



## HOME LEARNING

YEAR 5

9/06/2020

### Morning Message

Happy Tuesday Year 5,

We hope you enjoyed yesterday's learning and have created some fantastic gadgets. We know how creative you all can be so I am sure there are some crazy ideas amongst you. Today you are writing the introduction to your persuasive speech and in reading you will be looking at words that you might find challenging. We do understand that the extract does not have much complicated language in it so look back at previous week's Day 2 and use some of the words you found the meaning of to write sentences. Remember the better vocabulary we have the better our writing will be!

**Answer to Monday's riddle:**

Cutlery

**Today's riddle:**

What begins with T, finishes with T, and has T in it?

Keep positive,

Ms Gayer and Mr McCann

### This week's Pictures



## Writing

You have invented a brand new gadget aimed at kids. You want it to be sold in all the biggest gadget shops in the U.K. Your job, this week, is to write a speech persuading these shops to buy your product. Imagine you will be standing up in front of a room full of buyers from these shops: how will you persuade them your product is amazing?

### **Tuesday LO: to write an introduction to a persuasive speech**

The purpose of the introduction is to:

- a) grab the listener's attention by providing a solution to a problem
- b) summarise product

### **Example (for robot speech)**

Imagine it is a baking hot summer's day. The sun is pouring through your living room window, sweat is dripping down your forehead and you are desperate, just desperate, for an ice-cold milkshake. What do you do? Go to the shops? No thank you: it's too far; it's too hot; you're too tired. Make your own? You can't summon the energy to haul yourself to the kitchen and dig out that useless blender. No, what you need is Maurice the Milkshake Man: a voice-activated, fully automated milkshake-making robot that makes delicious, creamy milkshakes and brings them to wherever you are sitting!

**Task: write the introduction to your speech. As a heading for your speech, write:**

**LO: to write a persuasive speech**

**Success criteria**

- use informal, colloquial language to make a connection with your audience
- include rhetorical questions to introduce problem
- include a brief, enticing description of the product

You have invented a brand new gadget aimed at kids. You want it to be sold in all the biggest gadget shops in the U.K. Your job, this week, is to write a speech persuading these shops to buy your product. Imagine you will be standing up in front of a room full of buyers from these shops: how will you persuade them your product is amazing?

