

Monday 15th June

Hello Year 5,

We can't believe that it's already the middle of June!

We hope that you have had a great week and managed to get outside even though the sun hasn't been shining as much as in previous weeks.

Here are the activities for this week for you to follow and complete. We're finishing our writing unit, learning about decimal numbers, being arty and also developing our skipping skills! If you have some spare time or want to do some extra learning, you could visit <https://www.bbc.co.uk/bitesize> or <https://www.thenational.academy/online-classroom> where there are lots of lessons and activities to choose from.

As always, try to read for at least 20 minutes a day and take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password. To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). Remember you can read or listen to books online using <https://readon.myon.co.uk> and <https://stories.audible.com/start-listen>.

Remember as well as learning, take the time to relax, exercise and be kind to yourselves and each other.

Best wishes,

Miss Savage, Mrs Montgomery and Mrs Graham too!

English - The Rhiswanozebtah



Welcome back explorers! Last week I introduced you to a new creature I discovered on my travels to Africa last year. It is the extremely rare rhisawnozebtah. Can you remember which four animals it is believed to contain DNA from?

This week we are going to focus on the writing process. I'll take you through the steps so that by the end of the week, you will be completing your work independently.

English Activity 1a - Sentence starter warm up

First of all, pick a subject from the list below.

unicorns	vampires	dragons	teachers	ghosts
robots	explorers	footballers	doctors	Year 5

Complete the sentences in order, using invented facts about your chosen subject (remember to be kind and respectful 😊). You may want to print out the next slide to write on the sheet or rewrite the starters and complete them on paper/in a book.

The first thing to say about

In addition to.....

The most extraordinary thing about

It is a little-known fact that

Normally,

You may not know but.....

Surprisingly,

Sentence Starter Warm Up

First of all, pick a subject from the list below.

unicorns	vampires	dragons	teachers	ghosts
robots	explorers	footballers	doctors	Year 5

Complete the sentences, using invented facts about your chosen subject (remember to be kind and respectful!).

The first thing to say about _____

In addition to _____

The most extraordinary thing about _____

It is a little-known fact that _____

Normally, _____

You may not know but _____

Surprisingly, _____

English Activity 1b - Blue-headed iguanas



Now it's your turn to be an author and write an information text. Let's take a look at the 'Appearance' section of the Rhiswanozebtah text. This shows us what it looks like.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

Rewrite the paragraph above so that it provides information about this blue-headed iguana.



Use the ideas and sentence patterns from the paragraph above which describes the appearance of the Rhiswanozebtah. Try out your own ideas. Write in facts to replace the ones in blue below. Remember to check that you have used a variety of punctuation.

Follow this pattern.....

Start by introducing the creature and why it's easy to identify.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals.

Blue-headed igaunas _____

Next, describe what they look like in detail using the model paragraph below to help you. Try to add on some extra information using a clause like this: ... which means ... (These are known as relative clauses because they help you relate the information.)

They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. Furthermore, their wingspan reaches 2.8 metres and they can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs.

They have _____

Now, add on some further information about how they look.

Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin.

Additionally, _____

Finally, give some contrasting information using 'however.'

Mature Rhiswanozebtahs are famous for their thick fur. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

However, _____

MATHS 10-4-10

1. $0.7 + 0.8 =$
2. Write the Roman numerals XXXVII in figures.
3. $42 \div 6 =$
4. $4081 = 4001 + \underline{\hspace{2cm}}$
5. Write eighteen thousand and twenty-seven in digits.
6. Write down all of the factors of 15.
7. $6\frac{1}{2} + 5 + 3\frac{1}{2} =$
8. What is $\frac{1}{3}$ of 21?
9. How many vertices has a triangular pyramid?
10. How many metres in 0.5km?

Remember -
ten questions
in ten minutes.

If you find one
tricky, just
move on to the
next and come
back to any
you have
missed at the
end.

Maths Activity - Decimals as fractions

This week we are learning about decimals. There is a knowledge postcard on the next three slides to use if you need to.

Use the following link to White Rose Maths Home Learning and watch the video for Summer Term - Week 7 - Lesson 1 - Decimals as fractions.

<https://whiterosemaths.com/homelearning/year-5/>

Today's lesson is a consolidation of what we have already covered so see how much you can remember. The video explains the concept in different ways; you can pause the video and complete questions on the sheet or in your homework books, or you may prefer to watch the whole video first before completing the sheet. If you feel you want to just go ahead and complete the sheet, then feel free to do so. You can then check your answers to see how you got on (answers are at the end of the presentation).

Again you should have a go at completing the questions you feel confident to. Remember, don't worry, just try your best.


Questions 1 - 3 ★

Questions 1 - 6 ★★

Questions 1 - 8 ★★★

Decimals Revision

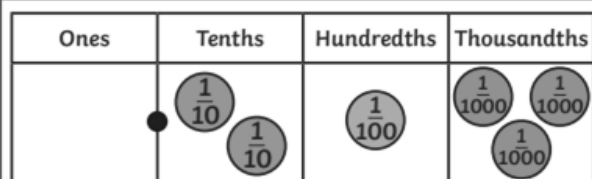
Decimals

Key Vocabulary	Tenths, Hundredths and Thousandths
tenths	$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$
hundredths	
decimal tenths	$\frac{0}{100}$ $\frac{1}{100}$ $\frac{2}{100}$ $\frac{3}{100}$ $\frac{4}{100}$ $\frac{5}{100}$ $\frac{6}{100}$ $\frac{7}{100}$ $\frac{8}{100}$ $\frac{9}{100}$ $\frac{1}{10}$
decimal hundredths	
decimal equivalents	$\frac{0}{1000}$ $\frac{1}{1000}$ $\frac{2}{1000}$ $\frac{3}{1000}$ $\frac{4}{1000}$ $\frac{5}{1000}$ $\frac{6}{1000}$ $\frac{7}{1000}$ $\frac{8}{1000}$ $\frac{9}{1000}$ $\frac{1}{100}$
part-whole model	
rounding	
decimal point	
place value	
 visit twinkl.com	

