## Friday 22nd May

Hello year 5,

Welcome to another week of home learning, it was lovely to speak to some of you on the phone last week and I'm glad that you have all been keeping busy and have settled into a new 'normal' routine which works for you as a family. 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.

Remember today is another day closer to the Howley family being reunited. Stay positive and keep smiling.

Best wishes,

Miss Savage and Mrs Montgomery

# Try this new reading challenge!

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

1. Can I spend some time reading in every room in my house?

2. Can I read a story or poem to a family member I don't live with?

3. Can I find a book not published yet and spread the word?

4. Can I recreate a favourite book or comic cover?

5. Can I create a special family reading time for everyone in my home?

6. Can I…

7. Can I ask an adult about a book they remember from school?

8. Can I…

9. Can I rearrange my bookshelf by colour, genre or size?

10. Can I make an A-Z of authors, book titles or favourite characters?

11. Can I find new facts about … (choose) and share these?

12. Can I find an online video of an illustrator drawing and draw along?

13. Can I talk about a favourite story online with a friend?

14. Can I note everything I read one day on a timeline?

# 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=PL8snGkhBF7nh7p25Xj BHvwrhttb3zBlxk

On YouTube you can search for lots of different 'Just Dance' videos using the link below.

Why not select a few of your favourite songs and learn the routines for them?

https://www.youtube.com/user/justdancegame

# MATHS

## 10-4-10

1. Calculate 132 x 14.

2. Find the area of the rectangle.

23 cm

6 cm

3. Name two factors of 14.

4. What is the next number?
   14,300  14,200  14,100  14,000

5. 175m x 18 =

6. Calculate 17 x 8.

7. How do you know that 73 does not divide by 3 exactly?

8. Add together 27 and 1094.

9. Which of these numbers has a remainder when you divide by 5?
   35, 45, 40, 77, 80

10. Sam earns £2072 per month. How much does he earn in a year?

# MATHS

**WALT: compare and order fractions less than one.**

For the rest of the week in maths we are recapping our work on fractions.

Use the following link to White Rose Maths Home Learning Yr.5 and watch the video Summer Term: Week 4: Lesson 4: Compare and order fractions less than one (It doesn't matter that it says W/C 11th May, we are continuing on from last week).

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.
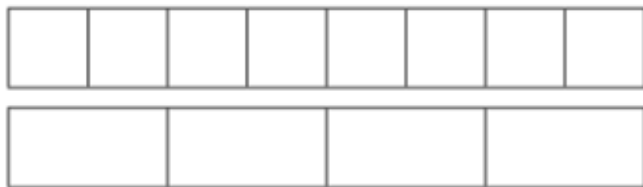
Questions 1-2 ☆
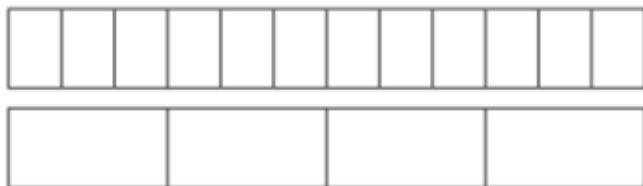
Questions 1-4 ☆☆

Questions 1-7 ☆☆☆

## Compare and order fractions less than 1

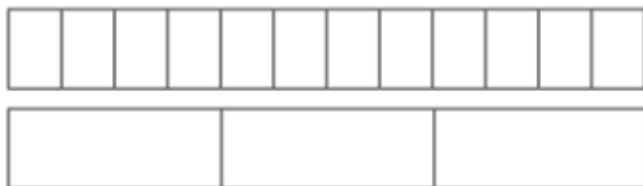**1** Write <, > or = to compare the fractions.

Use the bar models to help you.