## 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: attention-seeking, sensitive

## Maths

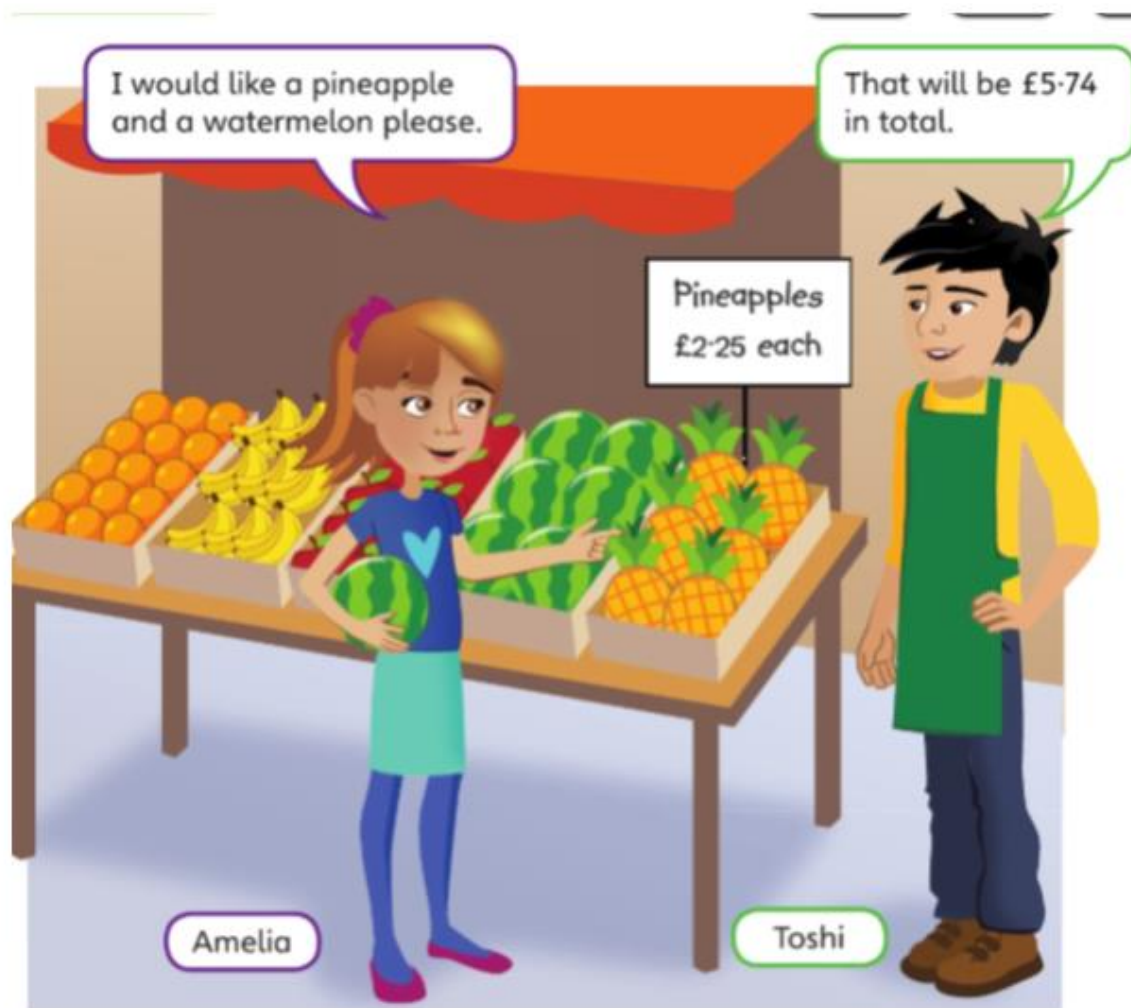
### Lesson 6 – Adding and subtracting decimals

In this lesson you will use the column method to subtract decimals by taking away or finding the difference. Some of the questions will need you to exchange from a different column (borrow).

For additional support, watch this video below which recaps how to use column method to subtract decimals. Remember to line up the digits in the correct columns!

<https://www.youtube.com/watch?v=joF4sYmuC88>

**Key vocabulary:** subtract, difference, efficient, exchange, greater, change, cheaper, ones, tenths, hundredths, column, inverse, predict, pounds (£), pence (p), kilometres (km)



- 1 a) How much does the watermelon cost?  
b) Amelia gives Toshi £6.00. How much change does she get?

## Share

- a) To find the cost of the watermelon we need to subtract £2.25 from £5.74.

£5.74	
£2.25	?



Subtract the 5 hundredths first.

There are not enough hundredths.



I am going to use a column method. I will start from the right-hand column.

$$\begin{array}{r} \text{O} \cdot \text{Tth} \text{Hth} \\ 5 \cdot 7 \ 4 \\ - 2 \cdot 2 \ 5 \\ \hline \cdot \end{array}$$



Exchange 1 tenth for 10 hundredths.



$$\begin{array}{r} \text{O} \cdot \text{Tth} \text{Hth} \\ 5 \cdot \overset{6}{7} \overset{1}{4} \\ - 2 \cdot 2 \ 5 \\ \hline \cdot \end{array}$$

Now subtract the 5 hundredths.



$$\begin{array}{r} \text{O} \cdot \text{Tth} \text{Hth} \\ 5 \cdot \overset{6}{7} \overset{1}{4} \\ - 2 \cdot 2 \ 5 \\ \hline \cdot \ 9 \end{array}$$

Now subtract the 2 tenths, then the 2 ones.



$$\begin{array}{r} \text{O} \cdot \text{Tth} \text{Hth} \\ 5 \cdot \overset{6}{7} \overset{1}{4} \\ - 2 \cdot 2 \ 5 \\ \hline 3 \cdot 4 \ 9 \end{array}$$

The watermelon costs £3.49.