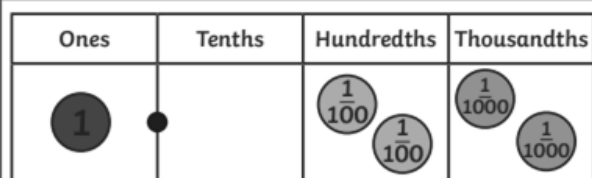
Decimals Revision

Knowledge Organiser

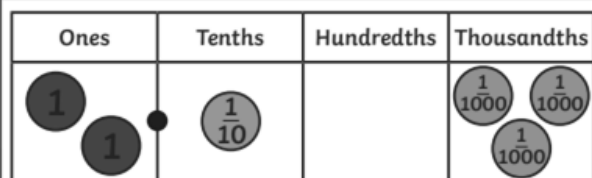
Order and Compare Numbers with Three Decimal Places



0 . 2 1 3



1 . 0 2 2



2 . 1 0 3

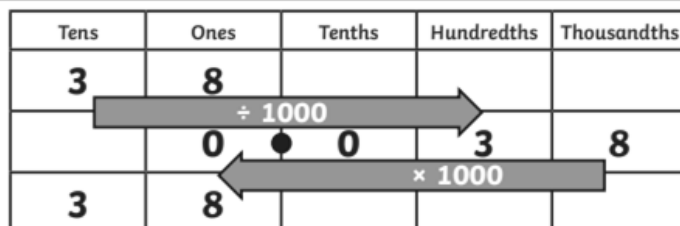
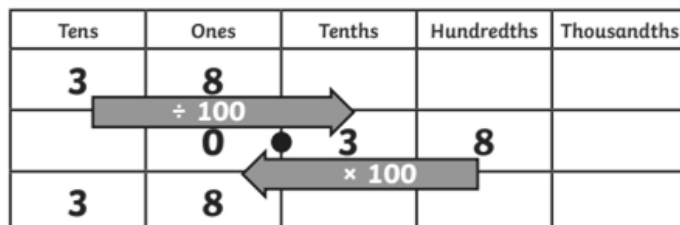
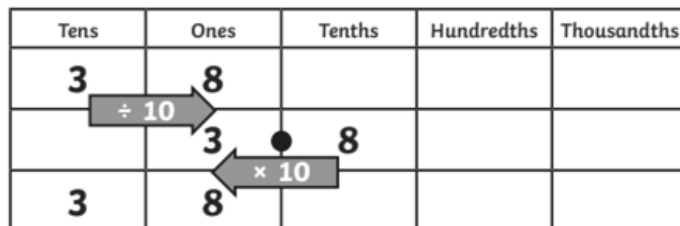
Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

Decimals

Multiplying and Dividing by 10, 100 and 1000



Adding and Subtracting Decimals

$$0.8 + 0.001 = 0.801$$

$$1.031 - 0.23 = 0.801$$

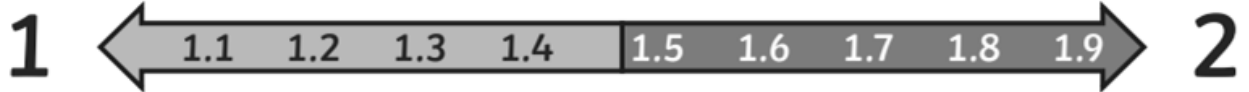
$$0.4005 + 0.4005 = 0.801$$



Decimals Revision

Knowledge Organiser

Rounding Decimals



If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

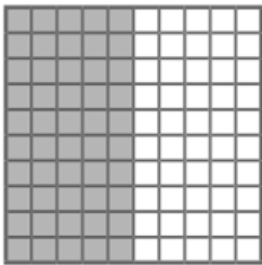
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.



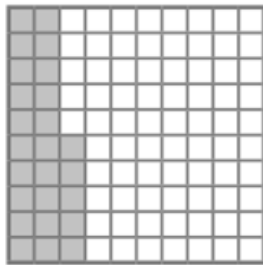
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

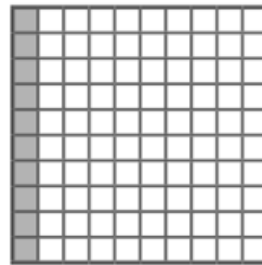
Percentage and Decimal Equivalents



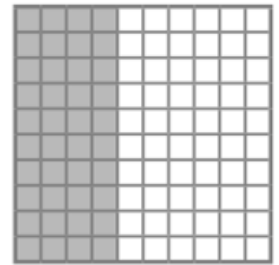
$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$$



$$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$$



$$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$$

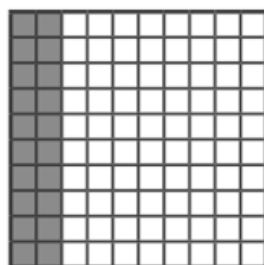


$$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$

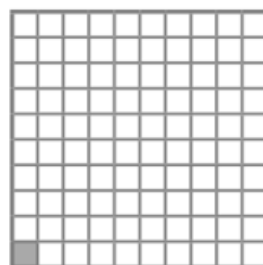
Crossing the Whole

$$0.82 + 0.63 = 1.45$$

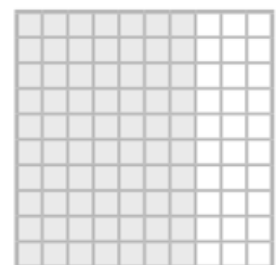
$$2.531 - 0.6 = 1.931$$



$$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$$



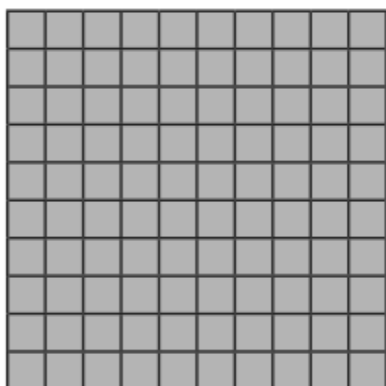
$$1\% = \frac{1}{100} = 0.01$$



$$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$$

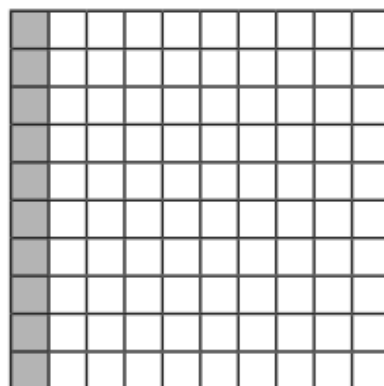
Decimals as fractions (2)

