

Monday 11<sup>th</sup> May



Hello year 5,

Welcome to another week of home learning, we can't believe we are going into week 8 of staying at home! We hope you are all well and are being kind to each other. 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.

We are missing you all and look forward to hopefully 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=PL8snGkhBF7nh7p25XjBHvwrhtt3zBlxk>



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.  $3834 + 56 =$

2.  $5762 - 2356 =$

3.  $\underline{\hspace{2cm}} + 2378 = 6234$

4.  $\underline{\hspace{2cm}} - 357 = 4234$

5.  $3778 \times 10 =$

6.  $6537 \times \underline{\hspace{1cm}} = 653,700$

7. Multiply 1476 by 5 =

8.  $2261 \div 6 =$

9. Round to the nearest 1000:  
 $3,736,647$

10.  $653 \div \underline{\hspace{1cm}} = 0.653$

Remember, ten minutes to answer ten questions!

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

# MATHS

## WALT: multiply two digit numbers using an area model.

In maths this week we are recapping different multiplication and division methods.

Use the following link to White Rose Maths Home Learning Yr.5 and watch the video Summer Term: Week 3: Lesson 1: Multiply 2 digit numbers (area model). (It doesn't matter that it says W/C 4<sup>th</sup> 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 1-3



Questions 1-6

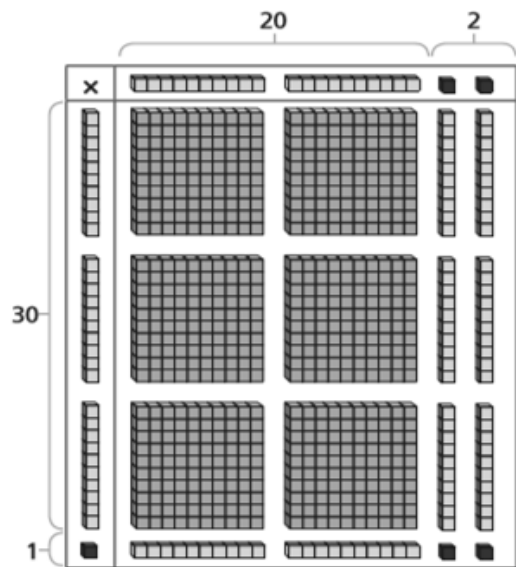


Questions 1-9



# Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out  $31 \times 22$ .  
Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

$31 \times 22 =$

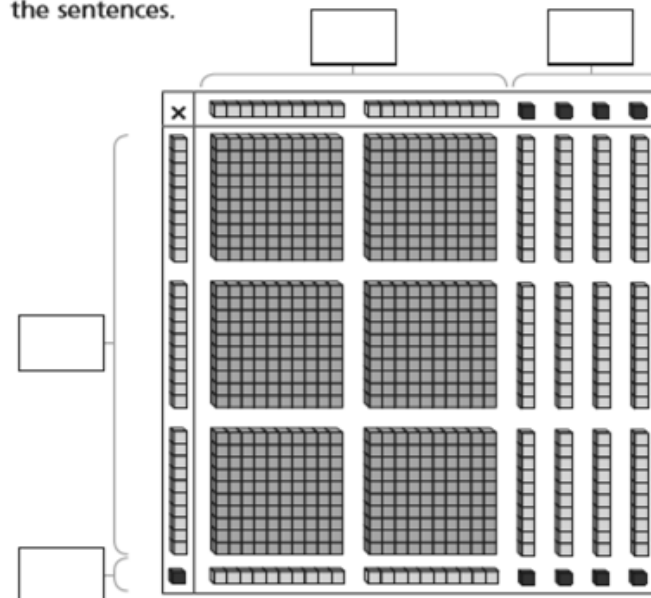
- 2 Use base 10 to work out the multiplications.

a)  $12 \times 14 =$

b)  $23 \times 13 =$



- 3 Amir is using base 10 to calculate  $31 \times 24$ .  
a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

- b) Describe any exchanges you need to make.  
\_\_\_\_\_  
\_\_\_\_\_

- c) Complete the multiplication.

