



## HOME LEARNING

YEAR 5

11/05/2020

### Morning Message

Good morning Year 5,

We hope you all had a lovely bank Holiday weekend! It was great to chat to all of you last week and hear about how you were finding the home learning and the other things you had been up to. Today you will be writing a setting description of the desert island image below and in maths you are continuing with fractions and decimals.

**Answer to Friday's riddle:**

A cold

**Today's riddle:**

How many months have 28 days?

Happy Monday,

Ms Gayer and Mr McCann



**Challenge:** On your daily walk, pick a flower and keep it safe. When you get home place the flower in between two pieces of paper and then sandwich the flower in between heavy books. Leave this for 2-3 weeks to ensure all the water is removed, and then it will be ready! You could then use this preserved flower on a card to somebody or even frame it!

### Today's Picture



## Writing

### Stranded

The trees, which stretched up far from the sandy shoreline, covered almost all of the small island. We sat there quietly, taking in the natural beauty that surrounded us. Finally, we had made it to paradise, our home for the next two months. At that moment, as a faint rainbow painted the sky with colour, I felt a sense of anticipation about our time on the island. 'How will you cope without your phone?', 'What will you do for food?', 'Won't you be scared?' my family had asked. I didn't have answers to their questions but as the sun began to break through the clouds, I knew that the months ahead would be full of challenges and excitement...

Task: Write a setting description of the island your character has landed on.

### **Remember:**

- Use powerful vocabulary inc. figurative language
  - Use your senses to describe
- Try to make the reader feel like they are on the island

## Reading

This week your reading extract comes from '*A Boy called M.O.U.S.E*' by Penny Dolan. You must start from top right section of the extract then move to bottom left section and finish on the bottom right section.

**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.

The fourth-floor window was wide open, and there, on the sill, stood a very young boy. Little Mouse laughed and reached his arms out towards the birds in the tree-tops and the clouds blowing across the sky, as if he longed to be flying with them.

Hanny, the nursery maid, saw all this. She also saw Uncle Scrope with one hand raised behind the small boy's back, waiting. One strong hand, one quick push, and what then?

Hanny rushed forward. With a quick sweep of her arm, she gathered the child back into her apron and lifted him down to the floor.

Scrope blinked. The strange light in his pale eyes died away, as if some wild urge had been halted. He slipped his hand – the one that had been poised behind Mouse's back – casually back into his own pocket.

'Oh,' Scrope drawled, 'it's you. The nursery maid.' He stared at the gravel path far below. 'Long way down, isn't it?'

'Yes, sir. It is,' Hanny replied, trying to calm the fear in her heart. 'I'll take Mouse safely back to the nursery now, sir. I was surprised to find him gone.'

'Good girl. Children do wander so, I hear.' Scrope did not even look at Hanny. 'And get someone to close this window properly. It seems to have become unlatched.'

By the time Hanny reached the nursery, she was shaking all over. She pointed towards the supper tray.

'Eat, please, Mouse.'

The boy peeped up at Hanny out of the corner of his eye. He studied her round, pleasant face and her rosy cheeks. Then, smiling mischievously, he carefully picked up a triangle of buttered bread in his fingers and popped it in his mouth. Then he opened wide to show he was doing what she had asked.

'Oh, Mouse!' Hanny said sadly, while she smiled at the boy, at his soft tufty hair, his bright brown eyes and his slightly sticking-out ears. 'Mouse, what am I going to do about you?'

Only when Mouse was safely in his cot did Hanny dare to think about what she had witnessed. A child like Mouse could fall down a flight of steep marble stairs, or topple from a balcony, or drop from a window so, so quickly. A child like Mouse could slip and trip and crash to his doom so, so easily. A man like Scrope would find it very, very useful if such an accident happened to happen.

## Maths

### Decimals and percentages (Lesson 7)

In today's lesson you will learn to compare decimals by using your knowledge of place value or by converting them into fractions first. Can you try and explain to your parents how you know which number is larger? Use your knowledge of place value and draw diagrams to help represent the numbers.

Misconception: 'John thinks 0.65 is bigger than .07, because '65 is bigger than 7'. However, he is incorrect. Can you explain to your parents why he is? Use the place value chart below to help if you'd like.

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

**Key vocabulary:** order, compare, decimal, quickest, slowest, lowest, highest, convert, fractions, comparison, tenths, column, less than (<), centimetre (cm), least, greatest, quantities, greater than (>), equal (=), ones, hundredths, decimal place, representation, thousandths

## Discover



- Order the results from smallest to largest. Who had the quickest reaction time?
  - Convert the decimals to fractions. Use this to check the comparison made in a).



## Share

a) The reaction times to compare have digits in the tenths column.

5.9 has the fewest ones, so this is the smallest.

6.2 and 6.5 have the same number of ones, so we look at the tenths.

6.2 has the fewest tenths, so this is the next smallest number.

