Monday 1st June

Hello year 5,

We hope you have all had a lovely half term and have enjoyed the glorious sunshine we have been having. Home learning this week follows the usual format and as always you can complete the tasks in any order and all the answers are provided at the back of the presentation so you can self-mark (no cheating though!).

Please remember that you are more than welcome to print off the presentation but you **do not** need to, you can just use it from a screen and then write your answers down either in your homework books or on a piece of paper. The message we're sending to you all (including your adults) is: "Do what you can, when you can and don't put too much pressure on yourselves." As always it is also important to take the time to relax, exercise and to be kind to yourselves and everyone else in your house.

Stay positive and keep smiling!

Best wishes,

Miss Savage and Mrs Montgomery

If you haven't tried this reading challenge yet … why not give it a go!

Sharing the Love of Reading: 9-11-year olds

Remember to read at home!

You should be aiming to read for ***at least 20 minutes every day***.

Remember, you can now 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 Accelerated Reader Bookfinder. It's okay to read books which haven't got a quiz – just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

ACTIVE JUNE CHALLENGE

Challenge yourself and as many family members as you can to complete the 'Active June' challenge. There is an activity to do every day – at bronze, silver or gold level – you choose!

Who will complete ALL of the challenges?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Do some **sit ups**: Bronze: 10 sit ups Silver: 20 sit ups Gold: 40 sit ups	2 Do some **star jumps**: Bronze: 20 times Silver: 30 times Gold: 50 times	3 Practise **balancing** on **right** leg: Bronze: 1 minute Silver: 2 minutes Gold: 3 minutes	4 Practise **balancing** on **left** leg: Bronze: 1 minute Silver: 2 minutes Gold: 3 minutes	5 Have a **jog** around: Bronze: 5 minutes Silver: 10 minutes Gold: 15 minutes	6 Create your **own throwing and catching game!**	7 **Teach** the people at home **your game** and see who scores the most points!
8 Do some **burpees**: Bronze: 10 burpees Silver: 15 burpees Gold: 20+ burpees	9 Try and do some **mountain climbers**: Bronze: 10 times Silver: 20 times Gold: 30+ times	10 Carefully try and do a **plank**: Bronze: 30 seconds Silver: 45 seconds Gold: 60+ seconds	11 See how many **tuck jumps** you can do in a row: Bronze: 10 jumps Silver: 20 jumps Gold: 30 jumps	12 **Push ups**! Bronze: 10 push ups Silver: 15 push ups Gold: 20+ push ups	13 Use a pack of cards and **create a game involving different exercises** and the different suits!	14 **Compete against someone at home** to see who can complete more exercises in a given time.
15 Try and do some **crunches**: Bronze: 10 crunches Silver: 20 crunches Gold: 30 crunches	16 Do some **lunges** on both legs: Bronze: 10 each leg Silver: 20 each leg Gold: 30 each leg	17 Do a **wall sit** – remember, stay still: Bronze: 20 seconds Silver: 30 seconds Gold: 60 seconds	18 **Squat** – count how many squats you can safely do in a minute: Bronze: 10 squats Silver: 15 squats Gold: 20+ squats	19 **High knees** – Keep going without stopping Bronze: 30 seconds Silver: 50 seconds Gold: 1+ minute	15 Challenge yourself to **learning some new yoga posts** – watch a Youtube video to help.	16 Practise those yoga skills your learned and **see if you can balance for longer** than you did yesterday.
22 Try doing some **scissor kicks**: Bronze: 30 seconds Silver: 45 seconds Gold: 60+ seconds	23 Do some **shuttle runs**: Bronze: 15 runs Silver: 30 runs Gold: 50 runs	24 **Hop** on the spot: Bronze: 10 each leg Silver: 25 each leg Gold: 50 each leg	25 **Hopscotch** until you need to stop Bronze: 30 seconds Silver: 45 seconds Gold: 2 minutes	26 Try safely to do some **jump squats** in a minute: Bronze: 10 squats Silver: 15 squats Gold: 20+ squats	27 Go outside and be active with someone from your house. **Go for a run or a walk!**	28 Use your outdoor time to **jump** over things, **balance** along things and **move** in different ways.
29 Try **hurdling** over something (or just jumping!): Bronze: 1 minute Silver: 3 minutes Gold: 5 minutes	30 **Step jumps** – find a step and jump up and down on it safely: Bronze: 10 times Silver: 20 times Gold 40+ times	**Let's get active in June!** **Try each of these activities with the people you're with!** **Challenge yourself to get as many bronze/silver/golds as you can! Keep track and celebrate your achievements!** **Remember it is important to stay active and healthy!**				

MATHS

10-4-10

Remember, ten minutes to answer ten questions!

