's cottage, sneaks in and steal the spell book back.

Task: think about how you want your story to go. There should be 3 parts like above but you can make up how you want the story to go. If you have no ideas use the above as inspiration!

- 1. Now speak your story out loud to a friend/family member. Tell them what is going to happen.**
- 2. In your books, plan characters. You can plan it as you wish – we decided to use bullet points but you might use a mind map or spider web. Write descriptions for these characters (appearance and personality):**

Main character Wizard Dog Any other characters you have thought of
Here is an example for a main character:

Molly

- 10 years old
- fiery red hair and freckles all over nose
- loves to climb trees and get dirty outside
- miserable that she's had to move house
- intrigued by large garden

- 3. Write descriptions of these settings:**

The garden The interior of the little building The place that your character goes in story

Here is an example for the little building:

- much larger inside than out – like a tardis
- glow of hundreds of candles lit up the darkness
- frogs hopped across the cold, tiled floor
- strange instruments, cobwebs and dust covered the tables
- cauldron full of steaming, green liquid bubbling away in corner

Reading

This week your reading extract comes from '*Aberations – The Beast Awakens*' by Joseph Delaney.

Day 1 You must read the extract out loud to a family member practising using volume, tone and expression. As you read, underline or make notes of any words that you do not understand.

Crafty was listening to the whispering from his brothers' graves.

He sat at the three-legged table, watching the shadows slither slowly towards him and staring at the far wall of the darkening cellar. Leaning against that far wall was a tall, decrepit, narrow cupboard, which without the wall's support would long ago have collapsed. Once it had been well stocked with food. Now the cupboard was bare.

Crafty had checked it every hour or so, but whenever he'd carefully pulled back the wooden doors, groaning in agony upon their rusty hinges, it was empty. He'd left the cupboard doors open now to save himself the trouble of checking, but he was sure it would never fill itself again. The magic controlling it – a porter spell that instantly sent objects over long distances – had finally faded and died. Benign

Fey magic never lasted long here within the Shole; here, it was malevolent magic that ruled.

Crafty shuddered just to think of what lay outside the cellar walls, and then hunger made his stomach rumble. At least there was a fire to keep him warm and fend off a little of the cold and damp. All that remained now were glowing embers, the last of the wood from the beds of his dead brothers.

Taking his eyes off the cupboard for a moment, he glanced round at the large wooden bookcase on the other wall. One of the shelves was sagging under the weight of the books that were so precious to him. He'd read them over and over again to keep at bay the tedium of life in the cellar. Although many were gone now, fed to the fire to keep it burning, there were some he couldn't bear to sacrifice. These were the gardening books that had belonged to his mother.

A lump came to his throat as he thought of her. She'd been dead for almost a year now, but the pain of her loss was still there. He missed her badly, and the happy home she'd made for him and his brothers. But now he had to leave everything behind. He had to leave this refuge. He had to leave it or starve.

Crafty didn't want to go. He wanted to stay here, with the memories of his mother and his two dead brothers.

Brock and Ben had been twins, two years older than him. They had been good to him; looked after him – so it didn't scare him when they whispered to him. Sometimes he would kneel on the earthen floor and place his left ear close to their gravestones, listening carefully, trying to hear what they said. Sometimes he heard them calling his name.

'Crafty! Crafty! Crafty!' they whispered.

Maths

Lesson 1- adding and subtracting decimals

In this lesson you will learn to add decimals and recognise the importance of place value when adding decimals. It will be useful to use your knowledge of converting decimals to fractions in this lesson. Using a number line, a bar model and a part-part-whole model will also be useful.

