Wednesday 8th July

Hello again Year 5,

How are you? We hope that you and your families are all keeping well and enjoying this time together.

Here is your learning for this week. In Maths we are looking at angles, with a number puzzle squeezed in on Friday. This is our last week on the 'Doors unit' so we hope that you will be really excited to be writing your story using all of the learning so far. PSHE is focusing on keeping our minds healthy using mindfulness and there are a few other fun activities hidden throughout the week too!

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.

Whilst you have been learning from home, you have been able to access free books online using ***myON*** which is linked to our 'Accelerated Reader' scheme. These books can still be accessed for free but you will now need our school login details to do this. After reading a book, you can then click on the 'Take AR Quiz' option and login to your account using your usual 'Accelerated Reader' username and password.

Our ***myON*** login details are:

Go to myon.co.uk and enter:

- **School Name:** Howley Grange Primary School *(type the first few letters and select from the drop-down menu)*
- **Username:** howley136student
- **Password:** read
- Click on the **Sign In** button, select a book, and start reading!

This message has also been sent as a parentmail and there is a pdf attached to that which explains how to choose books using ***myON***. If you have any problems with ***myON*** or questions about 'Accelerated Reader' you can contact Mrs Graham using the school email.

Take care and keep smiling,

Miss Savage, Mrs Montgomery and Mrs Graham

English Activity 3a – Writing your portal story

START YOUR STORY TODAY AND COMPLETE IT TOMORROW

You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

a. **Describe the portal in detail**. You may want to show the portal through the eyes of the main character.

b. **Think about what lies on the other side of the door.** Allow yourself the opportunity to write about what interests you and what is important to you.

c. **Great writers steal ideas ('magpie') from other great writers.** Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.

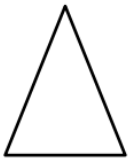
d. **Enjoy it.** Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ **Now write your portal story, drawing on all that you have learned. Don't forget to share or publish your work – great writing deserves an audience!**

© Talk for Writing

MATHS 10-4-10

1. Is this an isosceles, equilateral or scalene triangle?



2. Reduce forty-two thousand by four thousand.

3. What fraction of a week is 1 day?

4. Jenny leaves the supermarket at 17:05. She was there for 1 hour and 15 minutes. What time did she arrive?

5. 708cm = ☐ m

6. Jamie bought a large chocolate bar for £2.31. He paid with a £5 note. How much change did he receive?

7. Imagine a 100 number square. What number is 2 squares to the left of 76?

8. $\frac{1}{4}$ kg = ☐

9. What is the total of the even numbers?
92 57 36 41

10. 150 + ☐ = 1000

Remember – ten questions in ten minutes.

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

Maths Activity – Calculate angles around a point

For today's lesson, use the following link to White Rose Maths Home Learning and watch the video for Summer Term: Week 10: Lesson 4: Calculate angles around a point.

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

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 – 4 ☆

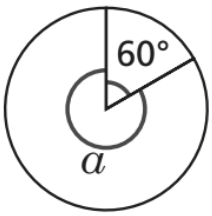
Questions 1 – 6 ☆☆

Questions 1 - 8 ☆☆☆

Calculating angles around a point

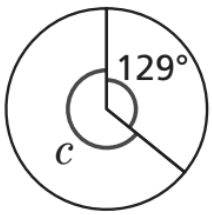
1 Work out the sizes of the unknown angles.

a)



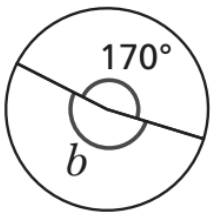
$a =$ ☐ °

c)



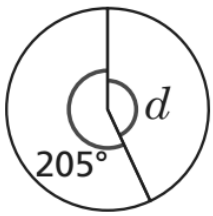
$c =$ ☐ °

b)



$b =$ ☐ °

d)



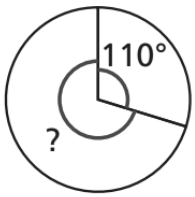
$d =$ ☐ °

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

He wants to turn to where he was facing at the start.

How many more degrees does he need to turn through?



☐ °

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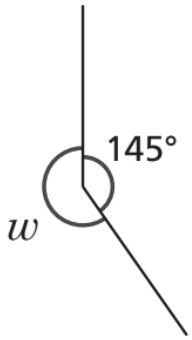
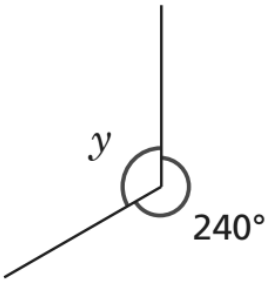
3 Work out the size of the unknown angles.