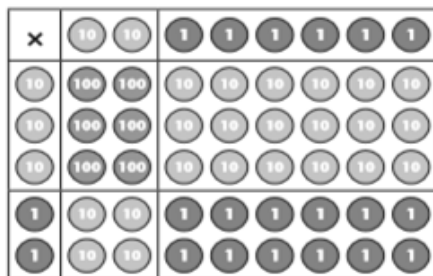
$31 \times 24 =$

- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15 =$

b)  $36 \times 12 =$

- 5 Use the place value counters to complete the multiplication grid and sentence.



×	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = \square$

×	20	8
10		
4		

c)  $35 \times 22 = \square$

b)  $27 \times 16 = \square$

×		

d)  $45 \times 36 = \square$

- 7 Complete the multiplications.

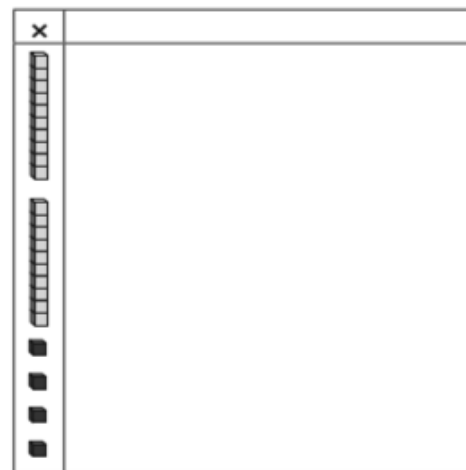
$21 \times 24 = \square$

$31 \times 25 = \square$

$18 \times 26 = \square$

8  $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

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How many products are there between 1,000 and 1,500?

# ENGLISH

This week in English we are going to be looking at modal verbs (we haven't looked at these before). We are going to be using the text 'Eric' by Shaun Tan to help us throughout the week.

## Task 1: Read 'Eric'.

On slides 9- 14 is the story of 'Eric' you can either read it from the slides or you can watch the video of Ruth Merttens reading the book using this link:

[https://www.youtube.com/watch?v=H71F0-\\_QrpE](https://www.youtube.com/watch?v=H71F0-_QrpE)

After you have read the text think about these questions:

**What do you like about the story? Is there anything that you dislike about it? Does it remind you of anything that has happened to you? Does it remind you of any books that you have read?**

## Task 2: Understanding modal verbs.

Use slides 15-18 to understand modal verbs and then complete the '**Modal Verb Activity**' on slide 19. If you want to challenge yourself you could have a go at writing your own sentences about the character of Eric using a variety of different modal verbs.



# eric



some years ago we had a foreign exchange student come to live with us. We found it very difficult to pronounce his name correctly, but he didn't mind. He told us to just call him 'Eric'.

We had repainted the spare room, bought new rugs and furniture and generally made sure everything would be comfortable for him. So I can't say why it was that Eric chose to sleep and study most of the time in our kitchen pantry.



'It must be a cultural thing,' said Mum. 'As long as he is happy.' We started storing food and kitchen things in other cupboards so we wouldn't disturb him.

But sometimes I wondered if Eric *was* happy; he was so polite that I'm not sure he would have told us if something bothered him. A few times I saw him through the pantry door gap, studying with silent intensity, and imagined what it might be like for him here in our country.



Secretly I had been looking forward to having a foreign visitor — I had so many things to show him. For once I could be a local expert, a fountain of interesting facts and opinions. Fortunately, Eric was very curious and always had plenty of questions.

However, they weren't the kind of questions I had been expecting.



Most of the time I could only say, 'I'm not really sure,' or, 'That's just how it is.' I didn't feel very helpful at all.



I had planned for us to go on a number of weekly excursions together, as I was determined to show our visitor the best places in the city and its surrounds.

I think Eric enjoyed these trips, but once again, it was hard to really know.