1 This grid represents 1



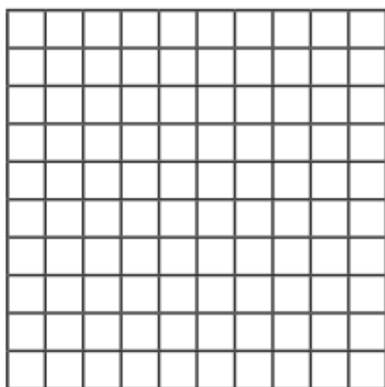
This grid represents 0.1 or

$$\frac{10}{100} \text{ or } \frac{1}{10}$$

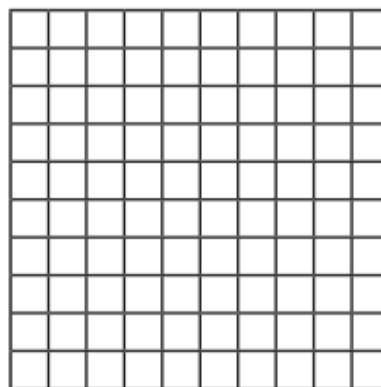


Colour the hundred squares to represent the fractions.

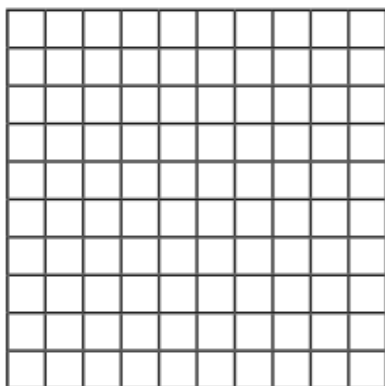
a) $\frac{2}{100}$



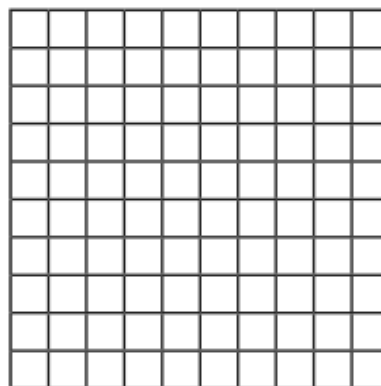
c) $\frac{20}{100}$



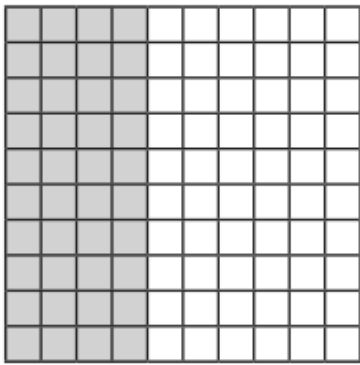
b) $\frac{2}{10}$



d) $\frac{90}{100}$



- 2 Complete the numbers to show how much of the square is shaded.



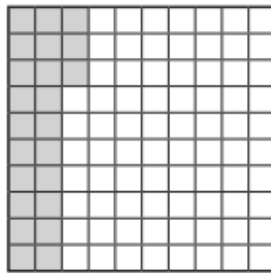
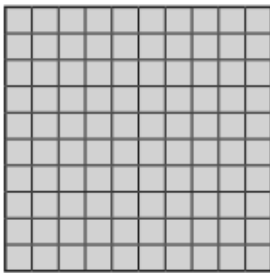
$$\frac{\square}{100}$$

$$\frac{\square}{10}$$

0. _

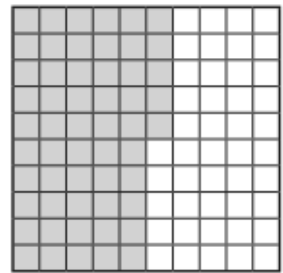
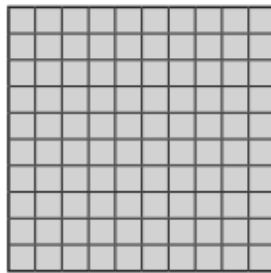
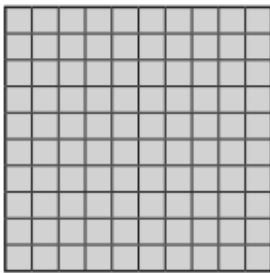
- 3 What fractions and decimals are represented?

a)



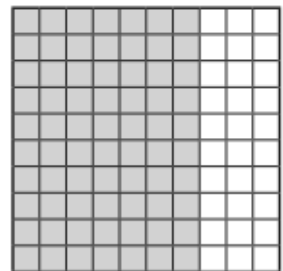
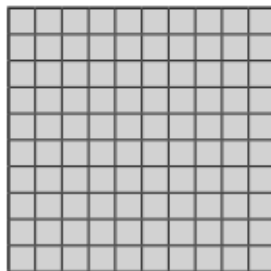
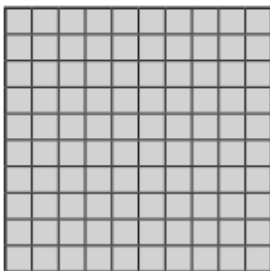
$$1 \frac{23}{100} = \square$$

b)



$$\square \frac{\square}{100} = \square$$

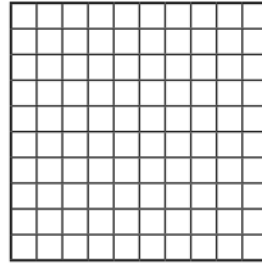
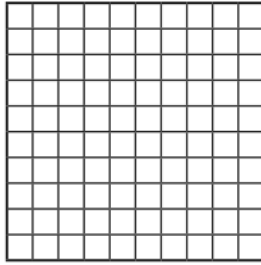
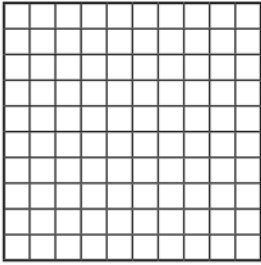
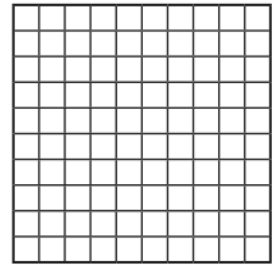
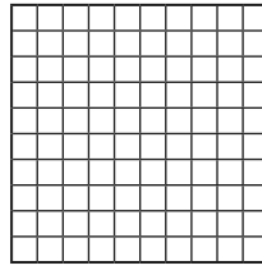
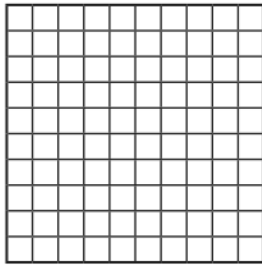
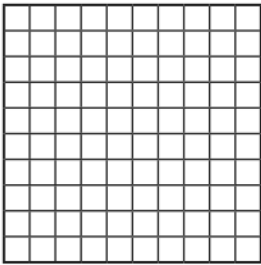
c)