$\frac{7}{8}$ ◯ $\frac{3}{4}$

$\frac{9}{12}$ ◯ $\frac{3}{4}$

$\frac{7}{12}$ ◯ $\frac{2}{3}$

**2** Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ ◯ $\frac{4}{15}$  g) $\frac{2}{9}$ ◯ $\frac{1}{3}$

b) $\frac{2}{5}$ ◯ $\frac{4}{15}$  h) $\frac{4}{9}$ ◯ $\frac{1}{3}$

c) $\frac{2}{5}$ ◯ $\frac{6}{15}$  i) $\frac{4}{12}$ ◯ $\frac{1}{3}$

d) $\frac{2}{3}$ ◯ $\frac{6}{15}$  j) $\frac{8}{12}$ ◯ $\frac{2}{3}$

e) $\frac{2}{3}$ ◯ $\frac{6}{12}$  k) $\frac{8}{12}$ ◯ $\frac{3}{3}$

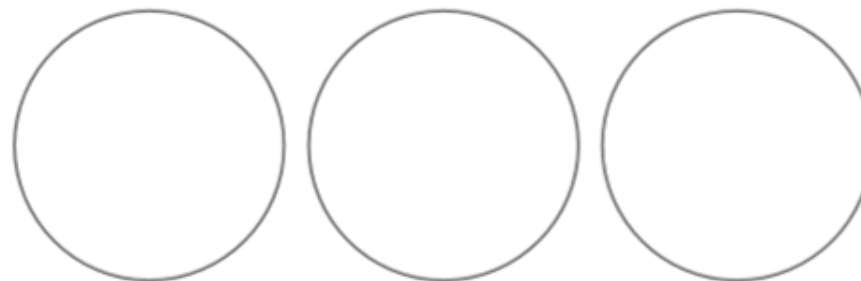f) $\frac{2}{3}$ ◯ $\frac{6}{9}$  l) $\frac{8}{12}$ ◯ $\frac{3}{4}$

**3** Sort the fractions into the circles.

greater than $\frac{1}{3}$    equal to $\frac{1}{3}$    less than $\frac{1}{3}$

$\frac{2}{3}$  $\frac{1}{6}$  $\frac{1}{2}$  $\frac{2}{6}$  $\frac{2}{9}$  $\frac{5}{12}$  $\frac{4}{12}$  $\frac{4}{15}$  $\frac{5}{15}$

**4** What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\dfrac{\Box}{5} < \dfrac{5}{15}$

d) $\dfrac{\Box}{3} < \dfrac{5}{6}$

g) $\dfrac{6}{9} < \dfrac{5}{\Box}$

b) $\dfrac{\Box}{6} < \dfrac{5}{12}$

e) $\dfrac{3}{5} < \dfrac{5}{\Box}$

h) $\dfrac{10}{12} < \dfrac{5}{\Box}$

c) $\dfrac{\Box}{12} < \dfrac{5}{6}$

f) $\dfrac{5}{6} < \dfrac{5}{\Box}$

i) $\dfrac{23}{24} < \dfrac{5}{\Box}$

Compare answers with a partner.

**5** Tommy and Eva are comparing fractions.

$\dfrac{2}{3}$  $\dfrac{8}{12}$  $\dfrac{4}{9}$

I found a common denominator of 36 to compare the fractions.

Tommy

I found a common numerator of 4 to compare the fractions.

Eva

Whose method is more efficient? _____

Talk about your answer with a partner.

**6** Write the fractions in ascending order.

a) $\dfrac{2}{5}, \dfrac{2}{7}, \dfrac{2}{3}, \dfrac{2}{4}, \dfrac{2}{10}$

[ ] [ ] [ ] [ ] [ ]

b) $\dfrac{2}{3}, \dfrac{5}{9}, \dfrac{1}{9}, \dfrac{5}{6}, \dfrac{2}{9}$

[ ] [ ] [ ] [ ] [ ]

c) $\dfrac{3}{5}, \dfrac{7}{10}, \dfrac{1}{2}, \dfrac{3}{10}, \dfrac{1}{5}$

[ ] [ ] [ ] [ ] [ ]

d) $\dfrac{3}{8}, \dfrac{6}{17}, \dfrac{12}{30}, \dfrac{2}{7}, \dfrac{1}{3}$

[ ] [ ] [ ] [ ] [ ]

**7** What could the missing numerator be?

$\dfrac{3}{5} < \dfrac{\Box}{15} < \dfrac{9}{10}$

Write all four possibilities.