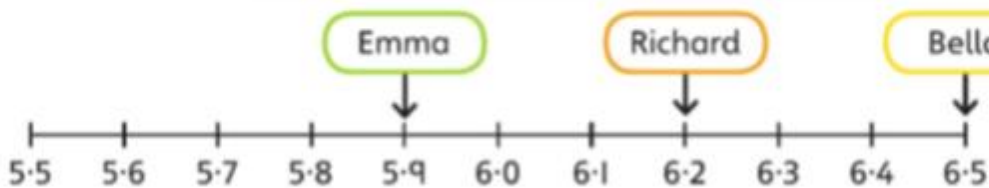
$$5.9 \text{ cm} < 6.2 \text{ cm} < 6.5 \text{ cm}$$

The shorter the distance the quicker reaction speed.

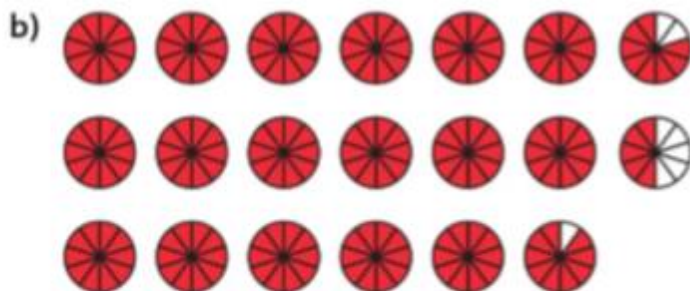
O	.	Tth
5	.	9
6	.	2
6	.	5



I will use a number line to help me compare.



Emma's result was the shortest distance, so she has the quickest reaction time.



$$6.2 = 6 \frac{2}{10} = \frac{62}{10}$$

That is 62 tenths.

$$6.5 = 6 \frac{5}{10} = \frac{65}{10}$$

That is 65 tenths.

$$5.9 = 5 \frac{9}{10} = \frac{59}{10}$$

That is 59 tenths.

59 tenths is less than 62 tenths which is less than 65 tenths.  
 $59 < 62 < 65$



## Think together

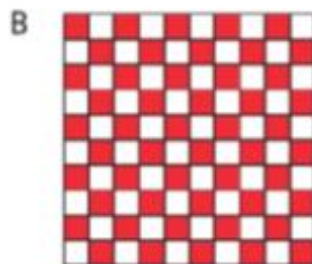
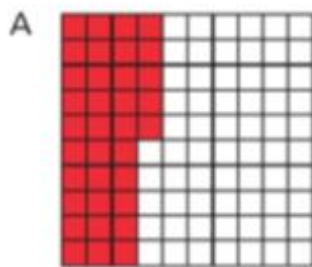
1 Here are some more reaction time experiment results.

Olivia	Amal	Mo	Lexi
5.1 cm	4.1 cm	5.5 cm	4.0 cm

Order the results from smallest to greatest.

<  <  <

2 Each diagram represents a decimal. Write them as decimals in a list, from greatest to smallest.



I used a place value grid to write my list. I think I can spot a pattern.

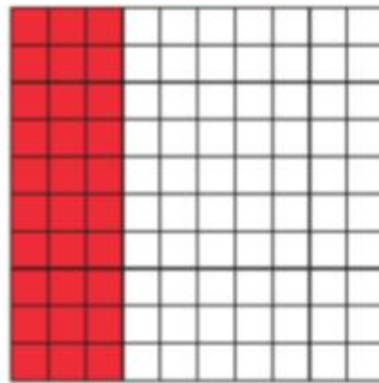
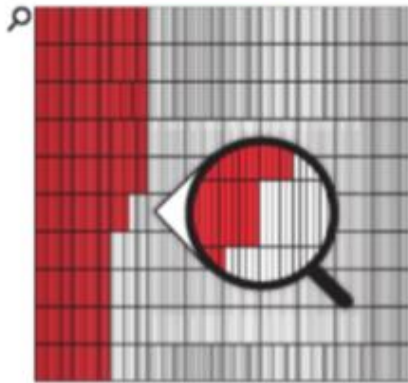


3 Ambika, Kate and Max are comparing decimals.

CHALLENGE

Ambika

Kate



Max

0.24

Discuss the different methods you can use to compare decimals, and sort the decimals in order of size.

I wonder if it helps to write them all as fractions.



I wrote each number to three decimal places, and then used a place value grid to compare them.



Now complete pages 148 - 150 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 **endings spelt –ent, -ence or –ency**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. It turned out, however, that Susan's motives were not so benevolent.


innocent  
magnificent  
translucent  
intelligent  
indulgent  
ancient  
emergent  
benevolent  
confidence  
consequence  
licence  
emergence  
benevolence  
independence  
regency  
emergency  
urgency  
tendency  
dependency  
independency

## Foundation Work (for the week)

### Victorians – due Friday at 12pm

As you all enjoyed the Queen Victoria biography task we thought you would like to complete another activity about the Victorians. During the Victorian times life was very different than it is for us now. A major difference was the transport used in the Victorian times compared to now. Now we have the luxury of cars, buses and the London Underground but back then it was much different.

Task: research transport in the Victorian era and then Compare forms of transport we use today with those from the past.



Old and New Transport

ER HI LI

Compare forms of transport we use today with those from the past.

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.