$$\square \frac{\square}{10} = \square$$

4

a) Represent 2.15

b) Represent $3\frac{7}{10}$ 

5

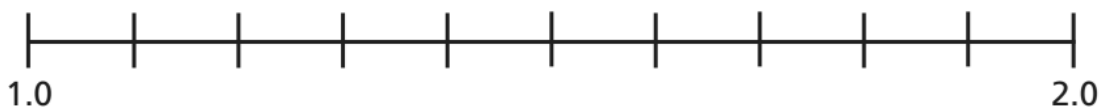
a) Label the number line with the decimals.

1.3

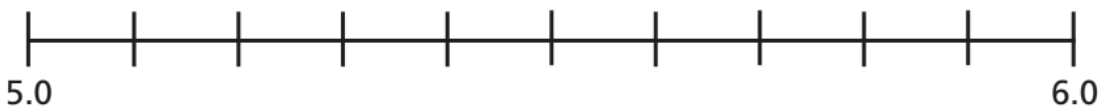
1.6

1.85

1.98



b) Label the number line with the fractions.

 $5\frac{1}{10}$ $5\frac{1}{2}$ $5\frac{73}{100}$ $\frac{590}{100}$ 

6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2 \frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4 \frac{\square}{100}$		
	$5 + 0.6 + 0.02$			
				8 ones and 2 hundredths

7 Write the decimals as fractions.

Give your answer as a mixed number.

a) $32.6 = \square \frac{\square}{10}$

c) $13.08 = \square \frac{\square}{100}$

b) $2.03 = \square \frac{\square}{100}$

d) $3.98 = \square \frac{\square}{100}$

8 Use the digits 3, 4 and 5 to complete the decimal number.

. **0**

How many different numbers can you make?

PHSE/Art - Wassily Kandinsky

Last week we explored feelings and emotions and we are continuing with this theme for today's activity. Have you been more aware of your feelings since last week? Have you sometimes needed to use the strategies you jotted down to change your feelings into more positive ones?

This week we are going to explore feelings through artwork.....

Wassily Kandinsky was a Russian painter. Many people think he was the first abstract artist.



Wassily Kandinsky was born in Russia, in 1866. When he grew up, he worked as a teacher at a university but it didn't make him happy.

When he was 30, he left his job and went to art school. He found art school easy and was very good at his studies.

Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a soul.



Wassily Kandinsky

He was the first painter to stop painting pictures of things and instead paint just using colours and shapes. He believed that this let him paint honestly about his feelings.

Often Kandinsky would listen to music while he painted and try to paint what he heard.



twinkl

Here is what his work looks like:



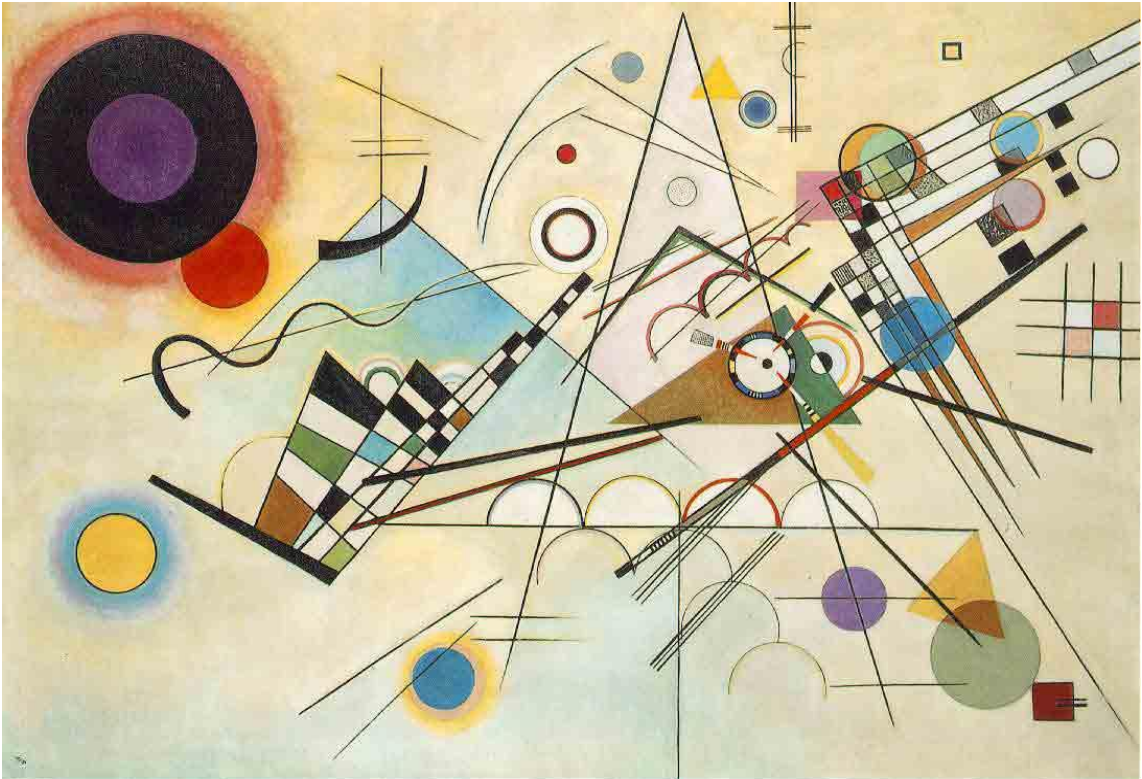
Image sourced from Google

Composition X, 1939

How does it make you feel?

