



## HOME LEARNING

YEAR 5

01/07/2020

### Morning Message

Meeting ID: 751 802 3376

Good morning year 5,  
Hopefully you are all managing to get to grips with out to use a protractor. We will be continuing with metrics in maths today. For English, you will be writing an exciting scene involving your character and the dragon! Happy writing – get creative! 😊

#### Yesterday's anagram

dragon

#### Today's anagram

miwsginm

Have a lovely day,  
Ms Gayer and Mr McCann

### This week's Pictures



## Writing

### Wednesday LO: to write an idea scene

Today we will write the scene where our character has an idea of how to use the dragon. Use the plan you made on Monday and continue writing from where you left off yesterday. If I were continuing my writing from yesterday, it might go something like this:

*“Who ARE you?” Molly asked the dragon excitedly.*

*“The name’s Gerald. But friends call me Gerry. I don’t think we’ve reached that point yet because you still haven’t brought me food! Where’s that steak and chips you promised?”*

*“I made no such promises,” said Molly, before eventually sighing and going downstairs to search the cupboards. She returned with a packet of chocolate digestives. “This is all I can manage, I’m afraid.”*

*The dragon blew fire out of his nostrils and the wrapper was turned to smoke. He then set about demolishing every single one of the biscuits as Molly looked on, astonished. She estimated he finished the packet in less than 20 seconds.*

*The dragon licked his lips and sighed contently, “Thanks for that Molly. If you ever need a favour, I can grow to an enormous size, you know. Might come in useful, I don’t know.”*

*That gave Molly an idea. She suddenly saw a way to get back at that horrible bully at school. A smile came to her lips and she said, “So, Gerry, tell me exactly what it is you can do?”*

#### Tips for success:

- Use humor in your writing
- Use descriptive and exciting vocabulary
- Have a strong sense of imagination

## Reading

### Day 3 – Teacher questions

Remember to support all your answers for between the lines and beyond the text questions with evidence from the extract.

#### On the lines

1. What was the name of the shop?
2. Who is Grace?
3. What pet did Grandma own?

#### Between the lines

1. What does the sentence ‘Tilly blushed and sheepishly started picking them up’ suggest about how Matilda then felt?
2. Why do you think the shop had ‘just-blown-out-candles’? What might this suggest?
3. What kind of shop did Matilda’s grandparents own?

#### Beyond the text

Does this text remind you of any other books you have read and why?

## Maths

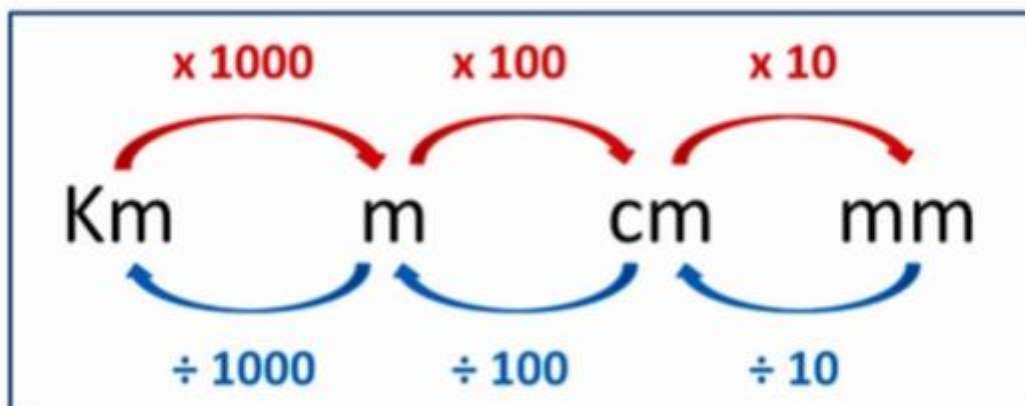
### Lesson 3- Metric units (3)

In this lesson we are going to apply our knowledge of metric units of length, mass and capacity to solve problems using different units. We're going to need to use our understanding of fractions and decimal places too!

**Key vocabulary:** convert, smaller, larger, unit, metre, centimetre, millimetre, litre, millilitre, kilogram, gram, heaviest, lightest

## Converting LENGTH Units

It is easiest to use a conversion look-up diagram like the one below.



$5\text{km} = ? \text{ m}$	<b>Need to <math>\times 1000</math></b>	$5 \times 1000 = 5000\text{m}$ ✓
$120\text{cm} = ? \text{ m}$	<b>Need to <math>\div 100</math></b>	$120 \div 100 = 1.2\text{m}$ ✓



Isla

Aki

- 1
- Is Isla tall enough to go on the roller coaster?
  - How many millilitres of fizzy pop is Aki buying altogether?

## Share

- a) Isla needs to convert 140 cm into metres.

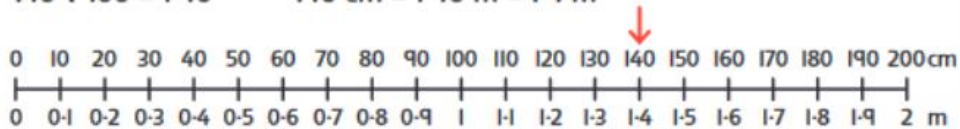
$$140 \text{ cm} \rightarrow ? \text{ m}$$

Smaller unit  $\rightarrow$  larger unit, so we need to divide.