1. What is the area of a square with a side the length of 6cm?
2. 476 + 23 =
3. 7221 – 5679 =
4. 64 x 23 =
5. What sort of angle is 32°?
6. What are the factors of 48?
7. Is 2 a prime number?
8. What is the sum of 1253 and 4362?
9. 3621 x 6 =
10. Name three multiples of 4 =

Just have a go, if you find one tricky, move on to the next one.

MATHS

WALT: add and subtract fractions.

In maths this week we are going to be looking at fractions.

Use the following link to White Rose Maths Home Learning Yr.5 and watch the video Summer Term: Week 5: Lesson 1: Add and subtract fractions (It doesn't matter that it says W/C 18th May, we are continuing from before half term).

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

Although we have looked at this before, the video explains the concept in different ways and you can pause, rewind or fast forward it at any time. There are questions for you to think about during the video, it may be helpful for you to answer these questions as you go, but you don't have to write down the answers to these if you don't want to.

You may want to watch all the video first and then attempt the questions on the following slides, however, if you look at the worksheet and feel confident to attempt without watching the video, then that is fine. Remember you can use the answers (which are at the end of the presentation) to self-mark-if you've made lots of errors and you didn't watch all of the video-it is essential you watch it next time.

As we are not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently. You will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but **do not** pressure yourself to.

Questions 1-2 ☆

Questions 1-4 ☆☆

Questions 1-7 ☆☆☆

Add and subtract fractions

1 Complete the calculations.

Use the bar models to help you.

a)

$\frac{4}{5} + \frac{3}{5} = \square = \square$

b)

$\frac{6}{5} + \frac{3}{5} = \square = \square$

c)

$\frac{8}{5} - \frac{6}{5} = \square$

d)

$\frac{9}{5} - \frac{3}{5} = \square = \square$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

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$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has ☐ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$	$\frac{13}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

☐ + ☐ = 2

☐ + ☐ = 2

☐ + ☐ = 2

7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is ☐ m long. Dexter's rope is ☐ m long.

ENGLISH

This week in English we are going to be using the text 'The Lost Thing' by Shaun Tan.

Task 1: Listen to a story.

Listen to the reading of 'The Lost Thing' by Shaun Tan using the link below:

https://www.youtube.com/watch?v=WAHTsBGhues

What do you like about the story? Is there anything that you dislike? Does it remind you of anything that you have ever read or seen?

Task 2: Read and think about the story.

Now read '**The Lost Thing**' by Shaun Tan using slides 10-12. Once you have read the text, answer the '**Reflection Questions**' on slide 13 and think carefully about your answers, remember to write your answers in as much detail as possible using full sentences.

'The Lost Thing' by Shaun Tan

So you want to hear a story?

Well, I used to know a whole lot of pretty interesting ones. Some of them so funny you'd laugh yourself unconscious, others so terrible you'd never want to repeat them. But I can't remember any of those. So I'll just tell you about the time I found that lost thing.

This all happened a few summers ago, one rather ordinary day by the beach. Not much was going on. I was, as usual, working tirelessly on my bottle-top collection and stopped to look up for no particular reason. That's when I first saw the thing.

I must have stared at it for a while. I mean, it had a really weird look about it – a sad, lost sort of look. Nobody else seemed to notice it was there. Too busy doing beach stuff, I guess. Naturally, I was intrigued. I decided to investigate.

Sure didn't do much. It just sat there, looking out of place. I was baffled. It was quite friendly though, once I started talking to it. I played with the thing for most of the afternoon. It was great fun, yet I couldn't help feeling that something wasn't quite right.

As the hours slouched by, it seemed less and less likely that anybody was coming to take the thing home. There was no denying the unhappy truth of the situation. It was lost.

I asked a few people if they knew anything about it, but nobody was very helpful.

I took the lost thing over to Pete's place. Pete has an opinion on just about everything.