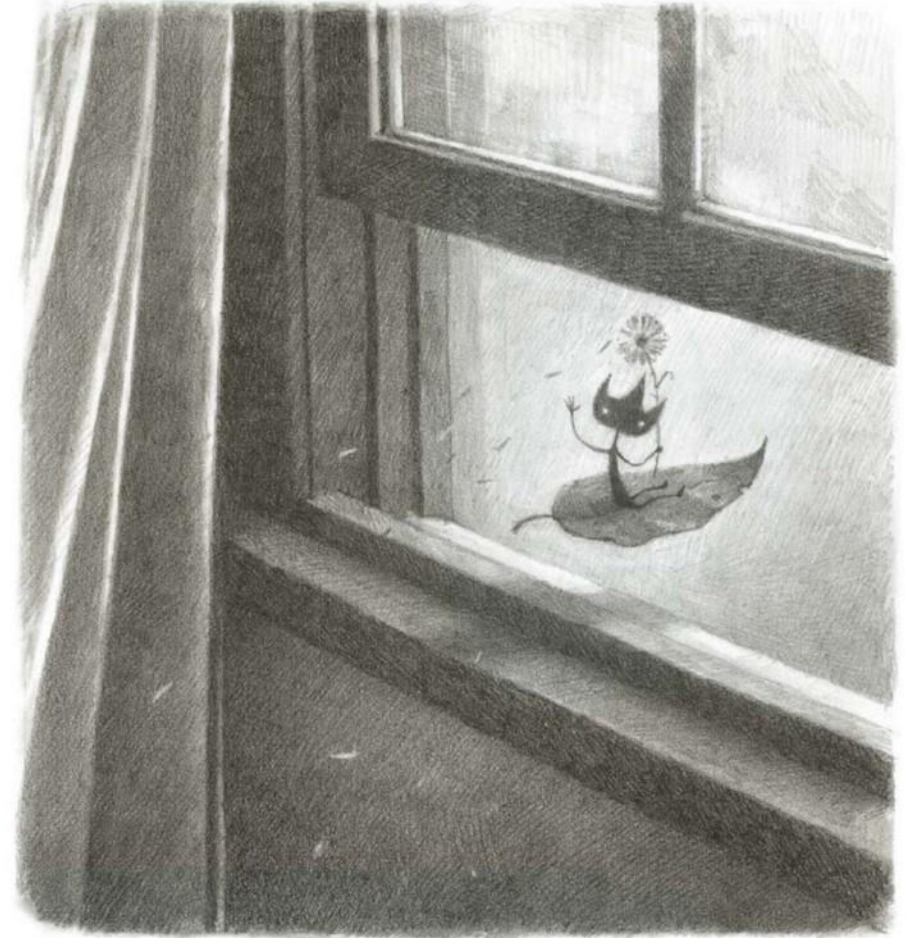


Most of the time Eric seemed more interested in small things he discovered on the ground.

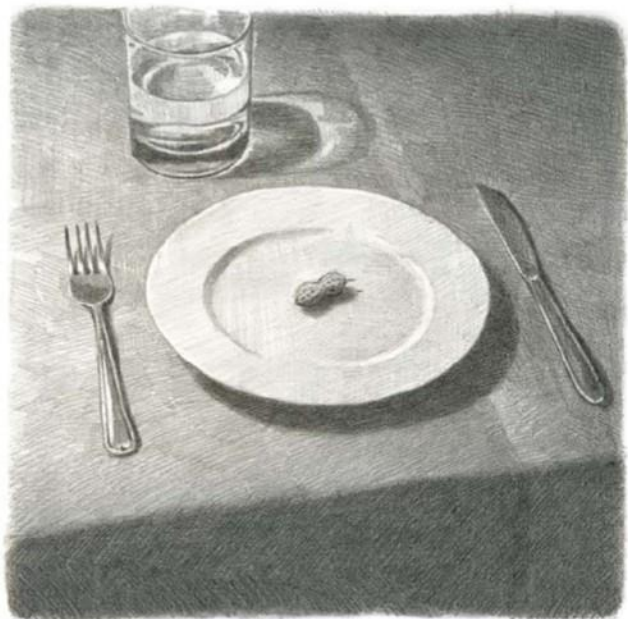


I might have found this a little exasperating, but I kept thinking about what Mum had said, about the cultural thing. Then I didn't mind so much.

