



## HOME LEARNING

YEAR 5

30/06/2020

### Morning Message

Meeting ID: 751 802 3376

Good morning year 5,

We hope you enjoyed the learning yesterday and have got some fantastic plans for your funny stories – we're sure they are all going to be hysterical! Today in maths you will be continuing looking at how to convert units of measure.

#### Yesterday's anagram

pineapple

#### Today's anagram

garond

Have a lovely day,  
Ms Gayer and Mr McCann

### This week's Pictures



## Writing

### Tuesday LO: to write a discovery scene

Your first job today is to write the LO for the week:

LO: To write a funny story

You will not need to write anymore LOs this week, just continue writing from where you left off.

Today we are going to write the first scene using our plans from yesterday. If I were using my plan from yesterday, my first scene might be:

*Molly was tired of the horrible, older girl being mean to her at her new school. Everyday she said awful things to Molly. She told her that she smelt. She told her that she was stupid. She told her that she was boring. Molly was tired of being miserable, moody and melancholic. She had taken to escaping to the school library at lunchtimes, where she could avoid the bully.*

*One day, in the library, she was crouched down looking for a book when she heard a noise. It sounded like gas escaping. She peered closer. A puff of smoke emerged from behind the row of books. Molly pulled the books out and was shocked to see a miniature dragon staring back at her. She picked it up on the end of her fingers. More smoke curled from its nostrils.*

*"About time! I've been stuck in there for ages and I'm very hungry. Young lady, I demand food -steak and chips will do very nicely thank you."*

*Molly was astonished. But she didn't have time to reply because the librarian had come into the room. She carefully stuffed the dragon into her pocket and hurried back to class.*

*"If you stay quiet, I'll find you some food when we get home," she murmured to the dragon as they walked back to class.*

*The rest of the day was a bit of a nightmare. The dragon kept angrily demanding food!*

*A muffled, "Steak and chips now, young lady!" could be heard coming from Molly's direction. Puzzled looks came from the teacher and other children – Molly had to pretend she was equally confused.*

*"Must be Jimmy Rogers in 4B! He does love his steak and chips!" she said, with a fake grin.*

*At one point, Amanda Smith pointed at Molly and screamed, "Miss, Molly is on fire!"*

*Molly looked down and saw smoke coming out of her top pocket. She wafted it away hurriedly and made a desperate joke about the weather being so hot that she was starting to steam. Miss. Jackson, luckily, barely looked up. "Get on with your work girls."*

*Molly was extremely relieved to finally get home into her bedrom and remove the creature from her pocket.*

**Before writing the opening scene using your plan from yesterday, consider how the above scene is succesful.**

**How have I achieved humour? How have I made the reader want to read more?**

**Now, write your own scene.**

### Tips for success:

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

## Reading

### Day 2

Use a dictionary to write definitions and sentences for the words you didn't understand or underlined. If you think you know all the words pick the trickier words and prove that you know them by defining them and use them in a sentence. Make sure to get an adult to check that you are right.

**Challenging words:** relished, seeped, theatrically

**M**atilda Pages pushed open the door of Pages & Co. and breathed in deeply, taking in the familiar scent of just-blown-out candles, dark chocolate and, of course, books. For a second she forgot that she was splattered with muddy water and simply relished the week's holiday that stretched out in front of her like the view from the gate of a fairground. But the bubble of calm popped as the damp seeped through her tights, making her shiver, and she marched through the door connecting the bookshop to the narrow house she lived in with her grandparents. She let the door crash behind her, tossed her school bag on the table – accidentally sending a pile of potatoes flying – and flopped dramatically into a chair.

She paused, waiting for her grandmother to react, and when Grandma finally turned, Tilly flung her head theatrically on to her arms on the table.

'Happy half-term, Tilly,' Grandma said, looking around in confusion. 'What on earth is the matter? And why are you taking it out on the potatoes?'

Tilly blushed and sheepishly started picking them up.

'And you're soaking – it's not still raining, is it?' Grandma said, peering out of the kitchen window. She gave her granddaughter's head an affectionate rub as Tilly kneeled to rescue a stray potato that had rolled into the cat basket. Tilly sighed and leaned against Grandma's legs.

'Grace went through a puddle on her bike and it splashed all over me.'

'Surely she didn't do it on purpose?' Grandma asked gently.

Tilly harrumphed in disagreement.

'Aren't you two as thick as thieves?' Grandma said.

'That was before, when we were just little. She has new friends now,' Tilly said. 'She got on to the netball team, and only wants to be with those girls now. She sits with Ammara and Poppy every day.'

'Have I met Ammara and Poppy?' Grandma asked.