$\dfrac{\Box}{15}$     $\dfrac{\Box}{15}$     $\dfrac{\Box}{15}$     $\dfrac{\Box}{15}$

# ENGLISH

Today we are going to be creating our own poster using our knowledge of word classes.

## Task 1: Research one of the sea-creatures.

Read '**Sea Myths**' again from yesterday *(slide 10)* then choose one of the sea-creatures to research further. Research some more information about it and make a poster about all that you discover. Can you identify the different word classes that you have used?

## Extension: Create a story.

Can you make up a story about one of these sea-creatures? You could write it as a comic-strip, a script or as a story. The choice is yours.

# Sea Myths

## The Kraken

The kraken is a legendary monster. Scandinavian folktales told stories of this giant, terrifying creature who lived in the sea. Some stories told of the kraken pulling ships apart with its strong tentacles. Other myths were that it often caused dangerous whirlpools in the water which sunk ships fast. It is thought that the myths arose from sightings of giant squid and these terrified and inspired tall stories.

## Sirens

In Greek Mythology, the sirens were dangerous creatures, who lured unlucky sailors with their enchanting music and beautiful songs. The ships sailed into the rocks that surrounded the island and capsized. Sirens were half human and half bird. Originally, they could be men or women, but later stories described all sirens as women.

## Merfolk

In folktales, a mermaid or merman is an aquatic creature with the upper body of a human and the lower body of a fish. They appeared first in stories in ancient Assyria but soon were told around the world. Some tales show merpeople as very kind and helpful towards sailors, while other stories link them to storms, floods and shipwrecks. Many people explain that belief in merpeople is because of manatees (or sea cows).

## Selkies

Selkies are found in folktales from the Northern Isles of Scotland. They are able to change from seal to human form by shedding their skins. In some stories they come to land and live as humans for many years before returning to the sea.

# ART

Keith Haring's style of art is well known for bold, bright colours with thick outlines and a cartoon-like style.



Can you find this bit in the mural?

www.twinkl.co.uk

# Fact File



**Born:** 4th May 1958 in Reading, Pennsylvania, USA

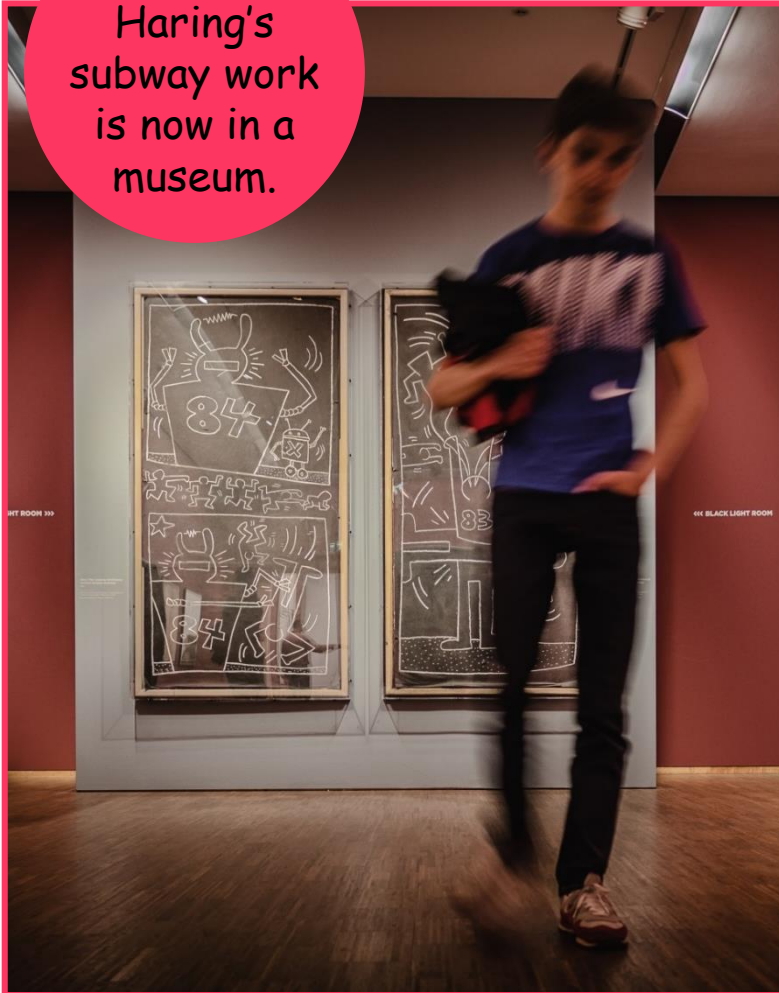**Died:** 16th February 1990 (aged 31), New York City, USA