"Cool," he said.

"I'm trying to find out who owns it," I told him.

"I dunno man," said Pete. "It's pretty weird. Maybe it doesn't belong to anyone. Maybe it doesn't come from anywhere. Some things are like that…" He paused for dramatic effect, "…just plain lost."

There was nothing left to do but take the thing home with me. I mean, I couldn't just leave it wandering the streets. Plus I felt kind of sorry for it. My parents didn't really notice it at first. Too busy discussing current events, I guess. Eventually I had to point it out to them

"Its feet are filthy!" shrieked Mum.

"It could have all kinds of strange diseases," warned Dad.

"Take it back to where you found it," they demanded, both at the same time.

"It's lost," I said, but they had already started talking about something else. I hid the thing in our back shed and gave it something to eat, once I found out what it liked. It seemed a bit happier then, even though it was still lost.

I checked the local paper for any lost pet notices, but only found a lot of good deals on refrigerator repairs. I remember thinking then that Pete was probably right, that some things were just plain lost. In any case, I sure couldn't keep the thing in the shed forever. Mum or Dad would eventually notice it when they came out looking for a hammer or something.

It was a real dilemma. I was wondering what to do when a small advertisement on the last page of the paper happened to catch my eye. The next morning we caught a tram into the city.

We arrived at a tall grey building with no windows. It was pretty dark in there, and it smelt like disinfectant. "I have a lost thing," I called to the receptionist at the front desk. "Fill in these forms," she said. The lost thing made a small, sad noise. I was looking around for a pen when I felt something tug the back of my shirt.

"If you really care about that thing you shouldn't leave it here," said a tiny voice. "This is a place for forgetting, leaving behind, smoothing over. Here take this."

It was business card with a kind of sign on it. It wasn't very important looking but it did seem to point somewhere. "Cheers," I said.

At this point we left that tall grey building and hunted all over the place for this sign. It wasn't an easy job and I can't say I knew what it all meant.

Eventually, we found what seemed to be the right place, in a dark little gap off some anonymous little street. The sort of place you'd never know existed unless you were actually looking for it. I pressed a buzzer on the wall and this big door opened up. I didn't know what to think, but the lost thing made an approving sort of noise. It seemed as good a time as any to say goodbye to each other. So we did.

Then I went home to classify my bottle-top collection. Well, that's it. That's the story. Not especially profound, I know, but I never said it was.

And don't ask me what the moral is. I mean, I can't say that the thing actually belonged in the place where it ended up. In fact, none of the things there really belonged. They all seemed happy enough though, so maybe that didn't matter. I don't know…

I still think about that lost thing from time to time. Especially when I see something out of the corner of my eye that doesn't quite fit. You know, something with a weird, sad, lost sort of look. I see that sort of thing less and less these days though. Maybe there aren't many lost things around anymore.

Or maybe I've just stopped noticing them. Too busy doing other stuff, I guess.

Reflection Questions

- How did the story make you feel? Can you explain why?
- What does the story make you think about?

- What happens to the Lost Thing?
- What happens to the boy?
- How do each of the other characters respond to the Lost Thing?

- Where do you think the cleaner character has come from?
- What is it?
- Why has it ended up there?
- Why does it direct the Lost Thing to the special place but not go there itself?

- What adjectives are used in the story? What is the effect of these on the mood of the story?
- Can you find examples of humour?
- Can you find examples of informal language?