What does it remind you of - a wild storm, a dizzy feeling like spinning around, flowing water, wind on a hot summer day . . . ?

If the paintings were moving what would the movement be like? Calm and slow? Topsy-turvy like a rollercoaster ride?



Composition VIII, 1923

Yellow, Red, Blue, 1925



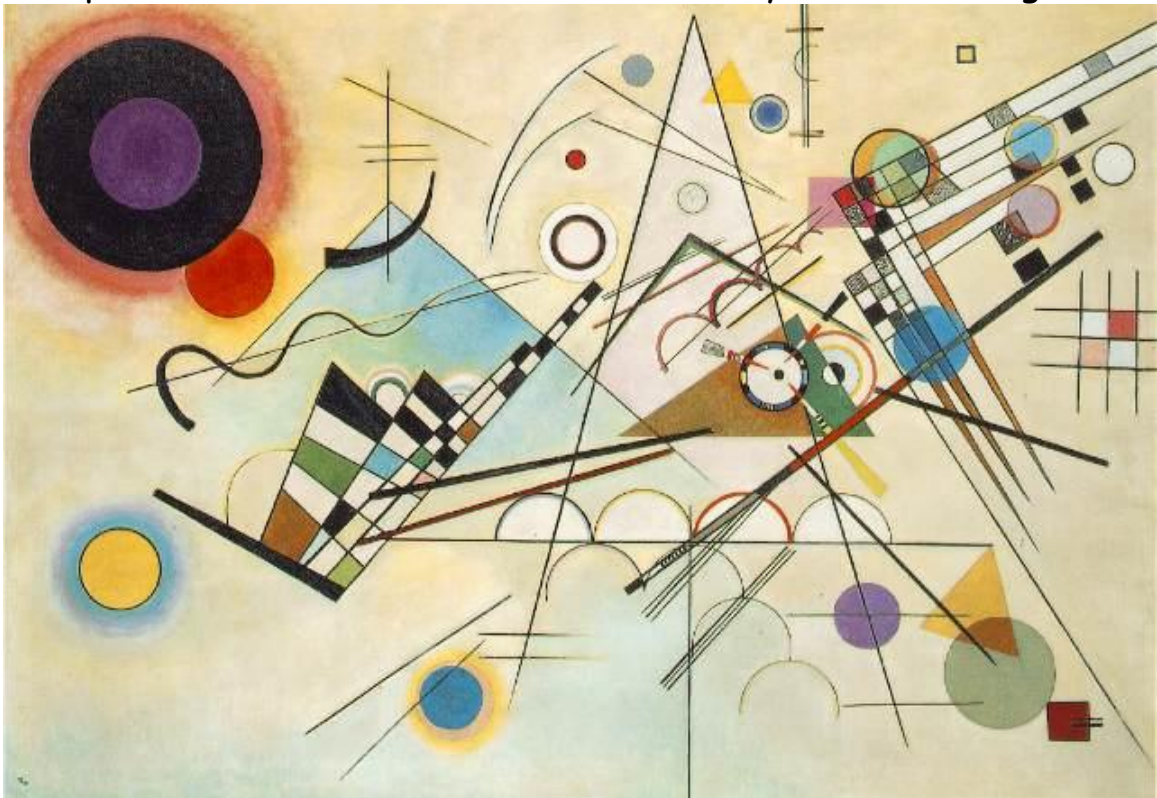
What shapes can you see?

What colours can you see?



Black and Violet, 1923

If the picture were sounds what noises would you hear coming from it?



Composition VIII, 1923

Which emotions and feelings does each part of his art represent?

Watch the video on <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-kandinskys-schaukeln/zv7g7nb> to learn

Art Activity - My emotions in the style of Wassily Kandinsky

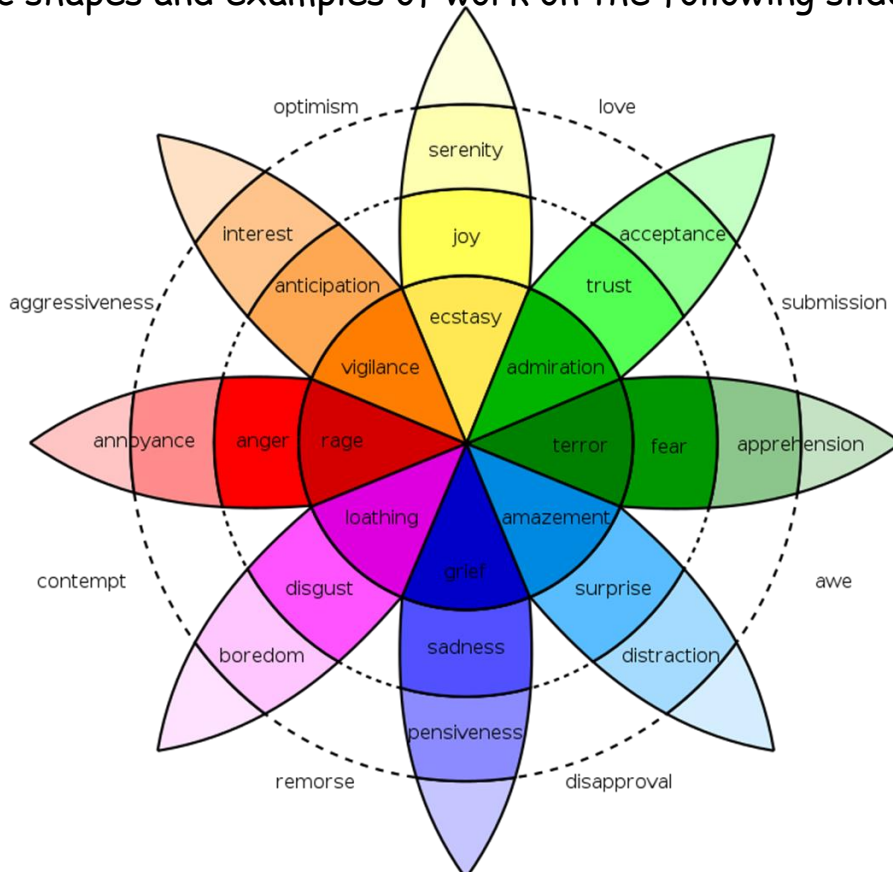
Your task is to create your own piece of abstract art in the style of Kandinsky which captures your own feelings and emotions. You might want to play music whilst you work, to see if that influences how you feel, as it did for Kandinsky. You could focus on one feeling or be inspired by more than one emotion.

