

Wednesday 29th April

Hello year 5,

Welcome to this week's home learning. Remember 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!).

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. Please remember that just as long as you all try your best and work to the best of your ability then that's all that matters! 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." Also please remember to take time to relax, exercise and to be kind to yourselves and everyone else in your house.

Take care and we look forward to seeing you all again soon.

Miss Savage and Mrs Montgomery



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!

DAILY PHYSICAL EXERCISE



Do you remember Pokémon yoga? We know how much you enjoyed it, so here's the YouTube link:

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

Or

Go to the 'Cosmic Kids' channel on YouTube and choose a different yoga program, there are loads from Minecraft to Stars Wars. Remember yoga can enhance strength, co-ordination and flexibility, while encouraging body awareness and self-esteem. Why not give it a go?

<https://www.youtube.com/playlist?list=PL8snGkhBF7nh7p25XjBHvwrhttb3zBlxk>



Why not take part in P.E with Joe Wicks?

<https://www.youtube.com/user/thebodycoach1>

ENGLISH

This week your English is based on a story called 'The Game'. Throughout the week there will be different activities for you to try leading up to you writing your own story based on 'The Game'.



TalkforWriting

The Game

Year 5 Workbook
By Maria Richards



Write Away!

Now let's concentrate on writing our own version of 'The Game'. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:

The **red** car drove down the **misty** lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the tarantula.

The **handsome** tarantula looked at the children. Its **glistening, hazel** eyes scanned the room. **Delicate** hairs covered its **plump** body and swayed like **shimmering** grass. Its **solid** legs, like **thick** branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound more gruesome.

The _____ tarantula **looked** at the children. Its _____, _____ eyes **scanned** the room. _____ hairs covered its _____ body and **swayed** like _____. Its _____ legs, like _____, **stood** strong.

You could also change the verbs (in **bold**) to make it sound even scarier!

Write Away!

It's now your turn to be an author. Let's look at the problem section of 'The Game'. We're going to re-write it with new ideas.

The problem:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?

Instead of:

Your ideas:



Keep the classroom setting the same for now and plan a new idea using the table to help you. You can make notes or draw what will come out of the game and what it will do once it's released.

Using the ideas and sentences from the problem section of 'The Game', on a separate piece of paper or in your homework book, try out your new ideas.

For example follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then...

MATHS

10-4-10

Remember, ten minutes to
answer ten questions!

1. Circle all the prime numbers.

11, 9, 17, 12, 16

9. $2\% = \frac{\quad}{100} =$ decimal?

2. $\underline{\quad} = 7248 + 3824$

10. $6735 + \underline{\quad} = 8564$

3. $7^2 =$

4. What is the value of the underlined digit?

5, 211, 617

5. Write in words:

694, 289

6. $7216 \times 9 =$

7. Round to the nearest 1000:

2, 749, 365 =

8. $4.2 \times 1000 =$

MATHS

WALT: understand complements to one.

Maths this week is going to build upon what we've already learnt about decimals.

Use the following link to White Rose Maths Home Learning Yr.5 and watch the video Summer Term: Week 1: Lesson 3: Complements to 1 (It doesn't matter that it says W/C 20th April, we are going to start with this week first).

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


This video explains the concept in various ways. You can pause, rewind or fast forward at any time. If you want to you can have a go at the flashback 4 at the beginning of the video, but you don't have to.


There are questions for you to think about during the video but you don't have to write down the answers to these if you don't want to. There are also points in the video where you can pause it and then complete questions on the sheets or in your maths homework books.

If you prefer to watch all the video first and then attempt the questions on the following slides then that is fine too. However, if you look at the worksheet and feel confident to attempt without watching the video, then again 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 1-3 

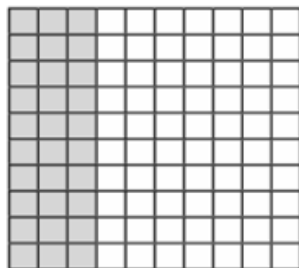
Questions 1-6 

Questions 1-8 

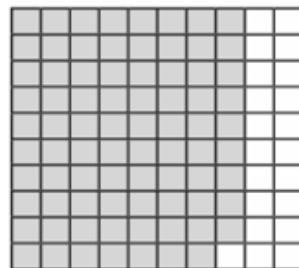
Complements to 1

- 1** Each hundred square represents one whole.
Use the hundred squares to help you complete the additions.

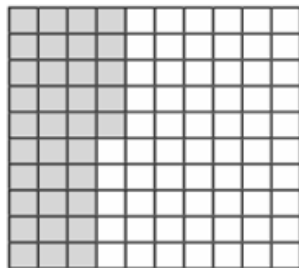
a) $0.3 + \square = 1$



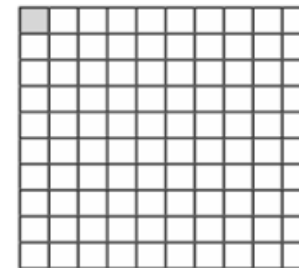
c) $1 = \square + 0.79$



b) $0.35 + \square = 1$

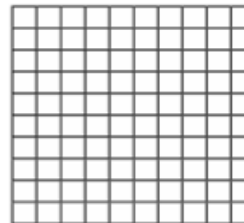


d) $\square + 0.01 = 1$

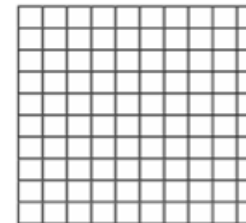


- 2** Complete the calculations.
Shade the hundred squares to help you.