**Family:** He had three younger sisters and his parents were Joan and Allen Haring.

**Education:** He attended Kutztown Area Senior High School and then the Ivy School of Professional Art in Pittsburgh but he never finished his course there. He went to both Pittsburgh Centre for the Arts and School of Visual Arts in New York City.

**Jobs:** He worked at Pittsburgh Centre for the Arts in maintenance while he was concentrating on his own artwork. He later became a full-time artist.

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# New York

Some of Haring's subway work is now in a museum.

In 1978, he arrived in New York where his interest in graffiti art grew while he studied at School of Visual Arts in the city.

New York was a vibrant and energetic city at this time and an exciting place to be.

# The Rest of the World

In the 1980s, Haring was becoming noticed further afield and he travelled to other countries painting murals.

Melbourne, Australia

Paris, France

He painted murals in Australia, Rio De Janeiro and Paris.

He was even asked to paint part of the Berlin Wall in Germany near to checkpoint Charlie (the gate between East and West Germany when it was split).

# Pop Shop

In 1986, Haring opened his own art shops in New York City and Tokyo selling his graffiti artwork and also some Pop Art pieces. And yes… he had covered the inside of the shop in murals!

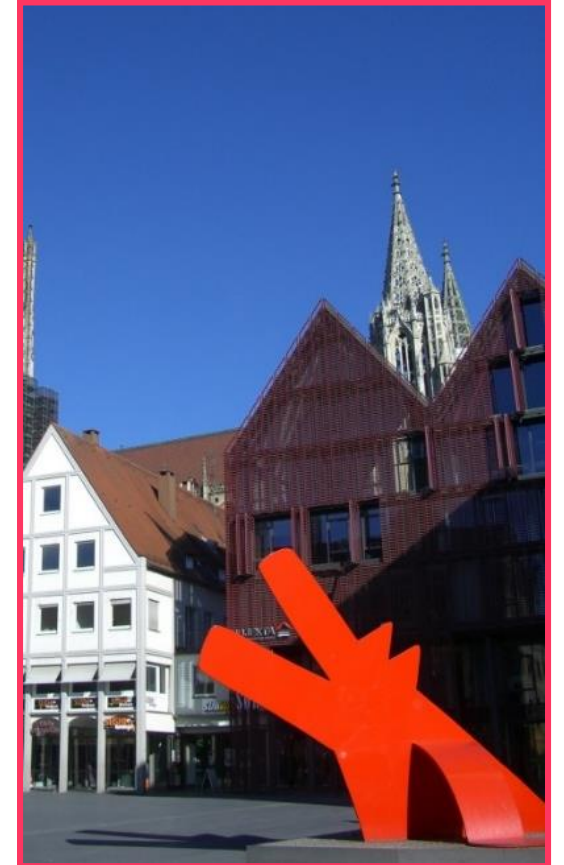He said, "The Pop Shop makes my work accessible. It's about participation on a big level."

It was really important to him that ordinary people could enjoy artwork in their everyday lives.