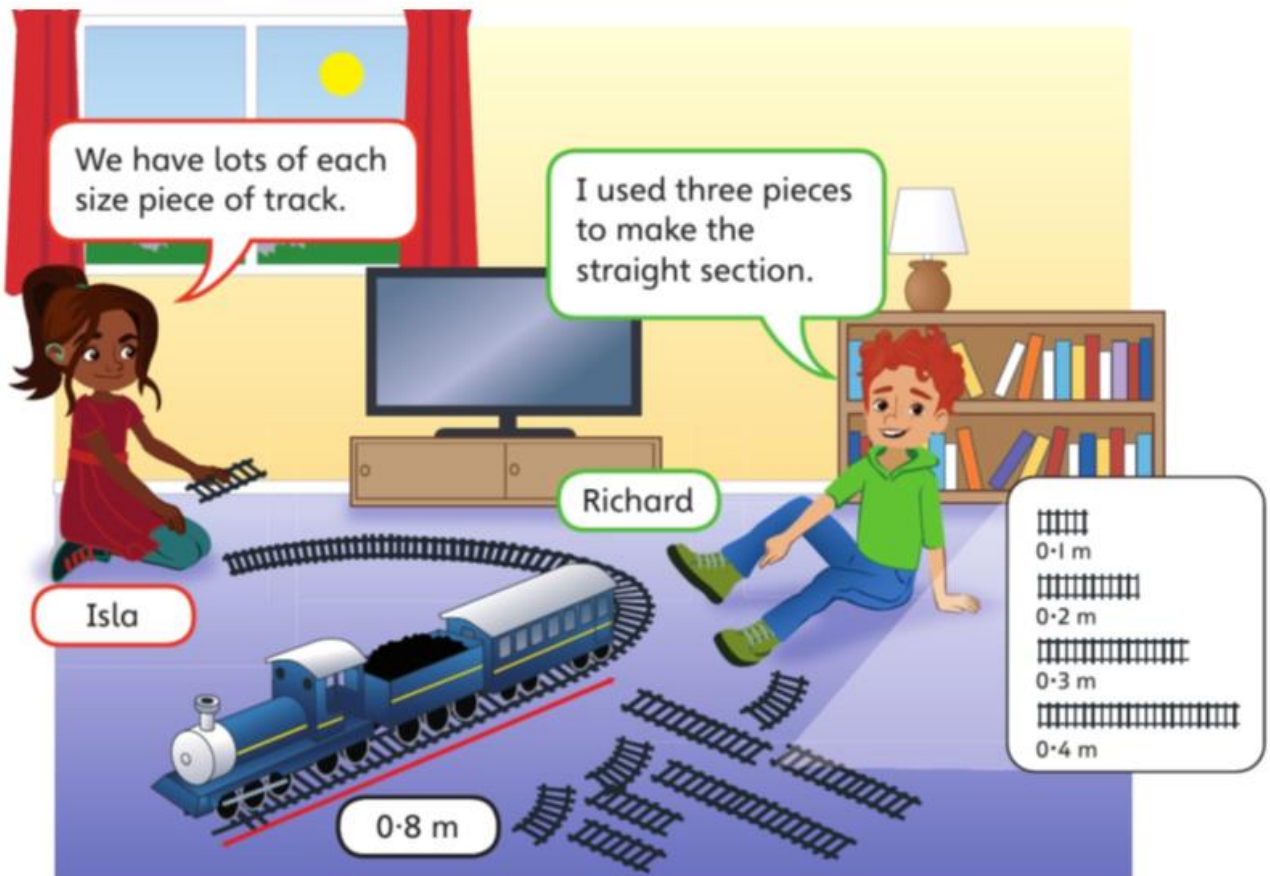
For example: 0.3 is equivalent to $\frac{3}{10}$. 0.7 is equivalent to $\frac{7}{10}$.
 $\frac{3}{10} + \frac{7}{10} = \frac{10}{10}$ which is equivalent to 1. So $0.3 + 0.7 = 1$.

It is important to think about the place value of each digit when adding decimals. See the grid below to help you. 0.3 and 0.7 **does not equal** 0.10. 0.10 is smaller value than before.