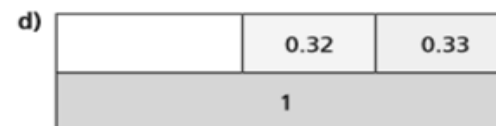
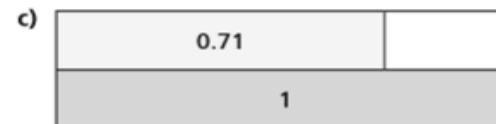
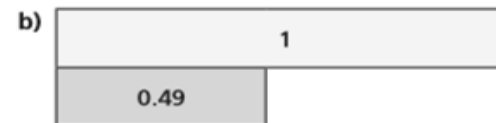
a) $1 = 0.47 + \square$



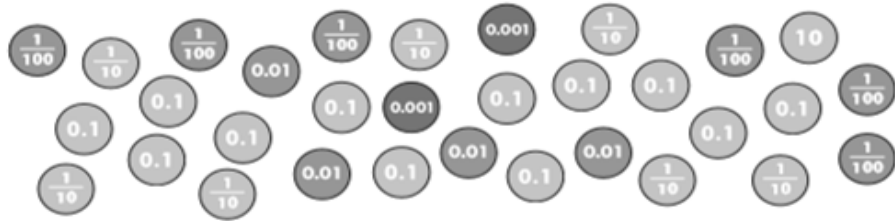
b) $0.02 + 0.2 + \square = 1$



- 3** Complete the bar models.



- 4 Teddy has these counters.



He wants to exchange these for as many 1s counters as possible.

How many 1s counters can he collect?

- 5 Complete the additions.

$$54 + \square = 100$$

$$5.4 + \square = 10$$

$$0.54 + \square = 1$$

$$0.054 + \square = 0.1$$

What is the same and what is different about your answers?

- 6 Complete the sentences.

a) 6 tenths + tenths = 1 whole

b) 23 hundredths + hundredths = 1 whole

c) 2 tenths + hundredths + tenths = 1 whole

- 7 Match the pairs of decimals that add together to make 1 whole.

$$0.12$$

$$0.988$$

$$0.21$$

$$0.79$$

$$0.212$$

$$0.778$$

$$0.012$$

$$0.788$$

$$0.222$$

$$0.88$$

- 8 Mo has completed these calculations.

- a) $0.22 + 0.88 = 1$
 b) $0.39 + 0.71 = 1$
 c) $0.677 + 0.433 = 1$

He has got them all incorrect.
 What mistake has Mo made?

Correct Mo's calculations.

a) $0.22 + \square = 1$

c) $0.677 + \square = 1$

b) $0.39 + \square = 1$

FRENCH

In French we have been looking at food and drink. Use the following website to help you:

<https://www.french-games.net/frenchttopics>

Click on any of the food and drink topics and have a go at the full tutorial where you will be able to see the picture and the words as well as being able to hear the words (**make sure you have your volume up**) in French. Once you have become familiar with the French vocabulary have a go at some of the activities on the website for example: **'Yes or No?' 'Either/Or' and 'What is it?'**. Once you have completed all of the activities you can then have a go at the games based on what you have learnt.



ANSWERS

10-4-10 ANSWERS

1. Circle all the prime numbers.

11, 9, 17, 12, 16

$$9.2\% = \frac{\underline{2}}{100} = 0.02$$

2. 11,072 = 7248 + 3824

10. 6735 + 1829 = 8564

3. $7^2 = 49$

4. What is the value of the underlined digit?

5, 211, 617 = 200,000

5. Write in words:

694, 289 = six hundred and ninety four thousand, two hundred and eighty nine.

6. $7216 \times 9 = 64,944$

7. Round to the nearest 1000:

2, 749, 365 = 2,749,000

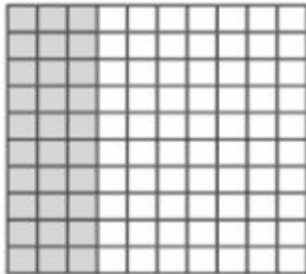
8. $4.2 \times 1000 = 4,200$

MATHS ANSWERS

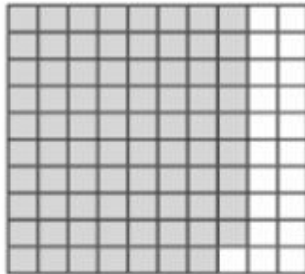
Complements to 1

- 1 Each hundred square represents one whole.
Use the hundred squares to help you complete the additions.

