

Wednesday 3rd 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 you 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	<p>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!</p>				

MATHS

10-4-10

Remember, ten minutes to answer ten questions!

1. $275 \times 46 =$
2. Find the sum of ____ and $9237 = 9963$
3. $3621 - 2735 =$
4. $5682 \div 4 =$
5. What are the factors of $27 =$
6. The interior angles of a triangle add up to?
7. The interior angles of a quadrilateral add up to?
8. Round to the nearest 100.
 $37,489$
9. Circle the prime number: 7, 12, 15, 18
10. Find the sum of $\pounds 72.49$ and $\pounds 7.32 =$

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

MATHS

WALT: add mixed numbers.

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 3: Add mixed numbers (It doesn't matter that it says W/C 18th May, we are continuing from before half term).

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

We haven't looked at this before so make sure you watch the video carefully. 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 1-5 

Questions 1-8 

Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? _____

Talk about it with a partner.

- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + 4\frac{3}{4} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

- 3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

- 4

Complete the additions.

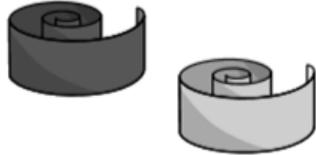
a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

m

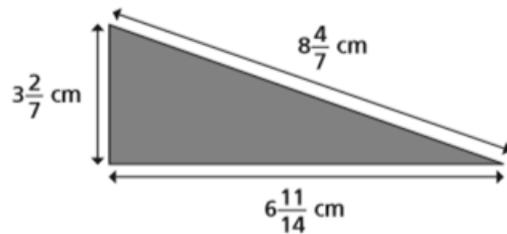
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



m

6 Calculate the perimeter of the triangle.



cm

7 Complete the calculation in three different ways.

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

$\frac{\square}{5}$ + $\frac{\square}{15}$ = $6 + \frac{11}{15}$ =

Compare answers with a partner.

8 Here are some number cards.



a) What is the greatest total you can make with two cards?

b) What is the smallest total you can make with two cards?

ENGLISH

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

Task 1: Read 'The Lost Thing'.

Read the text of 'The Lost Thing' using slides 10-12. Practise reading out loud so that you can make the story sound intriguing and mysterious.

Task 2: Remind yourself about parenthesis.

Use slides 13-17 to revise your knowledge of parenthesis. Now complete 'The Lost Thing Sentences 1 and 2' on slides 18 and 19. To challenge yourself complete 'The Lost Thing Sentences 3' on slide 20.

'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.

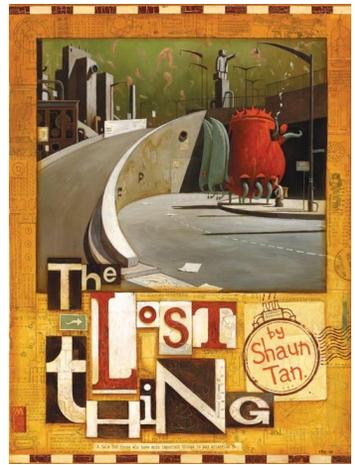
And don't ask me what the moral is. I mean, I can't say that the thing actually belonged in the place where it ended up. In fact, none of the things there really belonged. They all seemed happy enough though, so maybe that didn't matter. I don't know...

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.

Parenthesis

Parenthesis is **extra information** added into a complete sentence. The original sentence makes sense without it. The extra information can be separated using **commas, brackets** or **dashes**.



The Lost Thing was found on the beach.

complete sentence

The Lost Thing, a strange red metal creature, was found on the beach.

extra added information

Commas are most commonly used to separate a parenthesis. They don't draw much attention from the reader.

Parenthesis

There are 3 ways to separate the extra information, **commas**, **brackets** and **dashes**.

The choice of which punctuation to use is yours, they all do the same job.

There is disagreement about when the different punctuation should be used but, in general, you can think of **commas**, **brackets**, and **dashes** as being on a line from quite low key to quite high visibility! Commas don't break up the sentence much, brackets break it up a bit, and dashes really do disrupt the sentence.

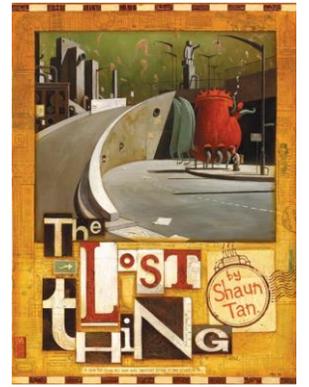
commas are the quiet conversational voice of a friend walking by your desk

brackets are the behind your hand whisper of an aside

dashes are the shout of a pirate dashing into a fight

Parenthesis

Commas are used very often - they do not draw much attention to the extra information and hardly break up the sentence at all.