Nevertheless, none of us could help but be bewildered by the way Eric left our home: a sudden departure early one morning, with little more than a wave and a polite goodbye.



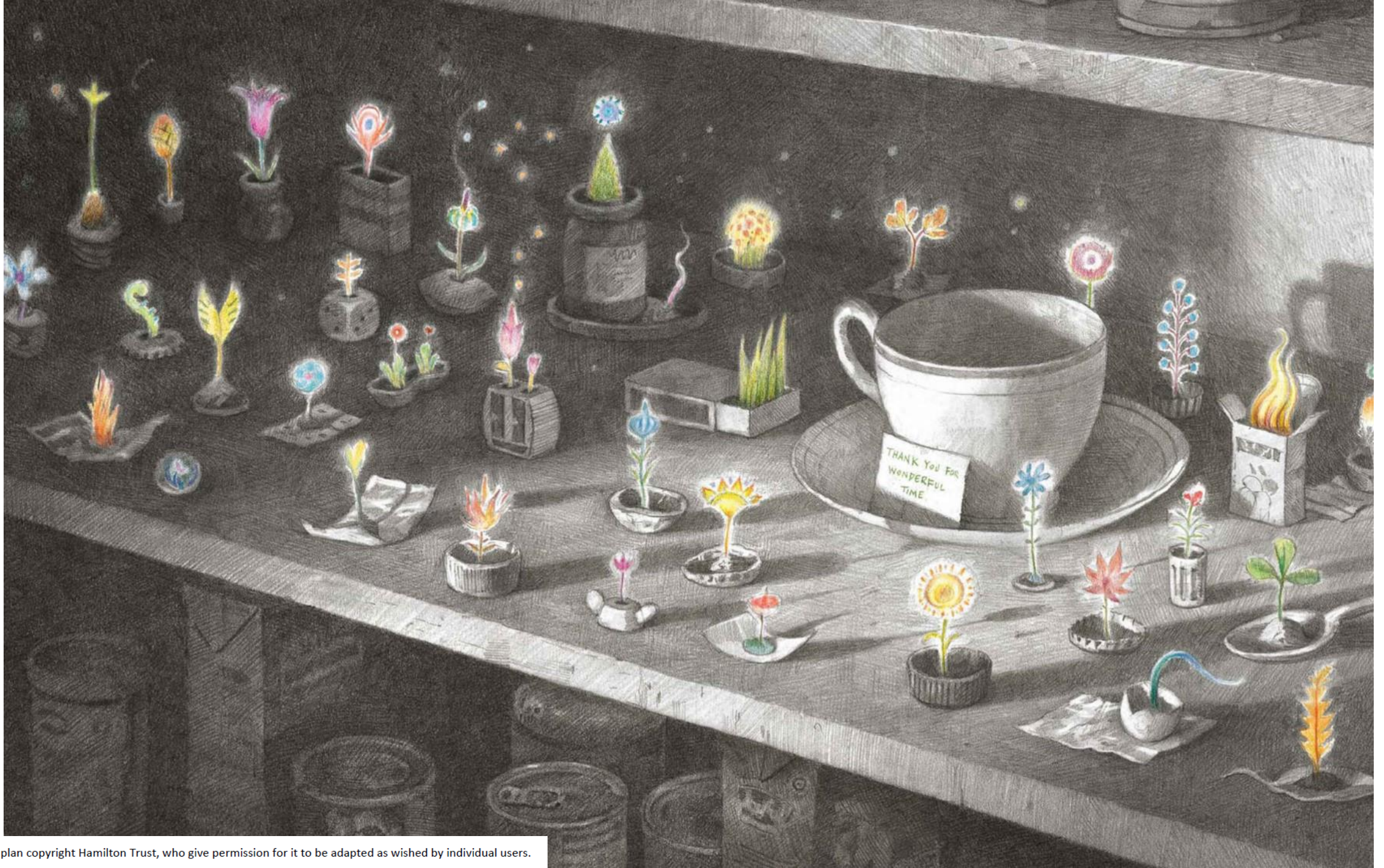
It actually took us a while to realise he wasn't coming back.