SCIENCE

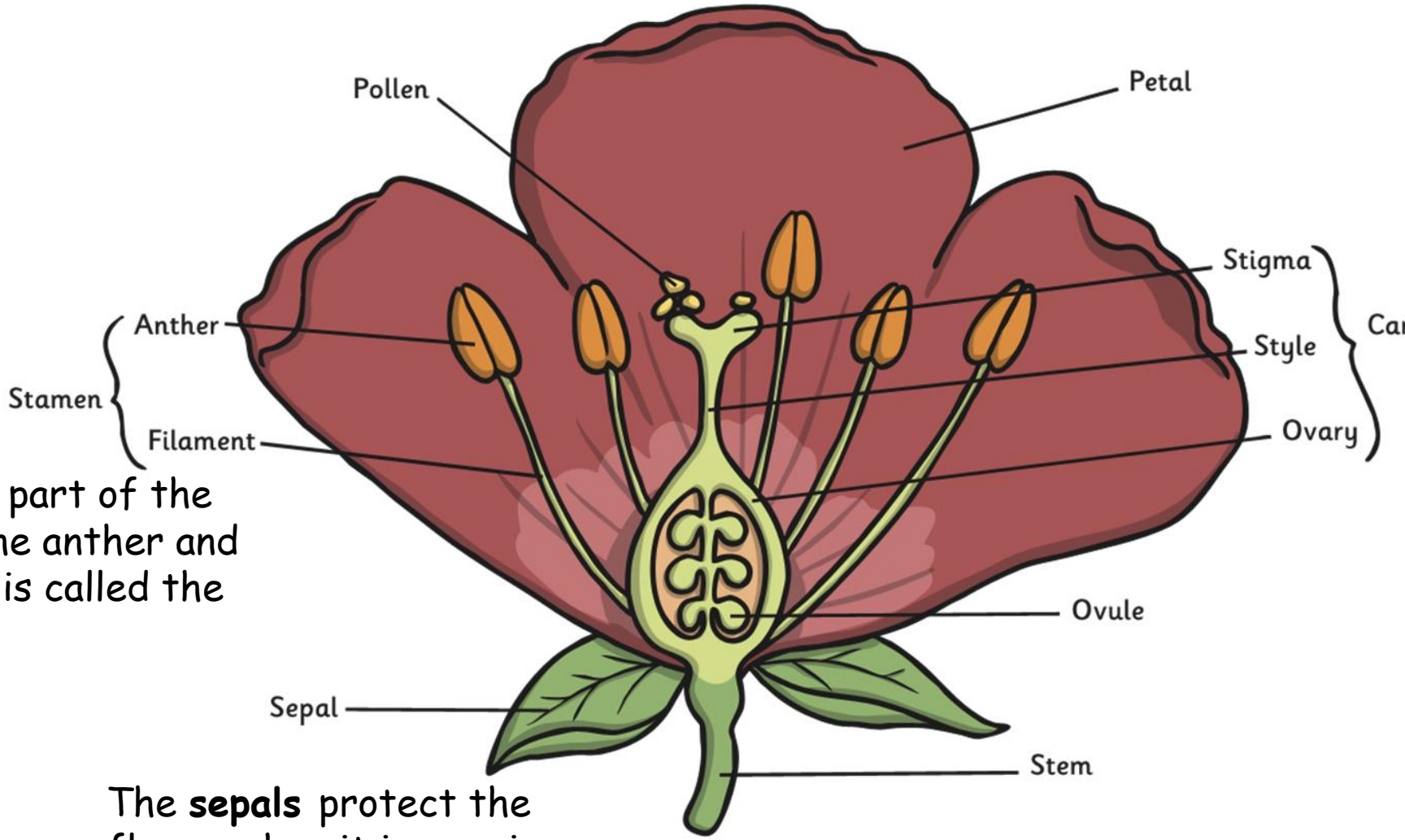
Our new topic is 'Living Things and their Habitats'.

This week we are going to be looking at how some plants reproduce.

All living things need to make more of themselves so that their species does not die out.

Reproduction is the process by which new living things are made.

Parts of a Flower



The **male** part of the flower (the anther and filament) is called the **stamen**.

The **female** part of the flower (the stigma, style and ovary) is called the **carpel**.

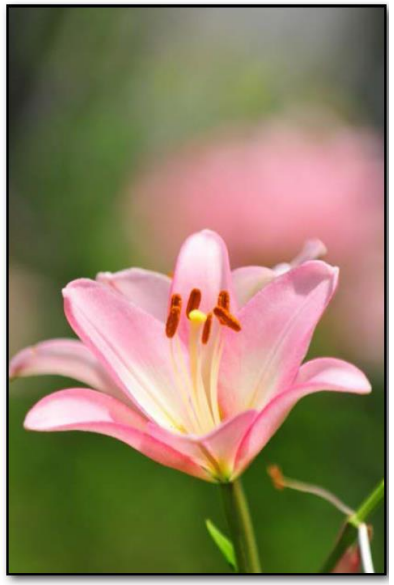
The **sepals** protect the flower when it is growing.

Flowering plants have:

Petals to help hold nectar and attract insects.

