



HOME LEARNING

YEAR 5

27/04/2020

Morning Message

Guten Morgen Year 5,

We hope you had an enjoyable and restful weekend and are ready for a new week of learning. Today you have a new picture to use for writing Kennings poetry, which we know you enjoyed doing earlier in the year, and in Maths you will continue to look at fractions of whole numbers. Make sure you are marking your maths answers on a Friday too.

Answer to Friday's riddle:

Seven

Also there was a mistake last week for one of the riddles so here is the correct answer:

What answer can you never answer yes to?

Are you asleep yet?

Today's riddle:

What is always in front of you but can't be seen?

Happy Monday,

Mr McCann and Ms Gayer

p.s please make sure you are submitting your work on Purple Mash by the deadline and you are checking Mathematics for work that has been set.

Today's Picture



Writing

Poetry – Kennings

When we explored *The Explorer* by Katherine Rundell you all wrote fantastic Kennings poems about the Amazon. Using what you learnt then and the tips below write a Kennings poem about the picture above. What do you think the two metal lines are below? Could that be included in your poem?

Tips:

- Use two-word phrases in the place of a one-word noun for e.g face-licker for dog.
 - Use metaphorical language e.g. bone-house for body.
- Think about what you could describe the image and brain storm ideas before writing.

Reading

This week your reading extract comes from the book '*World of Warriors – A New Hero*' by Curtis Jobling. We think you will enjoy this extract because there are lots of inferences that we think you'll be able to think about.

'Get a blooming move on!'

Dad's voice echoed through the tiny flat, sending shockwaves resonating through Trick Hope's body. The thirteen-year-old lay for a moment longer, thinking about the day ahead, before swinging his legs out from beneath the covers. He shambled to his feet, scratched and stretched. Hooking the vertical blinds aside, he peered out of the window. London sprawled before him.

Trick lifted the lucky pendant round his neck to his lips, giving it a swift ritual kiss before letting it fall back on to his chest. He sifted through the clothes on his bedroom floor for his school shirt and drainpipes.

After squeezing into the jeans, he tugged on the shirt – still buttoned from the night before – and slipped the knotted tie over his head like a noose.

He stepped into his once-white trainers, then walked over to the shelves beside the door. They were loaded with his comic collection, weeklies bought religiously from Super Freaks in Soho.

Trick wasn't looking at the comics, though. His focus was on the terrarium nestled between the piles of back issues. There was no movement within the glass tank; the foliage and webs were motionless. Shelob had clearly been hungry in the night, polishing off the last of her crickets.

'You'll be late!'

Trick rolled his eyes, making no attempt to quicken his pace. He shrugged his blazer on, the maroon sleeves threadbare from the various scrapes he'd got himself into over the years. Lifting the flap on his backpack, he checked the contents: a half-empty box of Tic Tacs, a tatty exercise book and a couple of biros. Hardly the ingredients for academic

success. Trick shrugged. What had school ever really taught him, apart from how to run and hide? He swung the bag over his shoulder and headed out of his bedroom.

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.

Maths

Fractions (lesson 6)

Using Fractions as operators

In today's lesson you will use fractions as operators and look at comparing different methods. You will need to decide which method is most efficient. For questions that involve more than one step, draw a diagram, such as two bar models aligned vertically, so you can visually compare them. Using a number line might also help you answer these questions.

Key vocabulary: fraction, multiply, divide, simplify, operators and factor.



- 1 a) Who has painted $\frac{1}{3}$ of 6?
Who has painted $\frac{1}{3} \times 6$?
- b) Who has painted the greatest amount of the fence?
What is the same and what is different about these calculations?

Share

a) Amal has painted 2 out of 6 panels.



$$\frac{2}{6} = \frac{1}{3}$$

Amal has painted $\frac{1}{3}$ of 6.

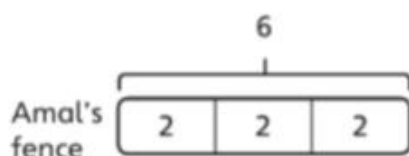


Toshi has painted $\frac{1}{3}$ of each of the 6 panels.