Photo courtesy of  The Pug Father (@flickr.com) - granted under creative commons licence - attribution

# Sculpture

Keith Haring sculptures can be found all over the world.
3D Versions of his artwork.

www.twinkl.co.uk

# Activism

During his lifetime, Keith Haring did a lot of work for the benefit of children, especially those in disadvantaged areas. He also provided the artwork for campaigns.

In 1989, he set up the Keith Haring foundation so that after his death, this important work could continue which it still does today.



Photo courtesy of Whitney Museum (@flickr.com) - granted under creative commons licence - attribution

# YOUR TASK

Keith Haring was passionate about taking art to the people rather than keeping it in galleries.

Why not have a go at creating your own artwork in the style of Keith Haring?

Bold colours, cartoon people shapes, black outlines and some movement lines.

Perhaps you could draw yourself and your family having some fun family time. Maybe doing your daily exercise, having fun in the garden or even joining up on your x-box, it's up to you!



Photo courtesy of The Pug Father (@flickr.com) - granted under creative commons licence - attribution

# ANSWERS

# MATHS

## 10-4-10 ANSWERS

1. Calculate 132 x 14 = 1848

2. Find the area of the rectangle.

    23 cm

    6 cm

    138cm²

3. Name two factors of 14 = 1, 14, 2, 7

4. What is the next number?
    14,300  14,200  14,100  14,000  13,900

5. 175m x 18 = 3150m

6. Calculate 17 x 8 = 136

7. How do you know that 73 does not divide by 3 exactly? Because you can only get 24 lots of 3 exactly in 72 and one left over makes 73.

8. Add together 27 and 1094 = 1121

9. Which of these numbers has a remainder when you divide by 5?

    35, 45, 40, 77, 80

10. Sam earns £2072 per month. How much does he earn in a year? £24,864

# MATHS ANSWERS

Compare and order fractions less than 1

White Rose Maths

1. Write <, > or = to compare the fractions.

Use the bar models to help you.

$\frac{7}{8}$ ( > ) $\frac{3}{4}$

$\frac{9}{12}$ ( = ) $\frac{3}{4}$

$\frac{7}{12}$ ( < ) $\frac{2}{3}$

2. Write <, > or = to compare the fractions.

a) $\frac{1}{5}$ ( < ) $\frac{4}{15}$

b) $\frac{2}{5}$ ( > ) $\frac{4}{15}$

c) $\frac{2}{5}$ ( = ) $\frac{6}{15}$

d) $\frac{2}{3}$ ( > ) $\frac{6}{15}$

e) $\frac{2}{3}$ ( > ) $\frac{6}{12}$

f) $\frac{2}{3}$ ( = ) $\frac{6}{9}$

g) $\frac{2}{9}$ ( < ) $\frac{1}{3}$

h) $\frac{4}{9}$ ( > ) $\frac{1}{3}$

i) $\frac{4}{12}$ ( = ) $\frac{1}{3}$

j) $\frac{8}{12}$ ( = ) $\frac{2}{3}$

k) $\frac{8}{12}$ ( < ) $\frac{3}{3}$
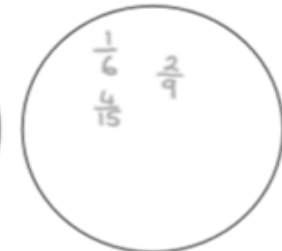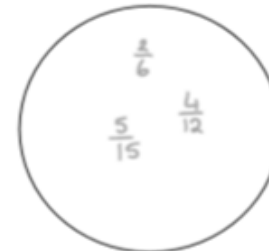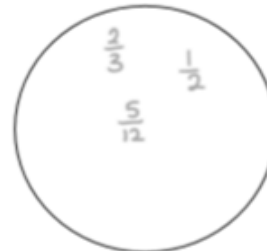
l) $\frac{8}{12}$ ( < ) $\frac{3}{4}$