Tens	Ones	.	Tenths	Hundredths	Thousandths
10	1	•	0.1	0.01	0.001
$\frac{10}{1}$	$\frac{1}{1}$	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$
	0	•	3		

0.3

Key vocabulary: add, subtract, difference, total, tenths, part-whole, metres (m)

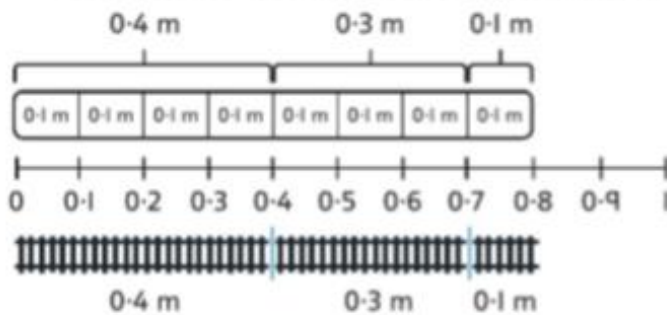


- 1**
- Which pieces of track could Richard have used to make the straight section?
 - Isla uses different pieces of track.
What other ways could Isla have made a track of 0.8 m?

Share

- a) There are track pieces 0.1 m, 0.2 m, 0.3 m and 0.4 m long.

We need to find three pieces that add up to 0.8 m.



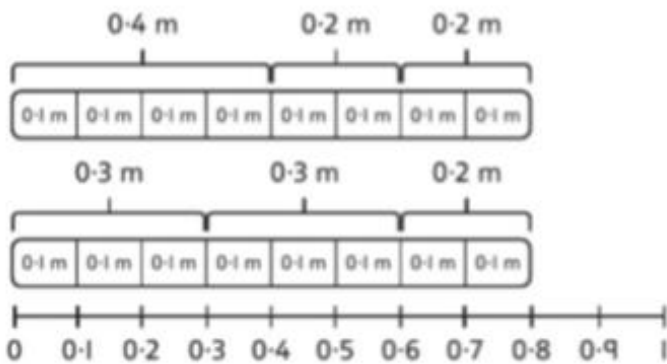
$$0.4 \text{ m} + 0.3 \text{ m} + 0.1 = 0.8 \text{ m}$$

Richard could have used 0.4 m, 0.3 m and 0.1 m track pieces to make the straight section.

I used a bar model to work out the possible pieces.



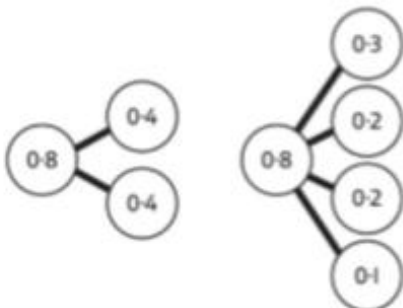
- b) There are several possible answers.



$$0.4 + 0.2 + 0.2 = 0.8$$

Isla could have used one 0.4 m and two 0.2 m pieces.

Or she could have used two 0.3 m and one 0.2 m pieces to make a track of 0.8 m.



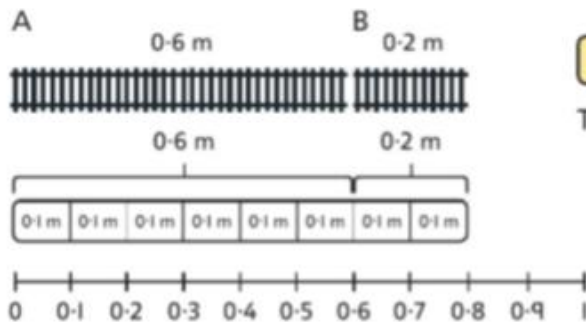
I have found other answers which add to 8 tenths.



Think together

- 1 a) These pieces of track (A and B) are put together.

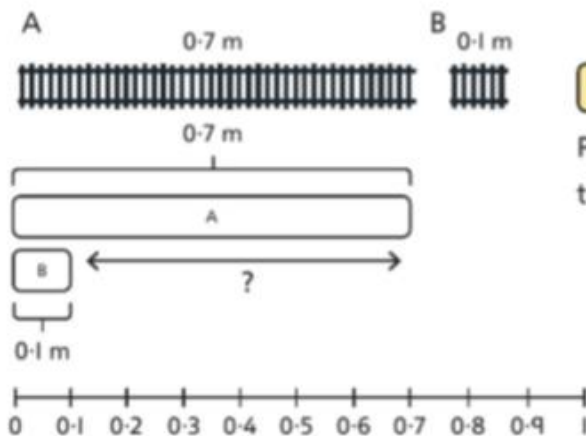
How long is the track in total?



$$\square \text{ m} + \square \text{ m} = \square \text{ m}$$

The track is \square m in total.