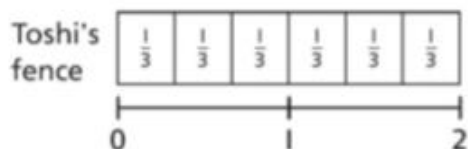
Toshi has painted $\frac{1}{3} \times 6$.

b)



$$6 \div 3 = 2$$

$$\text{So } \frac{1}{3} \text{ of } 6 = 2$$



$$\frac{1}{3} \times 6 = \frac{6}{3}$$

$$\frac{6}{3} = 2$$

The answers are the same, so $\frac{1}{3}$ of 6 is the same as saying $\frac{1}{3} \times 6$.



They have both painted the same amount of the fence.

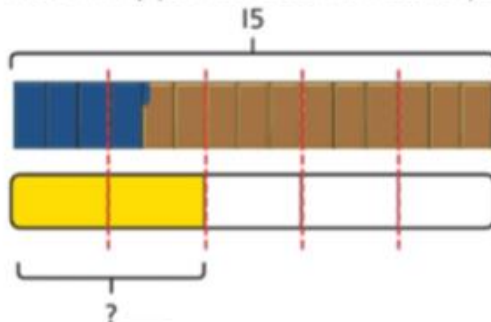
One calculation involves dividing 6 into 3, the other involves multiplying $\frac{1}{3}$ by 6.

Think together

- 1 a) Amal is painting another fence. He needs to paint $\frac{2}{5}$ of these panels.



How many panels does he need to paint in total?



$$15 \div 5 = \square$$

$$\text{So } \frac{1}{5} \text{ of } 15 = \square$$

$$\square \times 2 = \square$$

$$\text{So } \frac{2}{5} \text{ of } 15 = \square$$

Amal needs to paint \square panels in total.

- b) Toshi paints $\frac{2}{5}$ of each panel. How many panels has he painted in total?



0 1 2 3 4 5 6

$$\frac{2}{5} \times 15 = \frac{\square}{15} = \square$$

Toshi has painted \square panels in total.

2 Which calculations will give the same answer?

$$\frac{1}{10} \times 120$$

$$\frac{3}{4} \text{ of } 24$$

$$\frac{3}{4} \times 24$$

$$\frac{2}{3} \text{ of } 84$$

$$84 \times \frac{2}{3}$$

$$\frac{1}{10} \text{ of } 120$$

3 Olivia and Mo are working out some calculations.

a) Olivia is working out $\frac{3}{4} \times 24$.

Olivia



I can think of this as being the same as $\frac{3}{4}$ of 24.

Use Olivia's method to work out $\frac{3}{4} \times 24$.

b) Mo is working out $\frac{1}{3}$ of 7.

Mo



I can think of this as being the same as $\frac{1}{3} \times 7$.

Use Mo's method to work out $\frac{1}{3} \times 7$.

I wonder why Olivia and Mo have chosen these methods.



I think they have chosen the most efficient way of working out their calculation.



CHALLENGE

Now complete pages 122-124 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

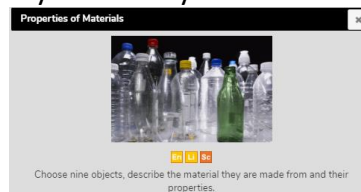
The rule for this week is **endings spelt -cial or -tial**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

beneficial
commercial
crucial
financial
official
prejudicial
racial
special
superficial
glacial
circumstantial
credential
initial
sequential
confidential
potential
quintessential
substantial
residential
influential

Foundation Work (for the week)

Properties of materials (due Friday at 12pm)

We are continuing with our topic of materials over this half term. To check to see what you can remember from last half term complete the Properties of Material task by choosing 9 items from around your house and describing their properties. Purple Mash has given you some key vocabulary on the left hand side that you must use and please add a picture so we know which item you are describing. This task has been set for you on Purple Mash. 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.