



HOME LEARNING

YEAR 5

7/05/2020

Morning Message

God Morgon Year 5,

We hope you enjoyed yesterday's learning and wrote some fantastic performance poems about the swap. Whenever we think of swamps we think of the movie Shrek! Today you have got an interesting picture to use to write a dialogue and in reading you're writing your own questions about *Trapped*.

Answer to Wednesday's riddle:

An egg

Today's riddle:

What goes up but never comes back down?

Stay positive,

Mr McCann and Ms Gayer

Today's Picture



Writing

The Wise Old Owl

Imagine the picture above was visualised from a scene in a famous children's book where a young girl meets a wise, old owl. Your task is to write the dialogue or conversation between the two characters.

Things to consider:

Why have they met? What is the girl's story? How does the owl behave?

Remember:

- New speaker, new line
- Each new line of speech starts with a capital
- Always punctuate before closing the speech marks
- Include extra information to describe the behaviour instead of just saying "said Mark" say "explained Mark with a worried look on his face"
- Use show not tell

Reading

Day 4 – Write your questions

Using the extract from *Trapped* practise writing:

- x3 on the line questions
- x3 between the lines questions
- x3 beyond the text question

Once you have finished ask your parent or sibling to answer them for you and mark their answers.

Tips to help:

On-the-line questions

Remember, these are simple questions that the reader can find and retrieve from the text.

e.g. How many times did Amina practise her speech before?

Between the lines

Remember, these are questions that you need to *infer* (work out) from clues in the text. The answer is not always obvious.

e.g. Which words tells us that Amina is frightened?

Beyond the text questions

Remember, these are questions you can link to your own life experiences or perhaps to other art (books, films, tv) that you have encountered. The answer to these questions is not written in the text – the reader needs to work out the answers.

e.g. Have you ever felt like Amina? Describe the situation.

Maths

Decimals and percentages (Lesson 6)

In this lesson children will understand the link between tenths, hundredths and thousandths, and write any thousandths as a decimal.


Remember! Zeros are needed in place value, for example, 2.2 and 2.02 have different values. Let's see what they look like in a place value grid. (see grid below). As fractions these would also be different:

$$2.2 = 2 \frac{2}{10}$$

$$2.02 = 2 \frac{2}{100}$$

Tens	Ones	.	Tenths	Hundredths	Thousandths
10	1	•	0.1	0.01	0.001
$\frac{10}{1}$	$\frac{1}{1}$	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$
	2	•	2		

2 . 0 2



Key vocabulary: thousandths, decimal, measure, kilogram (kg), litre (l), place value grid, scales, hundredths, tenths number line, digit, represent, interval, place value counters, sequence, half, times, less than (<)



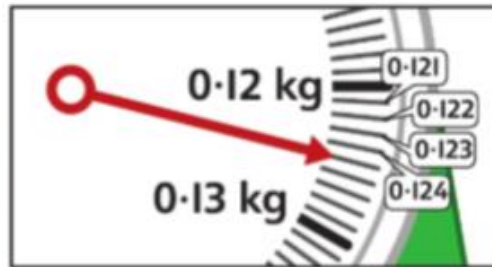
- 1 a) How much flour has Ebo measured?
- b) Show this decimal on a place value grid.

Share

- a) The scale is marked in hundredths.
The arrow points between 0.12 and 0.13.



I will work out the number by counting.



This reminds me of counting up in tenths or hundredths.



Ebo has measured 0.125 kg of flour.

- b) 0.125 can be shown on a place value grid like this.

0	.	Tth	Hth	Thth
	.	1	2	5



The new column is called the **thousandths** column. Each counter represents one thousandth ($\frac{1}{1,000}$) in this column.



The number is written as 1 tenth, 2 hundredths and 5 thousandths.

Think together

- 1 Ebo needs 0.568 litres of milk. Represent this number on a place value grid, and write what each digit represents.