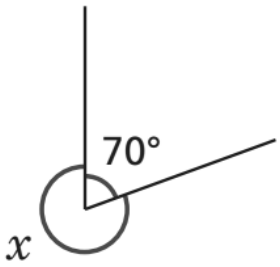
a)



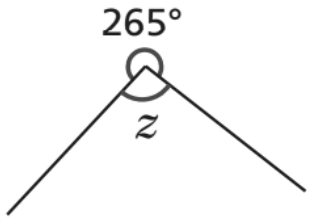
c)



b)



d)

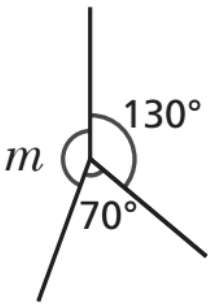


$x =$ ☐ °

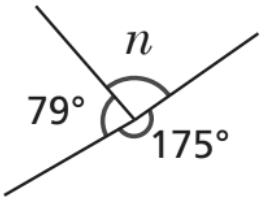
$z =$ ☐ °

4 Work out the sizes of the unknown angles.

a)



b)



$m =$ ☐ °

$n =$ ☐ °

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5 Ms Hall asks her class to draw an angle of 250 degrees.

My protractor only goes up to 180 degrees.

Amir

That's true. But I think we can still use it.

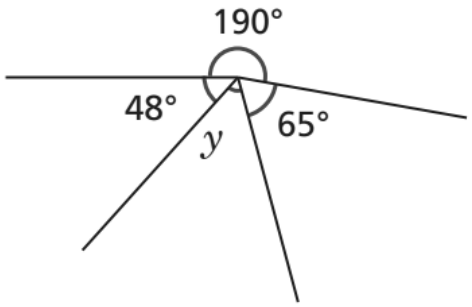
Alex

a) Explain why Alex is correct.

b) Draw an angle of 250 degrees.

Compare methods with a partner.

6 Work out the size of angle y.



$y =$ ☐ °

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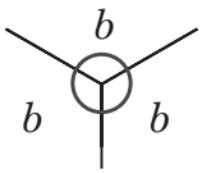
7 Work out the sizes of the unknown angles.

Give reasons to support your answers.

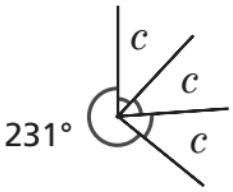
a)



$b =$ ☐ ° because _____

_____

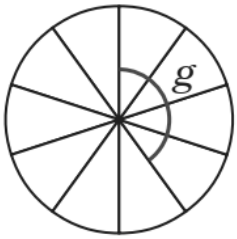
b)



$c =$ ☐ ° because _____

_____

8 A circle is divided into ten equal sections.



What is the size of the angle marked g? $g =$ ☐ °

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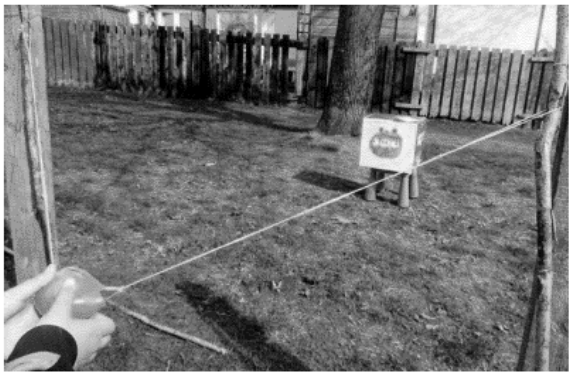
Hot Shots with Slingshots

Create a catapult out of loose parts and design a target, how close to bullseye can you get?

12+

Design & Technology



Background information:
Catapults and slingshots are devices used to launch an object over a large distance without needing gunpowder or other fuel. They were heavily used during medieval siege warfare and in Greek and Roman civilisations so this activity could be a practical interdisciplinary activity linked to relevant **History** topics.

All catapults involve a quick energy transfer providing a nice link to **Science** studies on **Energy.** In slingshots the stretched elastic stores elastic potential energy which is transferred to kinetic energy of the object in motion.

Above all this activity is a fun **STEM** challenge giving pupils the chance to design, test, improve and evaluate.

Suggested Equipment
Elastic bands/hair bobbles
Bungees
Inner tubes
Wooden planks
Sticks
String
Material
Scissors
Tennis balls/bean bags or similar projectile
Cardboard
Tape Measure

Activity

- Start by designing a cardboard target for a tennis ball. It could have zones, dart board sections or just be a Bad Piggy à la Angry Birds!
- Explain to the children that they are going to work in teams to design a launcher for their tennis ball projectile (or angry bird if you prefer) in order to hit the target.
- Discuss their thoughts on how to launch a ball. It could be a slingshot (as pictured) or they may prefer a catapult or trebuchet-style design using planks and sticks.
- Give the teams time to make and test their creations and then have a grand launch.
- If missiles are falling short, measure the distance travelled from the launcher.
- To finish, evaluate the designs, discuss material choices, possible improvements etc.

