



HOME LEARNING

YEAR 5

18/06/2020

Morning Message

Meeting ID: 751 802 3376

Good morning Year 5,

Today you will be writing the main action to your stories. Think back to the adventure stories we wrote earlier this year and what things you included to make them exciting! In maths we will be continuing with fractions but moving onto multiplying fractions by 10 which we know you will be ace. Today is Elodie's birthday, so we would like to wish a big Happy Birthday from everybody in year 5 😊.

Answer to Wednesday's anagram:

liverpool

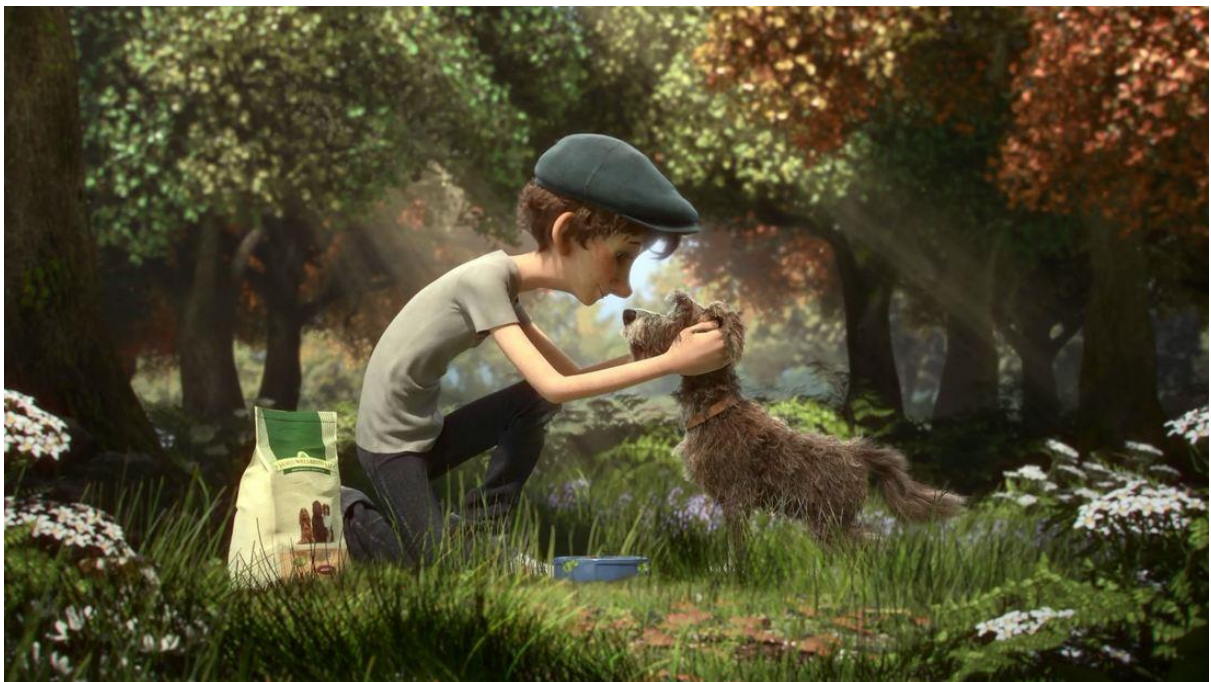
Today's anagram (this is two words):

smart trash chief

Have a wonderful day,
Ms Gayer and Mr McCann

Challenge (optional): perform your poem to someone in your family and see what they think.

This week's Pictures



Writing

Thursday LO: to write the main action of a story

Today you will be writing the main action part of your story. For this part of the story your character will solve the problem that you came up with yesterday.

Using the example problem from yesterday (Frank from the orphanage finds the boy), you might write about the boy being chased by Frank through the forest. The boy might stumble across an abandoned house and hide in there. Frank might grab the boy and try to put him into his car, but the boy manages to escape because somebody sees what's happening and saves him. Who could that person be?

Remember: use your planning from earlier in the week to help you.

Example:

He froze for a moment, his mind racing, but it quickly became clear to him the only option was to run. Years of humiliation flashed across his mind as he started to take strides, each one longer than the last as he picked up speed. He began to run with anger and a renewed determination that Frank had hurt him for the last time. He didn't dare look back, but he knew the old man couldn't keep up with him at this pace. He wouldn't tire, not now. Adrenaline was going to carry him all the way to the abandoned house emerging on the horizon. It had to.

Reading

Day 4

Using the extract 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. What type of gun did Ruby have?

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. What time of day is it?

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. Can you predict what might happen next?

Maths

Lesson 12 – Multiplying decimals by 10

In this lesson you will use your understanding of place value to develop your understanding in multiplying decimals by 10. Remember it is important when multiplying decimals by 10 that you don't assume you just 'add a zero' onto the end of whatever number you started with. Why? Well I will show you below. It will be helpful using the place value grid below to help you multiply digits by 10.