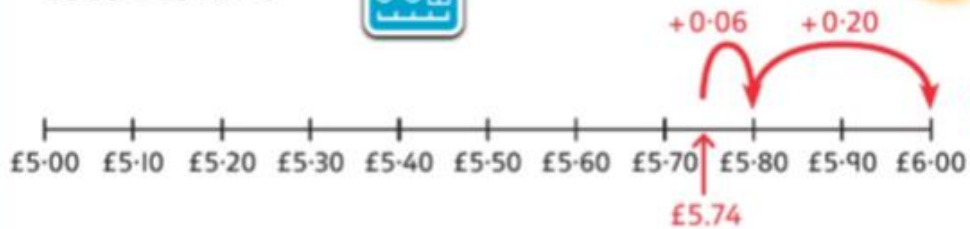


b) To find the change we need to subtract.

$$£6.00 - £5.74 = ?$$



I used a number line to count on to find the difference. I think this is an efficient way to find change.



Amelia gets 26p change.

## Think together

- 1 A shop sells some socks and hats.  
How much cheaper is the hat than the socks?



O	.	Tth	Hth
● ● ● ● ●	●	●●	●● ●● ●● ●● ●●

$$\begin{array}{r} \text{O} \cdot \text{Tth} \text{ Hth} \\ 5 \cdot 1 \quad 5 \\ - 3 \cdot 5 \quad 2 \\ \hline \end{array}$$

$$\square - \square = \square$$

The hat is £  cheaper than the socks.

- 2 Write these as column subtractions and complete them.

Predict how many exchanges you will need to make.

a)  $37.5 - 13.9 = \square$

b)  $2.654 - 1.375 = \square$

Did you predict correctly?

- 3 Lexi, Ebo and Reena are thinking of numbers.

CHALLENGE



Lexi

If I add  $2.7$  to my number I get  $7.3$ .

I started with  $12.65$  and subtracted  $3.92$  to get to my number.



Reena

If I add  $1.23$  to my number and then add  $3.57$ , my answer is  $12.04$ .



Ebo

Ebo says that to work out Lexi's number you need to subtract. He does the following calculation.

- a) What mistake has Ebo made?

- b) What are Ebo and Reena's numbers?

$$\begin{array}{r} 0.73 \\ 7.3 \\ - 2.7 \\ \hline 5.4 \end{array}$$

I wonder why I have to subtract to find Lexi's number.

I think it is because you have to do the inverse since Lexi has already added on  $2.7$  to get  $7.3$ .



Now complete pages 21–23 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 – i before e except after c rule**. Please practise learning the words every day by putting the words in sentences and get an adult to test you on Friday.

e.g. She stared at the ceiling, enjoying the breeze skating through the windows.

deceive  
conceive  
receive  
ceiling  
conscience  
deficient  
concierge  
inconceivable  
perceive  
transceiver  
conceit  
relieved  
society  
policies  
neighbour  
efficient  
mischievous  
obedient  
cashier  
yield

## Foundation Work (for the week)

### History– due Friday at 12pm

Continuing into this term our topic in history is The Victorians. If we were in school we would have visited The Ragged School Museum which is a still standing school building used by some Victorian children. Your task is to research what school was like for children in the Victorian times and complete the activity.

Questions to think about: Could all children go to school? What were Ragged Schools? What happened to children who did not go to school? Was school different to what it is now?




Victorian School



En LI Hi

Write about children and schools in Victorian Times.

 Launch App

 Set as a 2Do

## Diary

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