Learning through Landscapes

For more resources visit www.ltl.org.uk/free-resources

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ANSWERS

ANSWERS: 10-4-10

1. Is this an isosceles, equilateral or scalene triangle?

isosceles

2. Reduce forty-two thousand by four thousand. 38,000

3. What fraction of a week is 1 day? $\frac{1}{7}$

4. Jenny leaves the supermarket at 17:05. She was there for 1 hour and 15 minutes. What time did she arrive? 15:50

5. 708cm = 7.08m

6. Jamie bought a large chocolate bar for £2.31. He paid with a £5 note. How much change did he receive? £2.69

7. Imagine a 100 number square. What number is 2 squares to the left of 76? 74

8. $\frac{1}{4}$ kg = 250g

9. What is the total of the even numbers?
92 + 36 = 128

10. 150 + 850 = 1000

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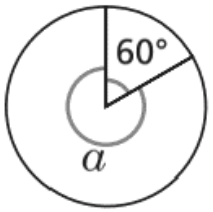
ANSWERS – Calculating angles around a point

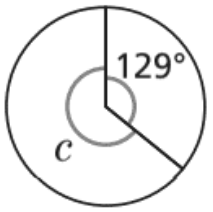
1 Work out the sizes of the unknown angles.

a)



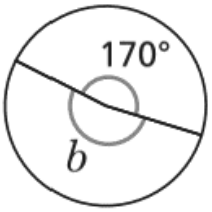
$a =$ 300 °

c)



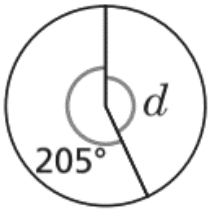
$c =$ 231 °

b)



$b =$ 190 °

d)



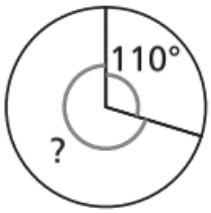
$d =$ 155 °

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

He wants to turn to where he was facing at the start.

How many more degrees does he need to turn through?



250 °

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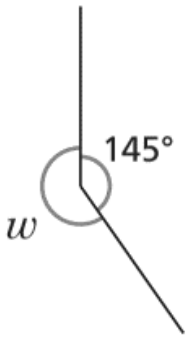
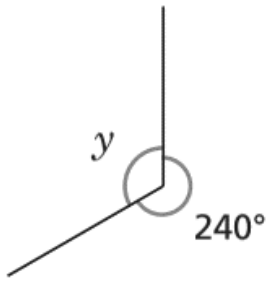
3 Work out the size of the unknown angles.

a)



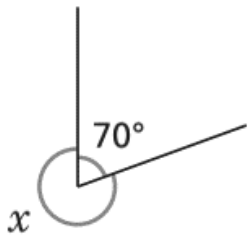
$w =$ 215 °

c)



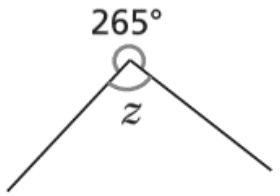
$y =$ 120 °

b)



$x =$ 290 °

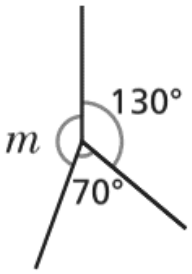
d)



$z =$ 95 °

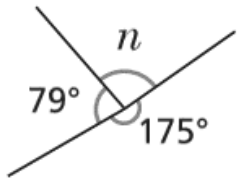
4 Work out the sizes of the unknown angles.

a)



$m =$ 160 °

b)



$n =$ 106 °

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5 Ms Hall asks her class to draw an angle of 250 degrees.

My protractor only goes up to 180 degrees.

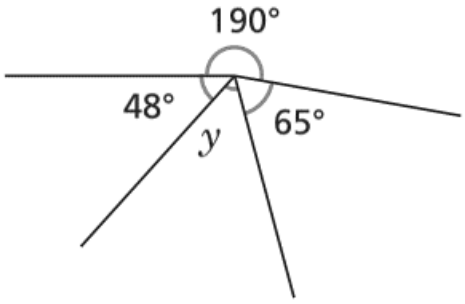
That's true. But I think we can still use it.

a) Explain why Alex is correct.

b) Draw an angle of 250 degrees.

Compare methods with a partner.

6 Work out the size of angle y.



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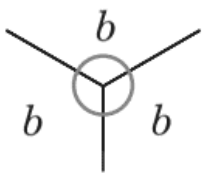
7 Work out the sizes of the unknown angles.

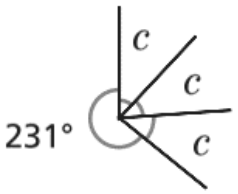
Give reasons to support your answers.

a)



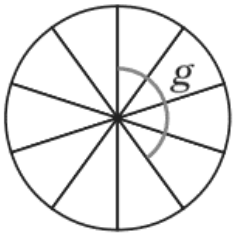
$b =$ 120° because angles around a point sum to 360° and 360 ÷ 3 = 120

b)



$c =$ 43 ° because angles round a point sum to 360° 360 − 231 = 129 and 129 ÷ 3 = 43

8 A circle is divided into ten equal sections.



What is the size of the angle marked g?

$g =$ 144 °

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