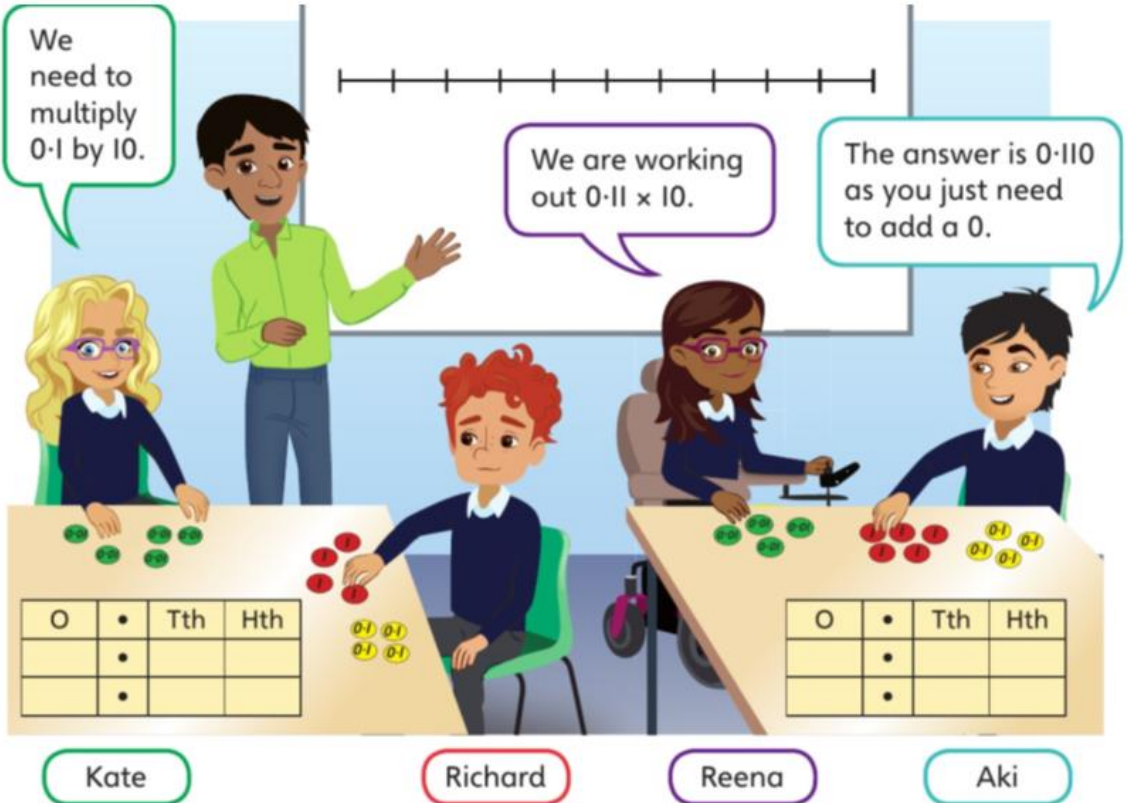
$$4.5 \times 10 = 4.50 \quad \times$$

$$4.5 \times 10 = 45 \quad \checkmark$$

You need to move the digits one place to the left because we are multiplying them by 10.

Key vocabulary: multiply, multiplication, column, exchange, place value, digit, double

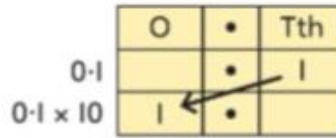
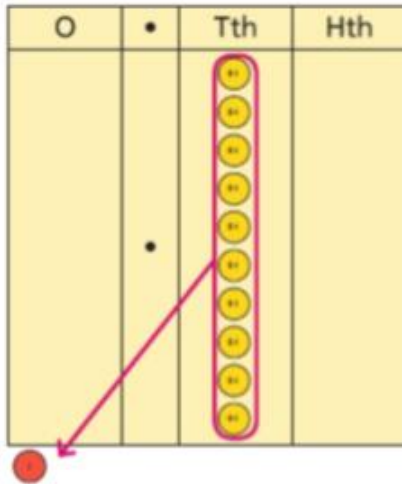
Tens	Ones	•	Tenths	Hundredths	Thousandths
10	1	•	0.1	0.01	0.001
$\frac{10}{1}$	$\frac{1}{1}$	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$
		•			



- 1** a) What is the answer to Kate and Richard's multiplication?
 b) What mistake has Aki made?
 What is the correct answer to Reena and Aki's multiplication?

Share

- a) Kate and Richard need to multiply 0.1 by 10 .



Place ten 0.1 counters in the tenths column.

Exchange ten 0.1 counters for one 1 counter.

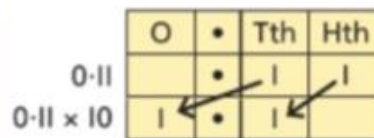
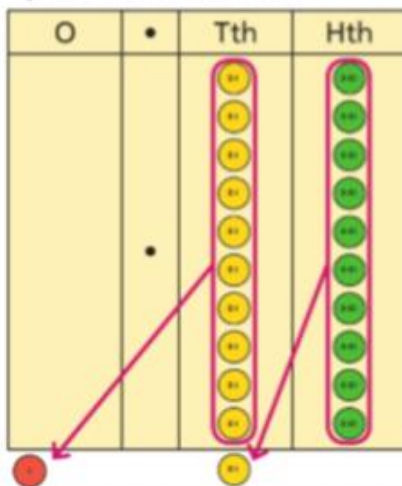
$$0.1 \times 10 = 1$$

The answer to Kate and Richard's multiplication is 1 .