Stamens, which produce pollen grains (the male cell).

An **ovary**, where egg cells (female cells) are stored, fertilised and grow into seeds.



Pollination

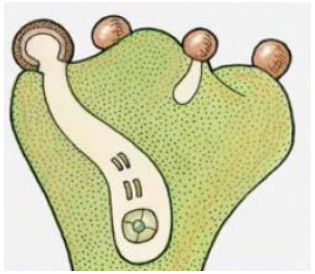
Flowering plants reproduce by a process called **pollination**.

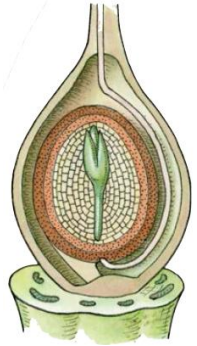
Most flowering plants rely on insects to carry out pollination, but the pollen grains of some plants are carried by the wind, water or other animals. Many flowering plants can even pollinate themselves!

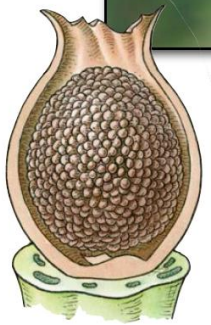
When the insect lands on another flower, the pollen grains on its body stick to the **stigma**. The pollen grains are the male cells. They contain genetic information.

Pollen tubes grow down the style to the ovary. The genetic information from the pollen combines with a female egg cell. This is called **fertilisation**. A seed starts to grow...

As the seed grows, the ovary swells and the petals drop off the flower. The ovary becomes a fruit.