The Lost Thing sat surrounded by people.

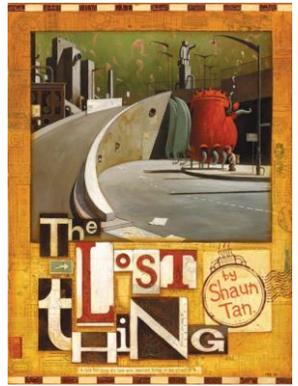
complete sentence

*The Lost Thing sat, **looking out of place**, surrounded by people.*

extra added information

Parenthesis

Brackets are used to draw more attention to the additional information. The reader knows that they are being told something extra.



The Lost Thing sat on the roof with us.

complete sentence

The Lost Thing (making itself at home) sat on the roof with us.

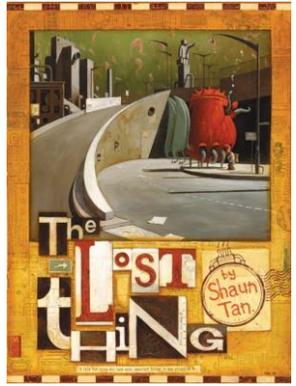
extra added information

The writer might want to draw attention to important or funny extra information.

The Lost Thing (looking like a giant tea-pot) sat on the roof with us.

Parenthesis

Dashes are commonly used in informal writing. They break up the sentence more than commas or brackets, and therefore draw attention to the extra information.



complete sentence

People walked past the Lost Thing without a second glance.

People walked past the Lost Thing — as it clanked and creaked — without a second glance.

extra added information

'The Lost Thing' Sentences 1

Add information to these sentences, using parenthesis. Put the extra information in the place marked with an arrow. Choose punctuation to make your addition clear. There are suggestions (underneath) of phrases to add. Or you can make up your own! **Be careful because these suggestions are in the wrong order.**

1. I used ↑ to know a whole lot of stories.
2. I was working ↑ on my bottle-top collection.
3. Nobody else ↑ seemed to notice it was there.
4. I decided ↑ to investigate.
5. It was ↑ quite friendly.

Suggested phrases

once I started talking to it
though the beach was crowded
as hard as usual
feeling intrigued
a long time ago

'The Lost Thing' Sentences 2

Add information to these sentences using parenthesis. You will have to decide where to put the extra information. Choose punctuation to make your addition clear. There are suggestions (underneath) of phrases to add or you can make up your own!

1. It just sat on the beach.
2. We played for most of the afternoon.
3. It seemed less and less likely that anybody was coming to take the thing home.
4. I asked a few people if they knew anything about it.
5. I took the Lost Thing over to Pete's place.

Suggested phrases

the longer the hours slouched by

which happily followed me

chasing and building sandcastles

looking out of place

who were waiting around

'The Lost Thing' Sentences 3

Add information to these sentences, using parenthesis. You will have to decide what extra information to add and where, in the sentence, to add it. Choose punctuation to make your addition clear.

1. Pete has an opinion on just about everything.
2. Pete suggested that it didn't come from anywhere.
3. My parents didn't really notice it at first.
4. I hid the thing in our back shed.
5. The next morning we caught a tram.

Make up some sentences (including parenthesis) of your own about 'The Lost Thing'.

PSHE

We know that we are all getting through these difficult times with the love, help and support from our special people.

Friends and Family



Friends, Family and Change

Sometimes things happen that mean a friendship or family situation changes. This might also mean that people don't see their special people as often, or as much, as they would like.

Read the friend and family scenarios on slide 23.

What could the characters do to let their special people know how much they miss them and still care about them?

Think of some ideas to help them.



Friends and Family Scenarios

<p>Jo loves to spend time with Grandad and they often see each other at weekends. Jo helps Grandad with tidying the house and they watch films together. One-day Jo's mum tells them that Grandad is going to move into a new home with other older people so that he can be better looked after.</p>	<p>What could Jo and Mum do to let Grandad know they still care for him?</p>
<p>Shakira is close to her older sister, Zara. They love going shopping together. Now there is a new baby in the family and Shakira has become an Aunty! Shakira was very pleased at first but now is finding it hard. Zara spends most of her time with the baby and they can't do the things they used to.</p>	<p>What could Shakira do?</p> <p>What could Zara do?</p>
<p>Jesse's dad has moved away for a while with work. Jesse usually spent every weekend with Dad but now he lives too far away so Jesse will only see him during holidays. Dad says he is really missing Jesse and wants him to come and visit very soon.</p>	<p>What could Jesse and Dad do to keep in touch in the meantime?</p>

<p>Dani has broken her leg playing football and is in hospital. It's Dani's birthday in a few days but her party has been cancelled. Her friends are wondering how they can cheer her up and help her celebrate as they won't all be allowed to visit her in hospital.</p>	<p>What could Dani's friends do to show they care?</p>
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Missing someone special

When we can't see our special people as often as we would like, it can make us feel sad or we might feel worried or concerned for them.