3. Sort the fractions into the circles.

greater than $\frac{1}{3}$

$\frac{3}{3}$   $\frac{1}{2}$   $\frac{5}{12}$

equal to $\frac{1}{3}$

$\frac{2}{6}$   $\frac{4}{12}$   $\frac{5}{15}$

less than $\frac{1}{3}$

$\frac{1}{6}$   $\frac{2}{9}$   $\frac{4}{15}$

$\boxed{\frac{2}{3}}$ $\boxed{\frac{1}{6}}$ $\boxed{\frac{1}{2}}$ $\boxed{\frac{2}{6}}$ $\boxed{\frac{2}{9}}$ $\boxed{\frac{5}{12}}$ $\boxed{\frac{4}{12}}$ $\boxed{\frac{4}{15}}$ $\boxed{\frac{5}{15}}$

# MATHS ANSWERS

**4** What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

e.g.

a) $\dfrac{\boxed{1}}{5} < \dfrac{5}{15}$

b) $\dfrac{\boxed{2}}{6} < \dfrac{5}{12}$

c) $\dfrac{\boxed{5}}{12} < \dfrac{5}{6}$

d) $\dfrac{\boxed{1}}{3} < \dfrac{5}{6}$

e) $\dfrac{3}{5} < \dfrac{5}{\boxed{5}}$

f) $\dfrac{5}{6} < \dfrac{5}{\boxed{5}}$

g) $\dfrac{6}{9} < \dfrac{5}{\boxed{6}}$

h) $\dfrac{10}{12} < \dfrac{5}{\boxed{4}}$

i) $\dfrac{23}{24} < \dfrac{5}{\boxed{5}}$

Compare answers with a partner.

**5** Tommy and Eva are comparing fractions.

$\boxed{\dfrac{2}{3}}$  $\boxed{\dfrac{8}{12}}$  $\boxed{\dfrac{4}{9}}$

Tommy: I found a common denominator of 36 to compare the fractions.

Eva: I found a common numerator of 4 to compare the fractions.

Whose method is more efficient? _Various_

Talk about your answer with a partner.

**6** Write the fractions in ascending order.

a) $\dfrac{2}{5}, \dfrac{2}{7}, \dfrac{2}{3}, \dfrac{2}{4}, \dfrac{2}{10}$

$\boxed{\dfrac{2}{10}}$  $\boxed{\dfrac{2}{7}}$  $\boxed{\dfrac{2}{5}}$  $\boxed{\dfrac{2}{4}}$  $\boxed{\dfrac{2}{3}}$

b) $\dfrac{2}{3}, \dfrac{5}{9}, \dfrac{1}{9}, \dfrac{5}{6}, \dfrac{2}{9}$

$\boxed{\dfrac{1}{9}}$  $\boxed{\dfrac{2}{9}}$  $\boxed{\dfrac{5}{9}}$  $\boxed{\dfrac{2}{3}}$  $\boxed{\dfrac{5}{6}}$

c) $\dfrac{3}{5}, \dfrac{7}{10}, \dfrac{1}{2}, \dfrac{3}{10}, \dfrac{1}{5}$

$\boxed{\dfrac{1}{5}}$  $\boxed{\dfrac{3}{10}}$  $\boxed{\dfrac{1}{2}}$  $\boxed{\dfrac{3}{5}}$  $\boxed{\dfrac{7}{10}}$

d) $\dfrac{3}{8}, \dfrac{6}{17}, \dfrac{12}{30}, \dfrac{2}{7}, \dfrac{1}{3}$

$\boxed{\dfrac{2}{7}}$  $\boxed{\dfrac{1}{3}}$  $\boxed{\dfrac{6}{17}}$  $\boxed{\dfrac{3}{8}}$  $\boxed{\dfrac{12}{30}}$

**7** What could the missing numerator be?

$\dfrac{3}{5} < \dfrac{\boxed{\phantom{0}}}{15} < \dfrac{9}{10}$

Write all four possibilities.

$\boxed{\dfrac{10}{15}}$  $\boxed{\dfrac{11}{15}}$  $\boxed{\dfrac{12}{15}}$  $\boxed{\dfrac{13}{15}}$