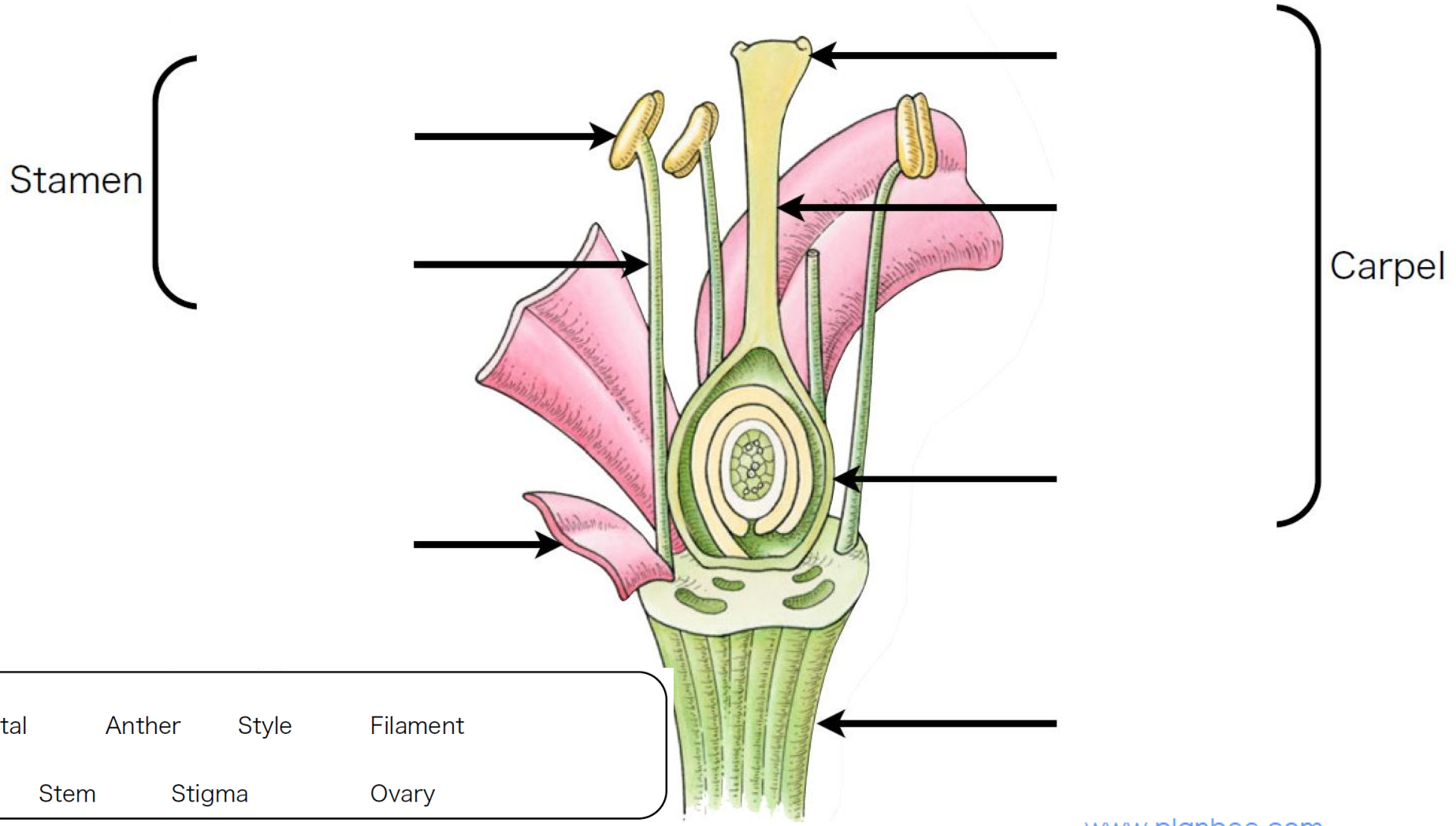






YOUR TASK

Use the word bank below to help you label the different parts of the flower.



Word Bank

Petal Anther Style Filament

Stem Stigma Ovary

YOUR TASK

Now write a description of both the male and female parts of a flower.

The stamen _____

_____

_____

_____

The carpel _____

_____

_____

_____

ANSWERS

MATHS

10-4-10 ANSWERS

1. What is the area of a square with a side the length of 6cm? 36cm^2
2. 476 + 23 = 499
3. 7221 – 5679 = 1542
4. 64 x 23 = 1472
5. What sort of angle is 32°? Acute
6. What are the factors of 48?
   1,48,2,24,3,16,4,12,6,8
7. Is 2 a prime number? Yes
8. What is the sum of 1253 and 4362? 5615
9. 3621 x 6 = 21,726
10. Name three multiples of 4 =
    4,8,12,16,20 etc.

MATHS ANSWERS

Add and subtract fractions

White Rose Maths

1 Complete the calculations.

Use the bar models to help you.

a)

$\frac{4}{5} + \frac{3}{5} = \boxed{\frac{7}{5}} = \boxed{1\frac{2}{5}}$

b)

$\frac{6}{5} + \frac{3}{5} = \boxed{\frac{9}{5}} = \boxed{1\frac{4}{5}}$

c)

$\frac{8}{5} - \frac{6}{5} = \boxed{\frac{2}{5}}$

d)

$\frac{9}{5} - \frac{3}{5} = \boxed{\frac{6}{5}} = \boxed{1\frac{1}{5}}$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \boxed{\frac{6}{7}}$

b) $\frac{4}{7} + \frac{3}{7} = \boxed{\frac{7}{7}} = \boxed{1}$

c) $\frac{4}{7} + \frac{4}{7} = \boxed{\frac{8}{7}} = \boxed{1\frac{1}{7}}$

d) $\frac{8}{7} - \frac{3}{7} = \boxed{\frac{5}{7}}$

e) $\frac{7}{9} + \frac{8}{9} = \boxed{\frac{15}{9}} = \boxed{1\frac{2}{3}}$

f) $\frac{17}{9} - \frac{8}{9} = \boxed{\frac{9}{9}} = \boxed{1}$

g) $\frac{16}{9} - \frac{8}{9} = \boxed{\frac{8}{9}}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \boxed{\frac{17}{9}} = \boxed{1\frac{8}{9}}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \boxed{\frac{17}{15}} = \boxed{1\frac{2}{15}}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \boxed{\frac{13}{15}}$

3 $\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$

What could the missing numerators be?

Give six different possibilities.

e.g.

$\frac{1}{8} + \frac{12}{8} = \frac{13}{8}$

$\frac{2}{8} + \frac{11}{8} = \frac{13}{8}$

$\frac{3}{8} + \frac{10}{8} = \frac{13}{8}$

$\frac{4}{8} + \frac{9}{8} = \frac{13}{8}$

$\frac{5}{8} + \frac{8}{8} = \frac{13}{8}$

$\frac{7}{8} + \frac{6}{8} = \frac{13}{8}$

MATHS ANSWERS

4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has $\boxed{1\frac{1}{4}}$ litres left.