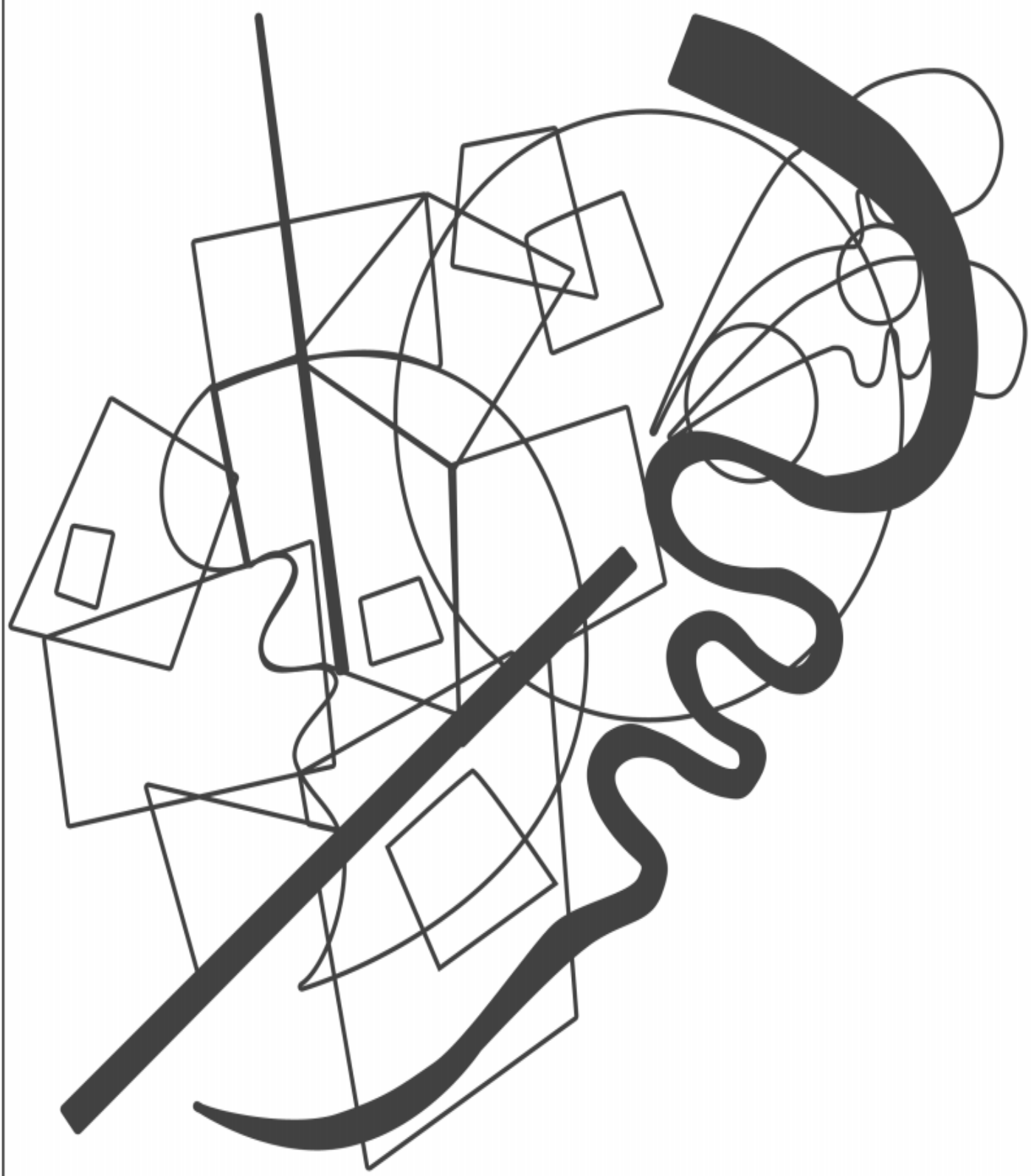
Think carefully about the colours and shapes that you use. There is an emotional colour wheel below to use if you need ideas.

Shapes such as squares are thought of as strong, solid, dependable. Triangles can be thought of as sharp and represent aggression, danger and negativity. The sharper the angles - the more severe the emotion. Circles are associated with balloons and bubbles and therefore reflect softness, energy, happiness and positivity. There are many other shapes to use too, including swirls and lines. The size of the shape will also need to be considered

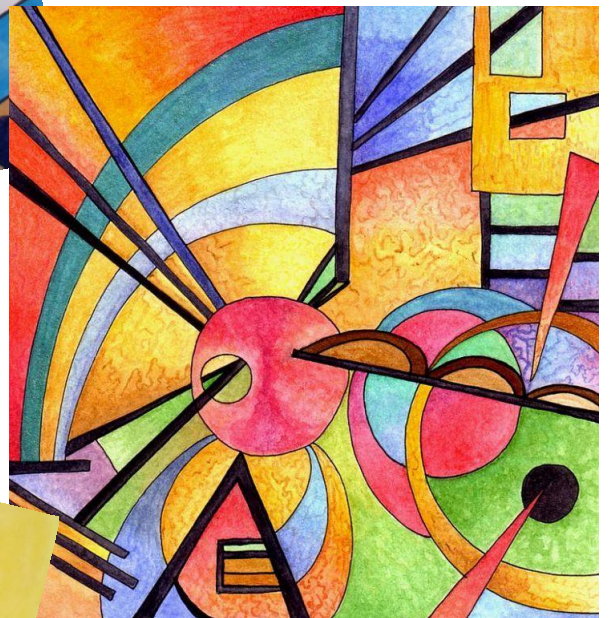
You may want to cut out shapes to arrange them before adding colour and lines.

Look back at Kandinsky's work one last time before you start. If you are finding it hard to begin, there is a colour-in sheet as a starting point, ideas for geometric shapes and examples of work on the following slides.