- b) How much longer is track piece A than B?



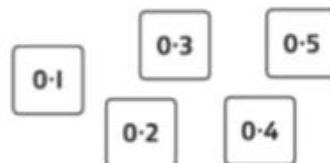
$$\square \text{ m} - \square \text{ m} = \square \text{ m}$$

Piece A is \square m longer than piece B.

- 2 a) Which two numbers add up to 0.9?

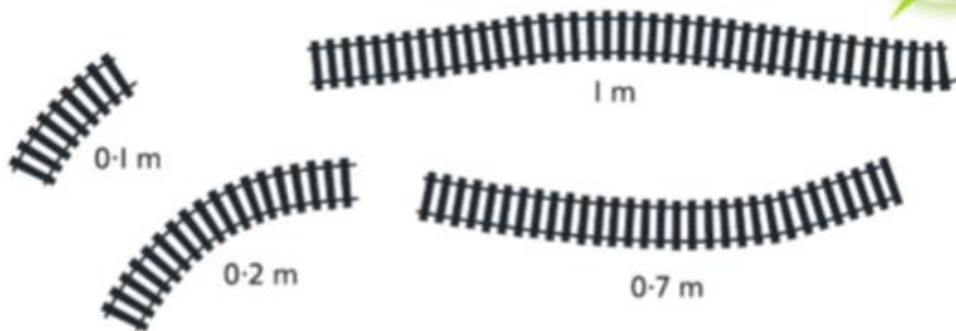
- b) Which cards have a difference of 0.1?

- c) Which two cards add up to 0.6 and have a difference of 0.2?



3 Here are some more pieces of track.

CHALLENGE



- a) Isla puts the 0.1 m, 0.2 m and 0.7 m pieces of track together.

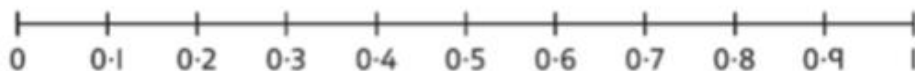
What mistake has Isla made?

The total length of my track is 0.10 m, because $1 + 2 + 7 = 10$

Isla

- b) Richard puts the 0.7 m and 1 m pieces of track together.

What is the difference between the two pieces?



I used a number line and added on to find the difference.

I subtracted 0.7 m from 1 m.

Now complete pages 6-8 in your textbook C power maths books.

Thursday: Go on the Mathletics website to complete the tasks that have been set.

<https://www.mathletics.com/uk/>

Weekly Spellings

The rule for this week is **endings spelt –fer**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

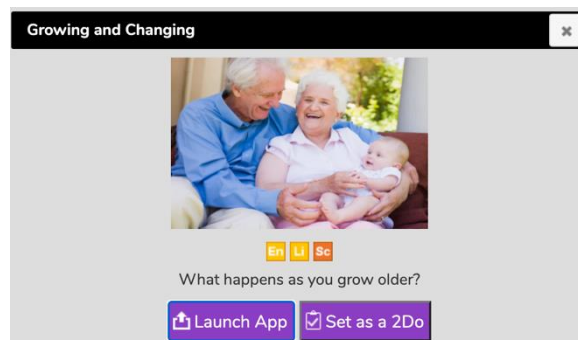
e.g. Liverpool won the game despite a poor performance by the referee.

referring
referred
referral
preferring
preferred
transferring
conferring
conference
transferred
reference
referee
preference
transference
referendum
conferred
deferred
inference
deference
inferring
deferring

Foundation Work (for the week)

Science– due Friday at 12pm

Make sure you read these instructions carefully because these will tell you the task. In science our topic for this half term is animals including humans and focusses on the changes that happen to us from baby to adult. Complete the poster using the internet to help you research.



Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.