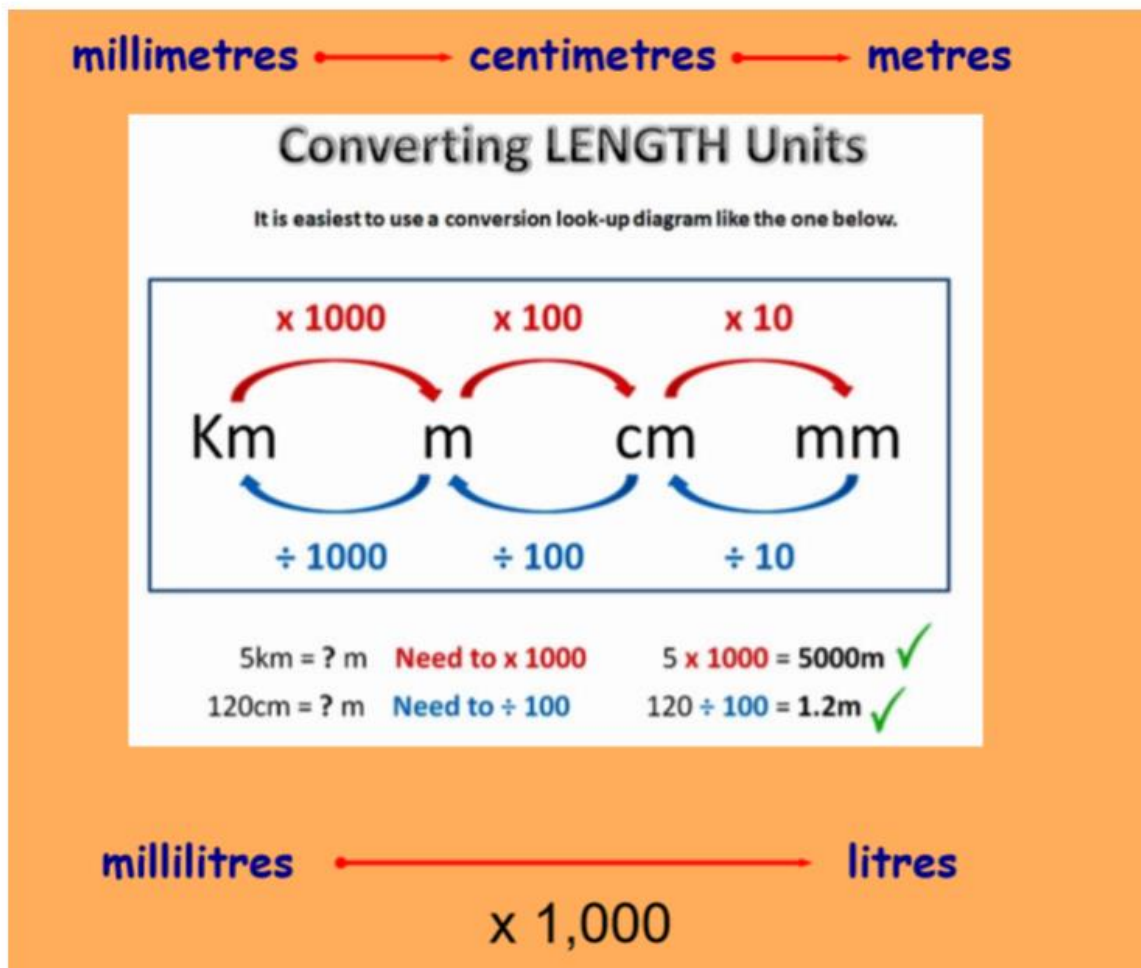
'No, they went to St Enid's, and they stick together all the time.'

# Maths

## Lesson 2 – Metric units (2)

Today we will be focusing on metric units with the prefix 'milli'. We will convert between millimetres – centimetres – metres and millilitres – litres.

**Key vocabulary:** milli, millimetre, centimetre, metre, millilitre, litre, unit, convert, place value, thousands, tens, tenths, ones, thousandths, length, capacity





- 1 a) Has Ebo got enough fencing to go across the flower bed?
- b) How many litres of water has Alex put in the watering can?

## Share

- a) Millimetres and millilitres both begin with 'milli'.

$$1 \text{ m} = 100 \text{ cm and } 1 \text{ cm} = 10 \text{ mm}$$

$$100 \times 10 = 1,000 \text{ so there are 1,000 millimetres in 1 metre.}$$

$$1 \text{ millimetre} = \frac{1}{1,000} \text{ of a metre}$$

Ebo has 1,500 mm of fencing.  
The flower bed is 2 m long.

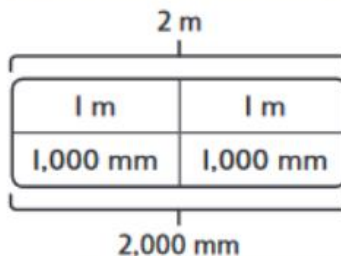
$$2 \times 1,000 = 2,000$$

2 ones are now worth  
2 thousands.

$1,500 < 2,000$ , so Ebo does  
not have enough fencing to  
go across the flower bed.