0	•	Tth	Hth	Thth
	•			

The number is written as tenths, hundredths, and thousandths.

- 2 The recipe needs 0.025 kg of butter.

- a) Represent this number on a place value grid.



0	•	Tth	Hth	Thth
	•			

- b) Show this number on a number line.

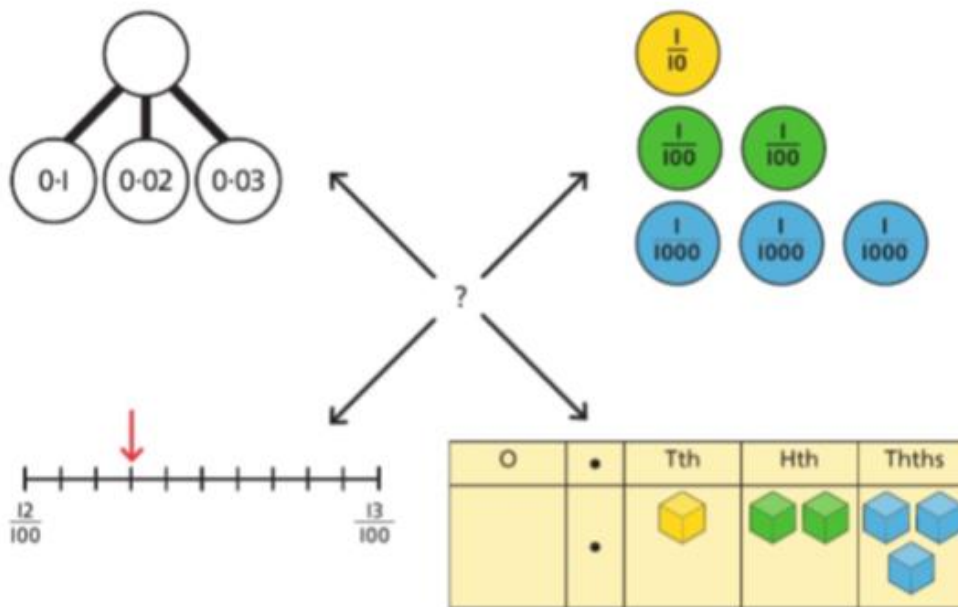


- c) Say what value each digit in the number represents.

3 Max says he has represented the same number in four different ways.

CHALLENGE

a) Spot his mistake and show the correction.



b) Show these numbers using different representations.

0.255

1.205

2.002

2.500

I wonder how many different representations I can make for each number.



Now complete pages 145 – 147 in your power maths books.

Tuesday and 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 –ant, -ance or –ancy**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. He had an acquaintance with the literature.

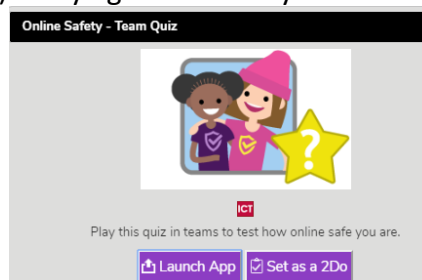
expectant
hesitance
tolerant
participant
substance
abundance
extravagance
buoyancy
consultancy
acquaintance
descendant
reluctancy
dominant
expectancy
frequency
assistance
observant
flamboyant
relevancy
consultant

Foundation Work (for the week)

Computing (due Friday at 12pm)

As you know internet safety or E-Safety is very important and something we look at throughout the academic year. For this week's task we have set you two quizzes that you have to complete using your previous knowledge of how to keep safe.

- 1) Play against a family member



- 2) Complete yourself

Online Communications Quiz



ICT

Are you developing the appropriate scepticism when it comes to online communication?

Launch App

Set as a 2Do

Go to the red To Do button at the top left of your screen. When you have finished your work for the day, click on the red arrow at the top right of the screen and then save and exit. You will be asked if you want to continue the work or hand it in. Only hand it in when you have finished your weekly task and then your teacher can look at your work.

Diary

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