If you miss seeing someone special a lot or you feel worried about somebody you don't see very often, remember to talk to an adult you trust - your mum, dad or the person who looks after you.



Give me 5!

If someone (a special person) is far away or we don't see them that often, what are some fun ways to let them know we still care?

Think of five different ideas!



ANSWERS

MATHS

10-4-10 ANSWERS

1. $275 \times 46 = 12,650$
2. Find the sum of 726 and 9237 = 9963
3. $3621 - 2735 = 886$
4. $5682 \div 4 = 1420 \text{ r } 2$
5. What are the factors of 27 = **1, 27, 3, 9**
6. The interior angles of a triangle add up to? **180°**
7. The interior angles of a quadrilateral add up to? **360°**
8. Round to the nearest 100.
 $37,\underline{4}89 = 37500$
9. Circle the prime number: **7**, 12, 15, 18
10. Find the sum of £72.49 and £7.32 = **£79.81**

MATHS ANSWERS

White
Rose
Maths

Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Mo



Whose method do you prefer? various

Talk about it with a partner.

- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = 3\frac{7}{10}$

b) $2\frac{2}{5} + 2\frac{3}{10} = 4\frac{7}{10}$

c) $1\frac{3}{4} + 3\frac{3}{20} = 4\frac{9}{20}$

e) $4\frac{1}{4} + 2\frac{11}{16} = 6\frac{15}{16}$

d) $1\frac{3}{16} + 4\frac{3}{4} = 5\frac{15}{16}$

f) $1\frac{4}{15} + 3\frac{2}{3} = 4\frac{14}{15}$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

$$\frac{13}{10} = 1\frac{3}{10} \quad \text{so} \quad 3\frac{13}{10} = 4\frac{3}{10}$$

4

Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = 6\frac{1}{6}$

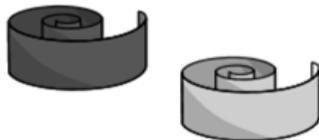
b) $3\frac{2}{3} + 2\frac{7}{12} = 6\frac{1}{6}$

MATHS ANSWERS

c) $5\frac{1}{6} + 3\frac{11}{12} = 9\frac{1}{2}$

d) $6\frac{7}{15} + 3\frac{3}{5} = 10\frac{1}{3}$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

$6\frac{1}{9}$ m

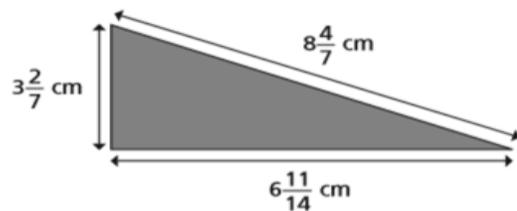
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



$4\frac{17}{18}$ m

6 Calculate the perimeter of the triangle.



$18\frac{9}{14}$ cm

7 Complete the calculation in three different ways.

c.g.
 $1\frac{1}{5} + 5\frac{8}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

$3\frac{2}{5} + 3\frac{5}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

$1\frac{4}{5} + 4\frac{14}{15} = 6 + \frac{11}{15} = 6\frac{11}{15}$

Compare answers with a partner.

8 Here are some number cards.



a) What is the greatest total you can make with two cards?

$8\frac{5}{12}$

b) What is the smallest total you can make with two cards?

$5\frac{3}{4}$

ENGLISH ANSWERS

Lost Thing Sentences 1

I used, **a long time ago**, to know a whole lot of stories.

I was working, **as hard as usual**, on my bottle-top collection.

Nobody else, **though the beach was crowded**, seemed to notice it was there.

I decided, **feeling intrigued**, to investigate.

It was, **once I started talking to it**, quite friendly.

Lost Thing Sentences 2 (Possible answers)

It just sat, **looking out of place**, on the beach.

We played, **chasing and building sandcastles**, for most of the afternoon.

It seemed less and less likely, **the longer the hours slouched by**, that anybody was coming to take the thing home.

I asked a few people, **who were waiting around**, if they knew anything about it.

I took the Lost Thing, **which happily followed me**, over to Pete's place.

Lost Thing Sentences 3 (Possible answers)

Pete, **who is quite laid-back**, has an opinion on just about everything.

Pete suggested, **when I asked him**, that it didn't come from anywhere.

My parents, **too busy discussing current events**, didn't really notice it at first.

I hid the thing, **after finding it some food**, in our back shed.

The next morning, **having read the advert**, we caught a tram.