There was much speculation over dinner later that evening. Did Eric seem upset? Did he enjoy his stay? Would we ever hear from him again? An uncomfortable feeling hung in the air, like something unfinished, unresolved. It bothered us for hours, or at least until one of us discovered what was in the pantry.

Go and see for yourself: it's still there after all these years, thriving in the darkness. It's the first thing we show any new visitors to our house. 'Look what our foreign exchange student left for us,' we tell them.

'It must be a cultural thing,' says Mum.



# Indicating degrees of possibility and certainty

## Using Modal Verbs

"It **must** be a cultural thing."



# Modal Verbs

Modal verbs express **certainty**, **ability** or **obligation**.

can

must

may

might

ought to

shall

should

would

will

could



# Modal Verbs

**Modal verbs** are placed before the **verb** they are **modifying**.



I thought I **could** hear someone in the pantry.

You **might** see him there if you open the door.

He **should** sleep in the room that we gave him.

# Using Modal Verbs

**Modal verbs** are useful for expressing shades of meaning.

I **could** worry about our visitor but I **will** let him just get on.

*It is worrying but I intend not to interfere.*

I **should** tell someone now but I **might** wait a few more days.

*I feel obliged to tell someone but it's possible that I will wait a bit.*

You **can** ask him to leave the pantry but **must** you risk upsetting him?

*You are able to ask him but is it necessary?*

# Modal Verbs Activity

Modal verbs can express certainty, ability or obligation. **Add a modal verb to each sentence so that it makes sense. You might need to change or add some words.**

1. We decided that we \_\_\_\_\_ host a foreign exchange student.
2. We thought that we \_\_\_\_\_ make the house welcoming for him.
3. We thought they \_\_\_\_\_ appreciate what we had done for him.
4. When he went in the pantry, we agreed that we \_\_\_\_\_ not disturb him.
5. We worried that he \_\_\_\_\_ not tell us if anything was wrong.
6. He \_\_\_\_\_ be described as very curious.
7. I thought that he \_\_\_\_\_ to see the city and its surrounds.
8. I thought that perhaps he \_\_\_\_\_ be interested in something other than the ground.
9. I do not know whether we \_\_\_\_\_ see him again.

***Challenge: Write at least 3 sentences of your own about Eric.  
Each sentence must contain a modal verb.***

# SCIENCE

This week in science we are going to be looking at the different ways of separating mixtures.

Use slides 21-26 to understand the different processes of separating mixtures. Then use the words on slide 27 to fill in the table on slide 28. If you want to you can also watch the video clip from '**BBC Bitesize**' to help you understand this concept further.

Just use the following link:

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/zw7tv9q>

# Processes to Separate Mixtures

When some materials are mixed together, it is possible to separate the mixture and get the original materials back again.

There are several different ways of separating mixtures. The best process to use depends on the type of mixture you are separating.



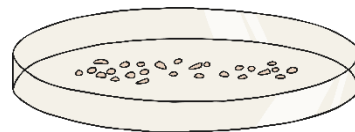
# Evaporation and Condensation

1. This process is best used to separate solutions - mixtures in which a solid has dissolved in a liquid.



2. As the solid has dissolved in the liquid, filtering would not separate the two materials. The solid particles would go through the filter paper along with the liquid.

3. When the solution is evaporated, either through boiling or by being left in a warm place, the liquid will turn into gas and leave the solid behind.