Th	H	T	O	.
			2	.
2	0	0	0	.

m  
mm

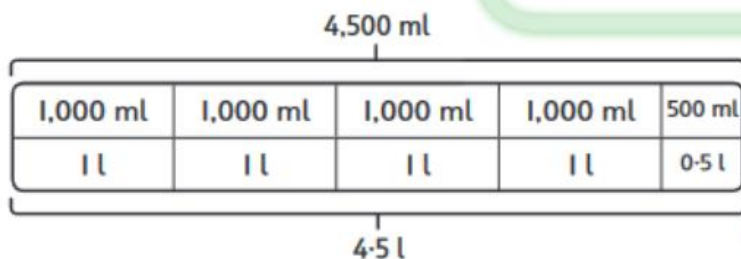


The prefix 'milli' comes from Latin. We use it to mean 'one thousandth' of something.



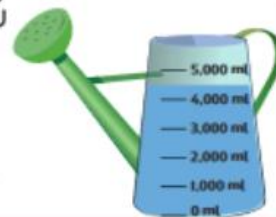
- b) Alex has 4,500 ml of water.

1,000 millilitres = 1 litre, so I am going to divide by 1,000 to convert from millilitres to litres.



$$4,500 \div 1,000 = 4.5$$

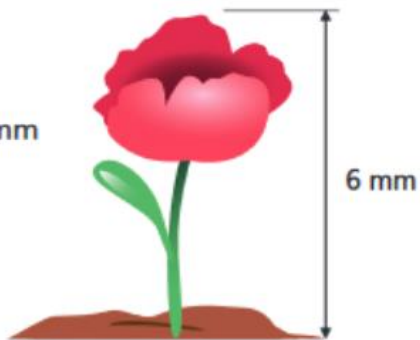
Alex has put 4.5 litres of water in the watering can.



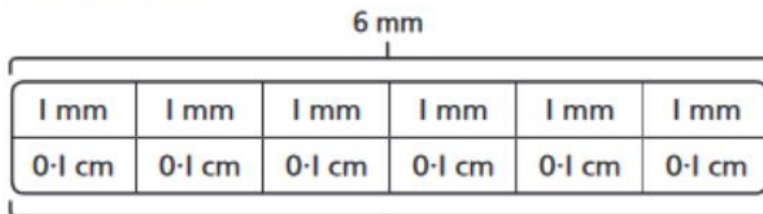
1 a) This flower is just starting to grow.

How tall is it in centimetres?

There are  mm in 1 cm, so to convert mm into cm, divide by .



O	•	Tth	
6	•		mm
0	•	6	cm



$6 \div \text{[ ]} = \text{[ ]}$

The flower is  cm tall.

b) How many millilitres of plant food are in the bottle?

There are  ml in 1 L.

H	T	O	•	Tth	
		0	•	7	l
			•		ml

$0.7 \text{ [ ]} = \text{[ ]}$

The bottle contains  ml.



2 Choose which operation goes into each sentence.

To convert from a larger to a smaller unit (for example, from litres to ml), \_\_\_\_\_.

To convert from a smaller to a larger unit (for example, from mm to cm), \_\_\_\_\_.







3 a) Complete the table.

Length	Capacity
1 mm = $\frac{1}{\square}$ of a metre	1 ml = $\frac{1}{\square}$ of a litre
1 cm = $\frac{1}{\square}$ of a metre	
1 m = 1,000 _____	1 l = 1,000 _____
1 m = 100 _____	
1 _____ is 0.001 _____	1 _____ is 0.001 _____

Explain your answers.

b) What is the same about the two columns? What is different?

For the last line, I looked at the place value of the digit 1 to help me.

I can think of more than one possible answer for length in that part!



Now complete pages 114–116 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. Harry Potter knew the prophecy had been made, though he did not know its full contents.

- advise
- advise
- device

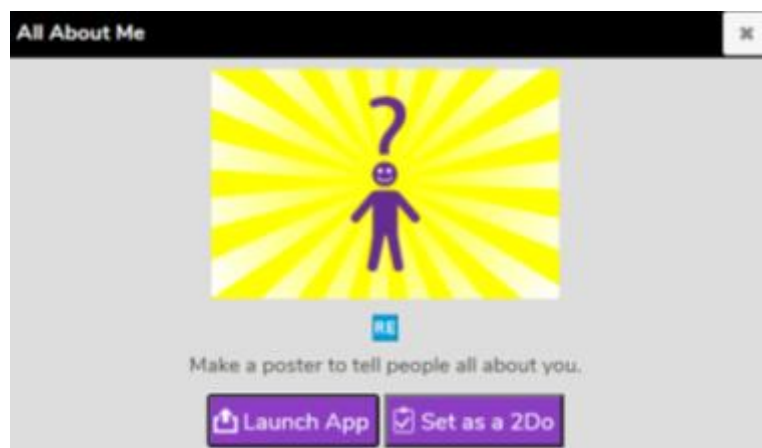
devise  
licence  
license  
practice  
practise  
prophecy  
prophesy  
complement  
compliment  
principal  
principle  
stationary  
stationery  
morning  
mourning  
preceded  
proceed

## 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.