Divide by 100 as there are 100 cm in 1 m.

H	T	O	.	Tth	Hth
1	4	0	.		
		1	.	4	0

$$140 \div 100 = 1.40 \quad 140 \text{ cm} = 1.40 \text{ m} = 1.4 \text{ m}$$



$1.40 \text{ m} < 1.45 \text{ m}$  so Isla is not tall enough to go on the roller coaster.

The number line helps you convert between cm (along the top) and m (along the bottom).



- b) Aki buys one 0.25 l bottle and one 500 ml bottle.

Larger unit  $\rightarrow$  smaller unit, so we need to multiply.

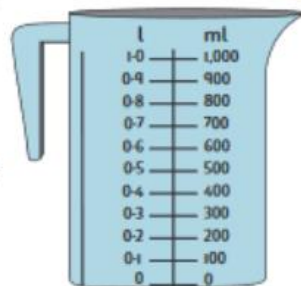
Multiply by 1,000 as there are 1,000 ml in 1 l.

$$0.25 \times 1,000 = 250, \text{ so } 0.25 \text{ l} = 250 \text{ ml}$$

$$250 \text{ ml} + 500 \text{ ml} = 750 \text{ ml}$$

Aki is buying 750 ml of fizzy pop altogether.

The question asks for the answer to be given in millilitres. One of the amounts is in litres, so I am going to convert it first.



## Think together

1 What should Ambika's total guess be?

The larger cake looks like it might weigh about 0.9 kg.



The smaller cake looks like it might weigh about 0.3 kg.

Ambika

**Guess the total mass of the cakes!**

Answers in grams please!



$$0.9 \times 1,000 = \square$$

$$0.3 \times 1,000 = \square$$

$$0.9 \text{ kg} = \square \text{ g} \quad 0.3 \text{ kg} = \square \text{ g}$$

$$0.9 \text{ kg} + 0.3 \text{ kg} = \square \text{ g} + \square \text{ g} = \square \text{ g}$$

Ambika should guess a total of  $\square$  g.

H	T	O	.	Tth
		0	.	9
			.	

H	T	O	.	Tth
		0	.	3
			.	

2 How long is the roller coaster now?

Give your answer in metres.

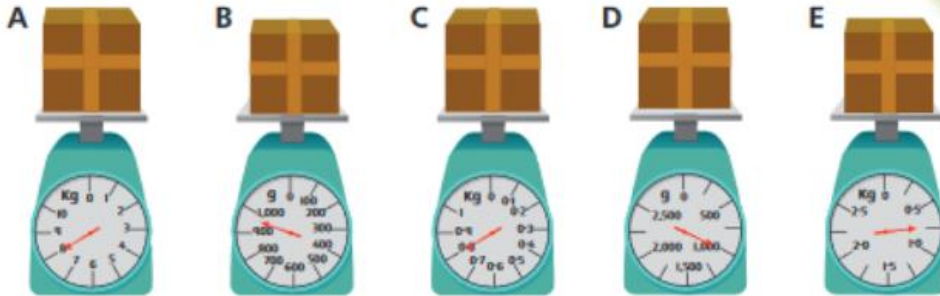
The roller coaster is now  $\square$  m long.

**Please note:** Due to a broken track, our 600 m roller coaster is now 300 cm shorter!



**3** Here are the masses of five parcels.

**CHALLENGE**



a) Put the masses in order from heaviest to lightest.

I think you can just look at the position of the dial. The further around it is, the heavier it will be.



I am going to convert the masses of the parcels into the same unit.



b) If you converted the masses to a different unit, would you get the same order?

Explain your answer.

Now complete pages 117–119 in your 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 **homophones** and other words that are often confused. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. Each piece of pink stationery held a matching pink envelope to be written upon.

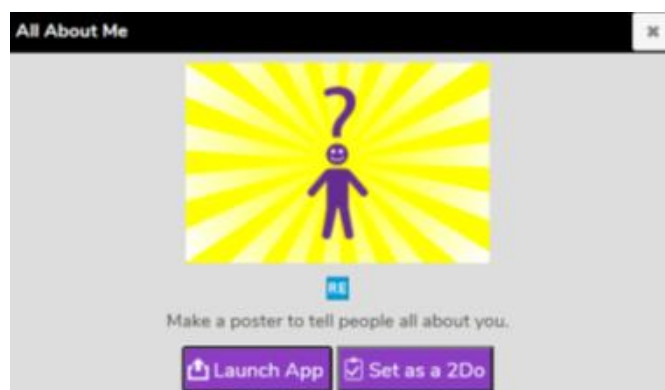
advise  
advise  
device  
devise  
licence  
license  
practice  
practise  
prophecy  
prophesy  
complement  
compliment  
principal  
principle  
stationary  
stationery  
morning  
mourning  
preceded  
proceed

## Foundation Work (for the week)

**PSHE– due Friday at 12pm**

This week we are going to be doing a PSHE topic. We thought it would be fun for you to think about your interests and what you enjoy doing/learning about.

Your task is to create a poster which tells people all about you. You might want to think about your interests, your favourite things, what you enjoy learning about and the person you hope to be as you grow older.



## Diary

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