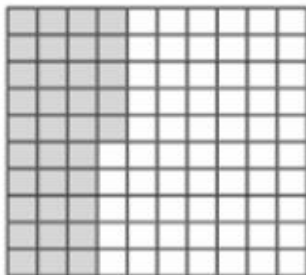
a) $0.3 + \boxed{0.7} = 1$



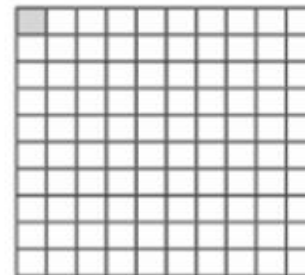
c) $1 = \boxed{0.21} + 0.79$



b) $0.35 + \boxed{0.65} = 1$



d) $\boxed{0.99} + 0.01 = 1$

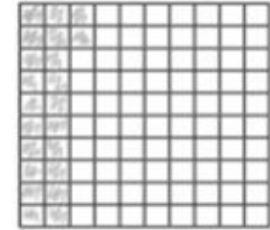


- 2 Complete the calculations.
Shade the hundred squares to help you.

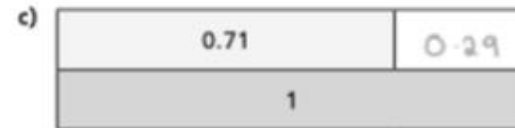
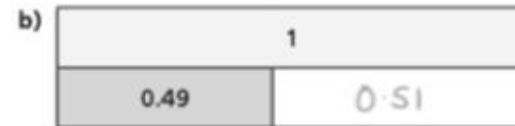
a) $1 = 0.47 + \boxed{0.53}$



b) $0.02 + 0.2 + \boxed{0.78} = 1$

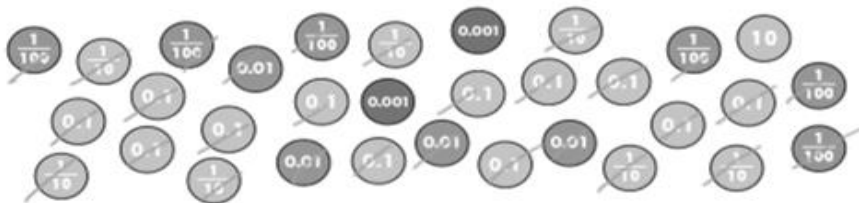


- 3 Complete the bar models.



MATHS ANSWERS

- 4 Teddy has these counters.



He wants to exchange these for as many 1s counters as possible.

How many 1s counters can he collect?

19 tenths
10 hundredths (1 tenth) } 2 ones 1 ten ← ten ones

12

- 5 Complete the additions.

$$54 + \boxed{46} = 100$$

$$5.4 + \boxed{4.6} = 10$$

$$0.54 + \boxed{0.46} = 1$$

$$0.054 + \boxed{0.046} = 0.1$$

What is the same and what is different about your answers?

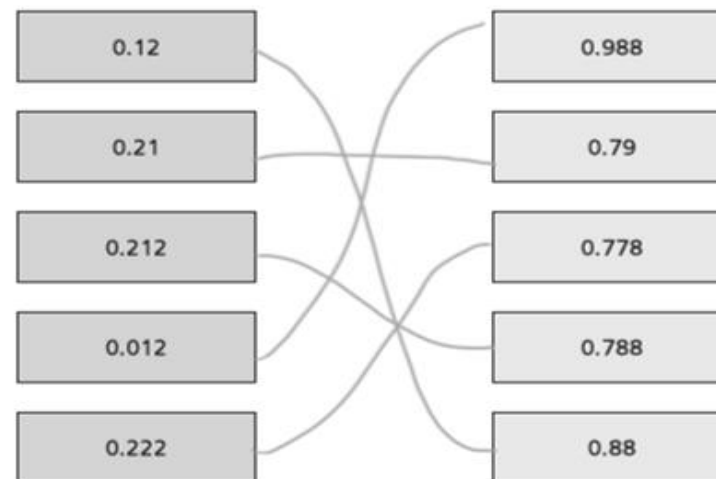
- 6 Complete the sentences.

a) 6 tenths + $\boxed{4}$ tenths = 1 whole

b) 23 hundredths + $\boxed{77}$ hundredths = 1 whole

e.g. c) 2 tenths + $\boxed{0}$ hundredths + $\boxed{8}$ tenths = 1 whole

- 7 Match the pairs of decimals that add together to make 1 whole.



- 8 Mo has completed these calculations.

- a) $0.22 + 0.88 = 1$
b) $0.39 + 0.71 = 1$
c) $0.677 + 0.433 = 1$

He has got them all incorrect.
What mistake has Mo made?

He has used number bonds to 10 in every column.

Correct Mo's calculations.

a) $0.22 + \boxed{0.78} = 1$

c) $0.677 + \boxed{0.323} = 1$

b) $0.39 + \boxed{0.61} = 1$