5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{10}}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\boxed{6}}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\boxed{5}}{8} = 1$

d) $\frac{11}{9} + \frac{\boxed{11}}{9} = \frac{22}{9} = 2\frac{\boxed{4}}{9}$

e) $\frac{11}{9} + \frac{\boxed{9}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\boxed{2}}{9} = \frac{\boxed{20}}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\boxed{6}}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\boxed{4}}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\boxed{2}}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\boxed{3}}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\boxed{1}}{7} + \frac{5}{7} = 3$

i) $\frac{16}{7} + \frac{\boxed{6}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?

6 Here are some fraction cards.

$\frac{9}{8}$ $\frac{13}{8}$ $\frac{1}{8}$ $\frac{7}{8}$ $\frac{3}{8}$ $1\frac{7}{8}$

Use the cards to write pairs of fractions with a total of 2

$\boxed{1\frac{7}{8}} + \boxed{\frac{1}{8}} = 2$

$\boxed{\frac{13}{8}} + \boxed{\frac{3}{8}} = 2$

$\boxed{\frac{9}{8}} + \boxed{\frac{7}{8}} = 2$

7 Annie and Dexter both have a skipping rope.

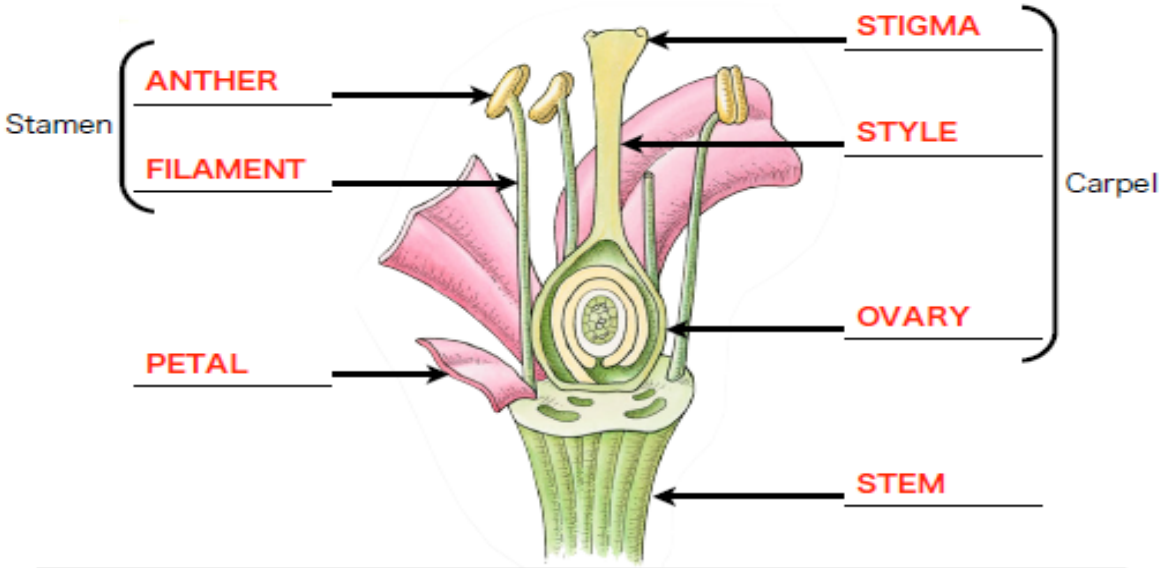
Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is $\boxed{1\frac{1}{4}}$ m long. Dexter's rope is $\boxed{2}$ m long.

SCIENCE ANSWERS



Word Bank

Petal Anther Style Filament

Stem Stigma Ovary

The stamen is the male / ~~female~~ part of a flowering plant. Pollen grains grow on the ~~filament~~ / anther. During pollination, pollen grains are usually transferred from one flower to the carpel of another. The carpel is the ~~male~~ / female part of a flowering plant. Pollen grains stick to the stigma / ~~petals~~. Pollen tubes grow down the style. A tiny package of genetic information travels down the pollen tube to the ~~stem~~ / ovary, where it combines with an egg cell; a seed begins to grow.