4. If the gas is then condensed on a cool surface, the liquid can be recovered and collected too.

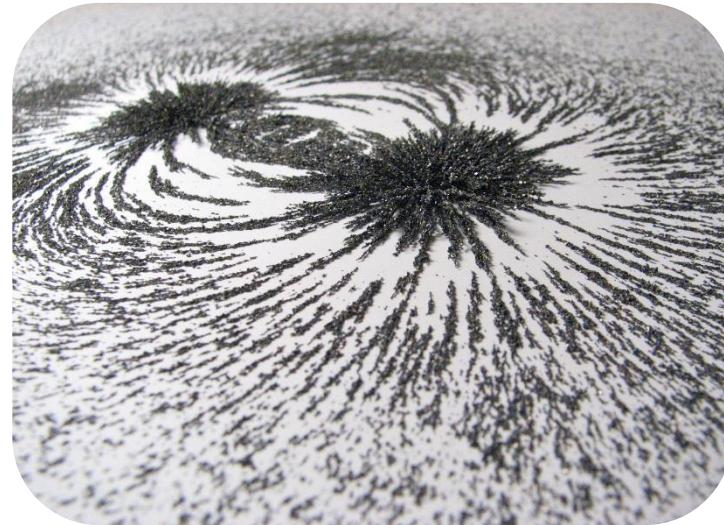
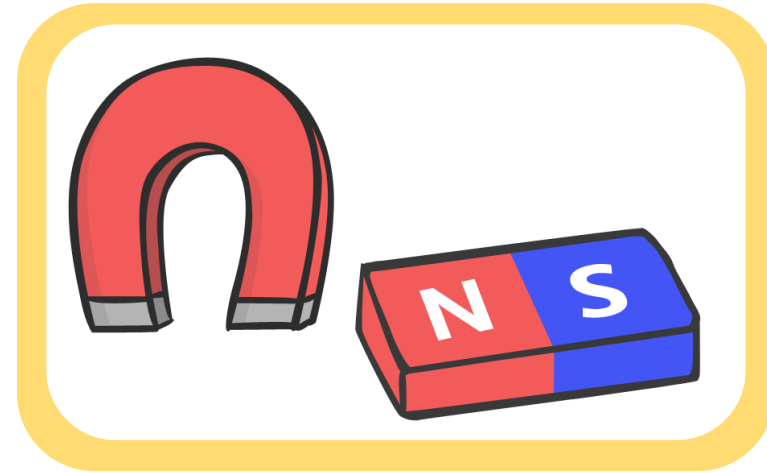
Examples of mixtures to separate with this process include salt and water or sugar and water

# Magnetism

Use this process to separate magnetic materials from non-magnetic materials.

A magnet is used to attract any magnetic materials and remove them from the mixture.

You could separate a mixture of copper nails and iron nails using this process.