ANSWERS

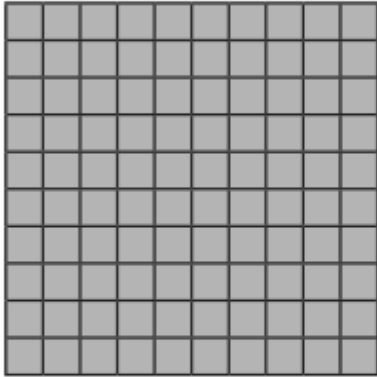
ANSWERS 10-4-10

1. $0.7 + 0.8 = 1.5$
2. Write the Roman numerals XXXVII in figures = 37
3. $42 \div 6 = 7$
4. $4081 = 4001 + \underline{80}$
5. Write eighteen thousand and twenty-seven in digits = 18,027
6. Write down all of the factors of 15 = 1,3,5,15
7. $6\frac{1}{2} + 5 + 3\frac{1}{2} = 15$
8. What is $\frac{1}{3}$ of 21 = 7
9. How many vertices has a triangular pyramid = 4
10. How many metres in 0.5km = 500m

ANSWERS Decimals as fractions

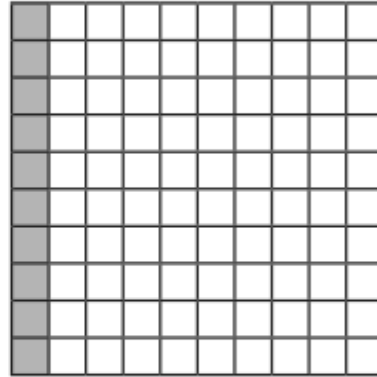
1

This grid represents 1



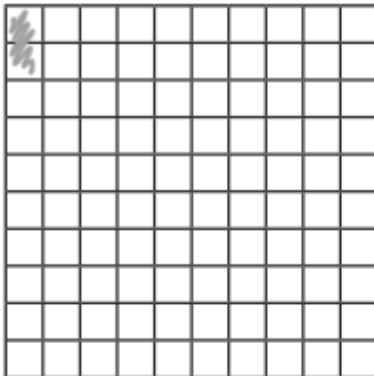
This grid represents 0.1 or

$$\frac{10}{100} \text{ or } \frac{1}{10}$$

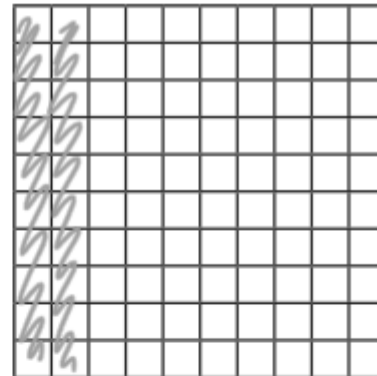


Colour the hundred squares to represent the fractions.

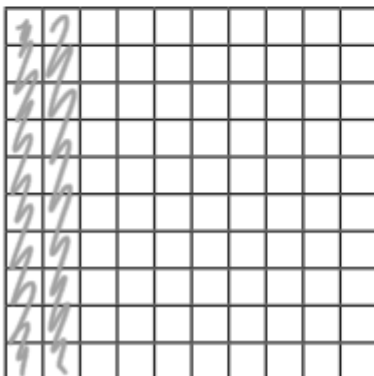
a) $\frac{2}{100}$



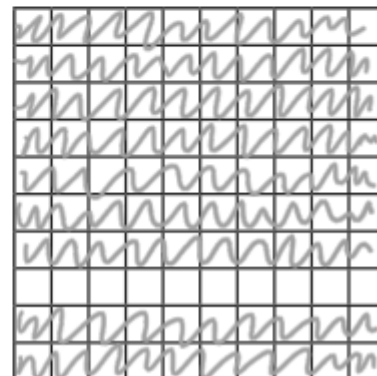
c) $\frac{20}{100}$



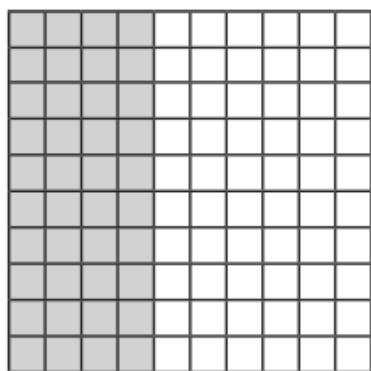
b) $\frac{2}{10}$



d) $\frac{90}{100}$



- 2 Complete the numbers to show how much of the square is shaded.



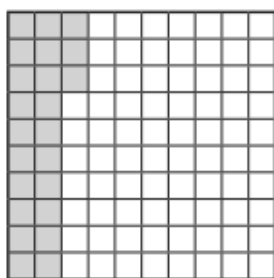
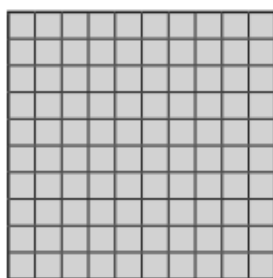
$$\frac{40}{100}$$

$$\frac{4}{10}$$

$$0.4$$

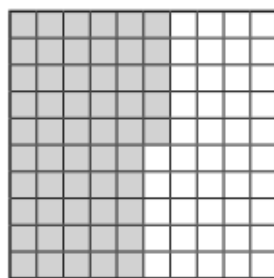
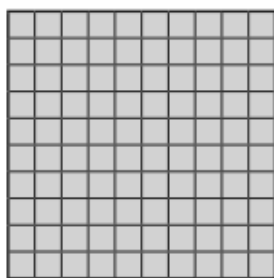
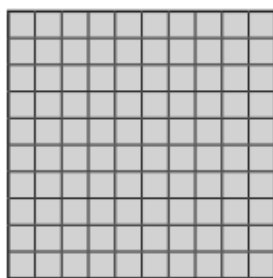
- 3 What fractions and decimals are represented?

a)