I used counters in a place value grid. I had to exchange.



- b) Aki thinks when you multiply by 10 you add a 0 to the end because this is what it looks like happens when you multiply a whole number by 10 . This is incorrect.



$$0.11 \times 10 = 1.1$$

The correct answer to Reena and Aki's multiplication is 1.1 .

We can write 1.1 instead of 1.10 .

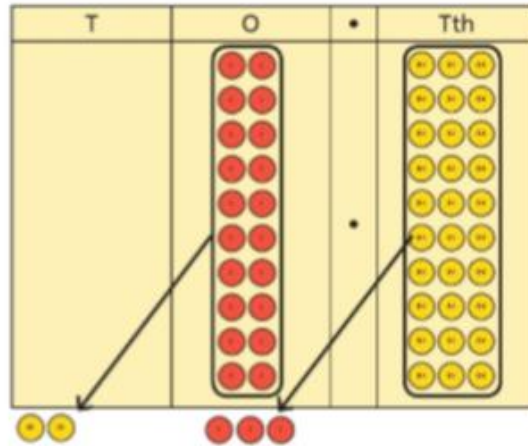
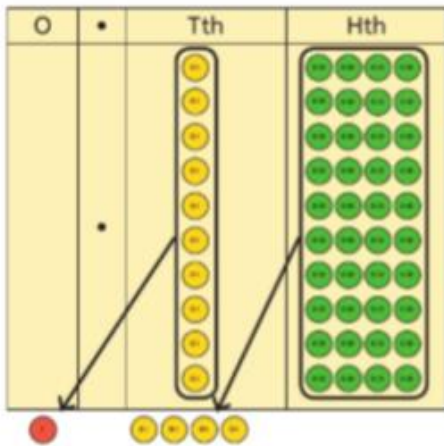


Think together

1 Use the counters and a place value grid to work out these multiplications.

a) $0.14 \times 10 = \square$

b) $2.3 \times 10 = \square$



2 Multiply each of these numbers by 10.

a)

T	O	.	Tth	Hth
	3	.	7	
		.		

c)

T	O	.	Tth	Hth
	2	.	3	9
		.		

b)

T	O	.	Tth	Hth
	4	.	5	
		.		

d)

T	O	.	Tth	Hth	Thth
	0	.	1	9	6
		.			

3 Complete the multiplications.

a) $0.1 \times 10 = \square$

b) $0.72 \times 10 = \square$

c) $0.256 \times 10 = \square$

$1.2 \times 10 = \square$

$1.25 \times 10 = \square$

$1.256 \times 10 = \square$

$5.7 \times 10 = \square$

$5.71 \times 10 = \square$

$31.126 \times 10 = \square$

$19.1 \times 10 = \square$

$19.16 \times 10 = \square$

d) With a partner, look at the digits in each number that is being multiplied by 10.

What do you notice about the digits in the answers?
What is the same and what is different?

4 Find the missing numbers in these multiplications.

a) $10 \times 3.9 = \square$

d) $\square \times 10 = 12.62$

b) $10 \times 11.6 = \square$

e) $\square \times 10 = 3.2$

c) $\square \times 10 = 4.56$

f) $\square \times 10 = 15.86$

CHALLENGE

I can multiply numbers by 10 without using counters and a place value grid.

I notice that when I multiply by 10, the digits move 1 place to the left. I wonder if this always happens.



Now complete pages 39–41 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 words containing the letter-string **-ough**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. This job could be the breakthrough she's been waiting for.

bought
thought
thorough
borough
plough
breakthrough
although
hiccough
furlough
sourdough
enough
although
interborough
cough
ought
tough
bough
nought
brought
toughen

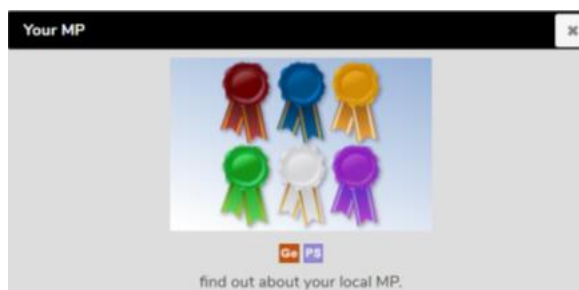
Foundation Work (for the week)

Democracy– due Friday at 12pm

This week we thought it might be interesting for you to do some research and find information out about your local MP. You can find out who your MP is through the following website:

<https://members.parliament.uk/FindYourMP> There is also a link to the website via purple mash.

Your task is to research you local MP, find out some facts about them, such as by what percentage of the vote did the MP receive at the last election. Finally, you can think of three questions that you would like to ask your local MP. For example, 'what are you doing to help the environment?'



Diary

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