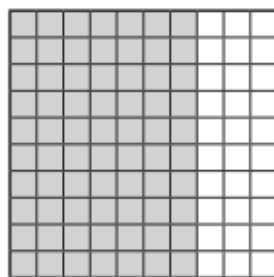
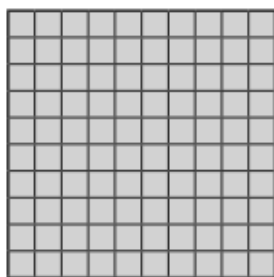
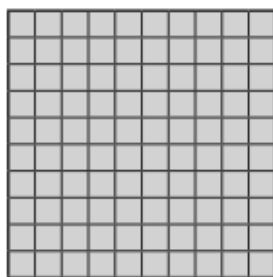
$$1 \frac{23}{100} = 1.23$$

b)



$$2 \frac{55}{100} = 2.55$$

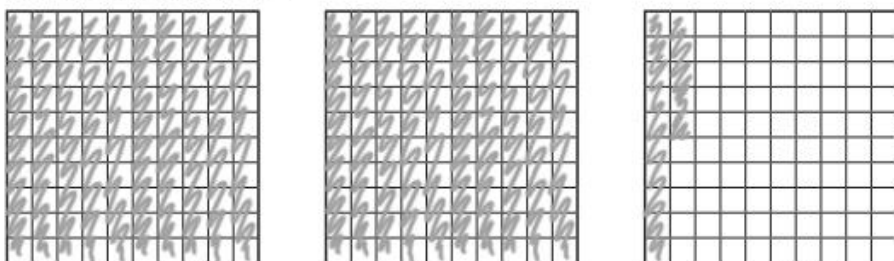
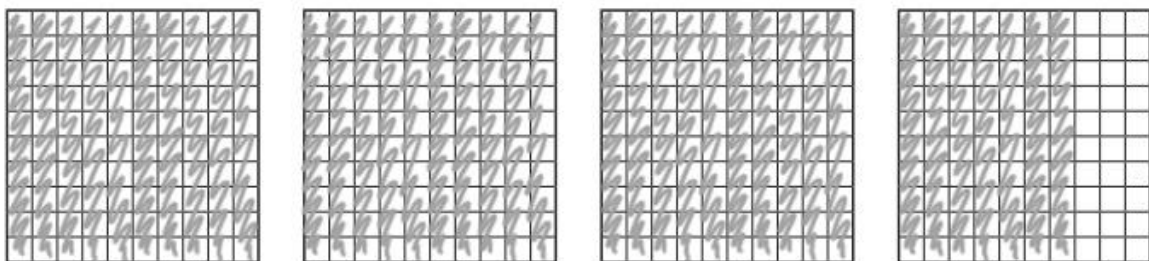
c)



$$2 \frac{7}{10} = 2.7$$

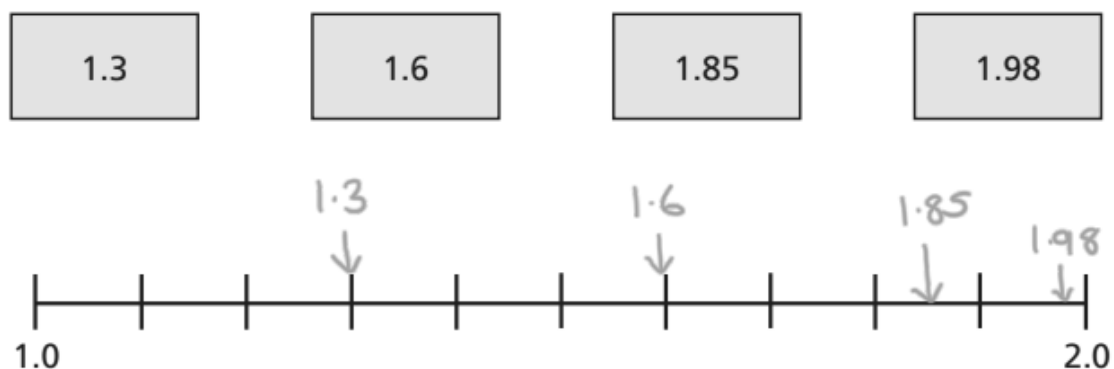
4

a) Represent 2.15

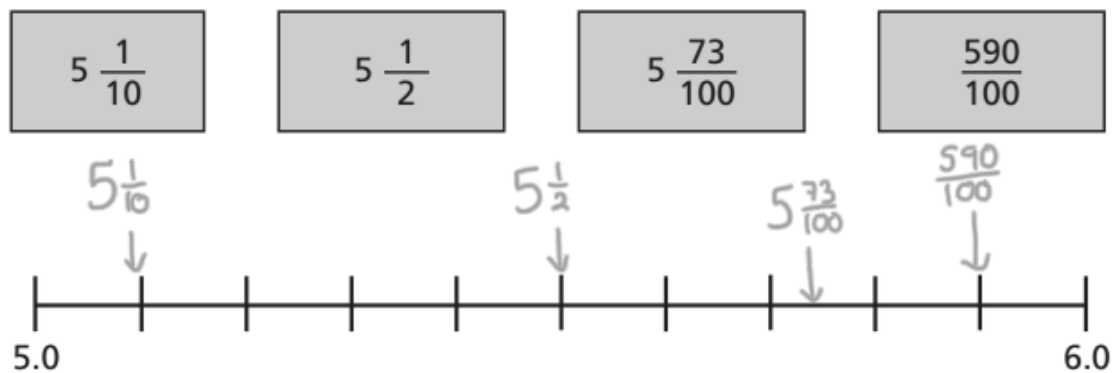
b) Represent $3\frac{7}{10}$ 

5

a) Label the number line with the decimals.



b) Label the number line with the fractions.



6

Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2 \frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37	$4 + 0.3 + 0.07$	$4 \frac{37}{100}$	$4 + \frac{3}{10} + \frac{7}{100}$	4 ones, 3 tenths and 7 hundredths
5.62	$5 + 0.6 + 0.02$	$5 \frac{62}{100}$	$5 + \frac{6}{10} + \frac{2}{100}$	5 ones, 6 tenths and 2 hundredths
8.02	$8 + 0.02$	$8 \frac{2}{100}$	$8 + \frac{2}{100}$	8 ones and 2 hundredths

7

Write the decimals as fractions.

Give your answer as a mixed number.

a) $32.6 = 32 \frac{6}{10}$

c) $13.08 = 13 \frac{8}{100}$

b) $2.03 = 2 \frac{3}{100}$

d) $3.98 = 3 \frac{98}{100}$

8

Use the digits 3, 4 and 5 to complete the decimal number.

e.g. $\boxed{3} \boxed{4} . \boxed{0} \boxed{5}$

How many different numbers can you make?