# Filtering

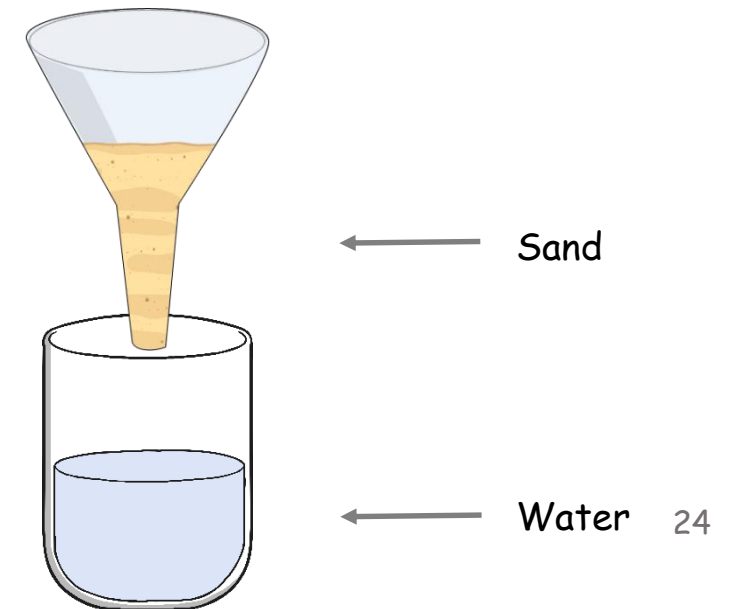
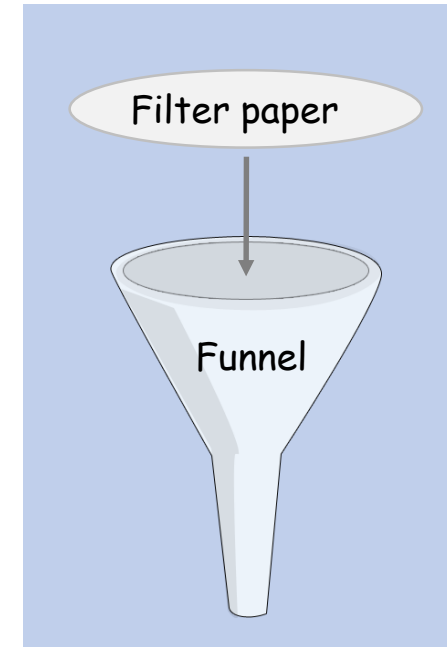
This process should be used to separate a mixture of an insoluble solid and a liquid.

A funnel is lined with filter paper and placed over a beaker. The mixture is poured slowly into the filter paper.

Insoluble solids will not have dissolved in the liquid. The solid particles will not be able to get through the tiny holes in the filter paper, and will be caught in it.

The liquid particles will go through the filter paper into the beaker below.

This process could be used to separate a mixture of sand and water



Includes resources from [twinkl.co.uk](https://www.twinkl.co.uk)



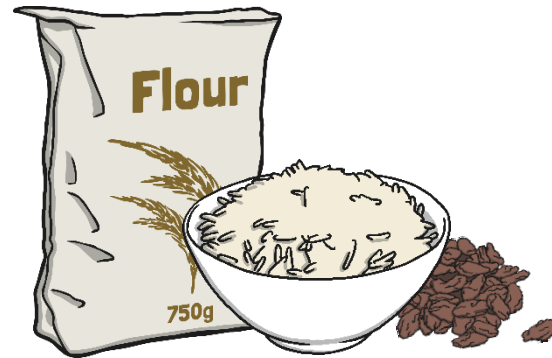
# Sieving

Use this process to separate a mixture of different sized solids.

The mixture is poured into a sieve held over a bowl.

The smaller particles will get through it into the bowl and the larger particles will be caught in the sieve.

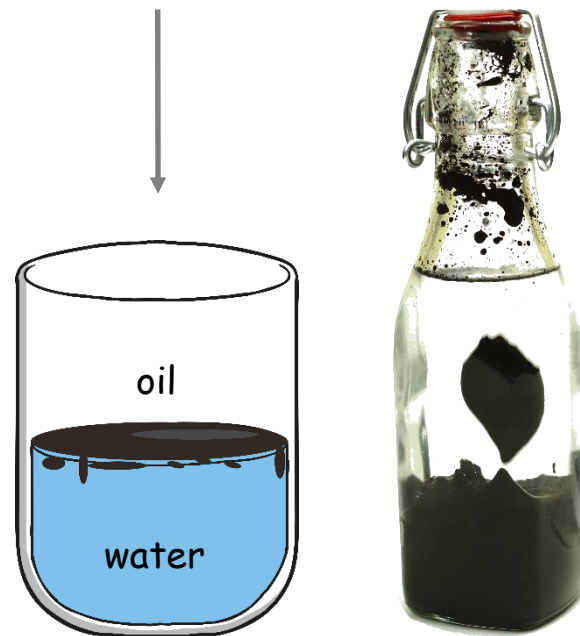
Mixtures you could separate using this process include raisins and flour or rice and pasta.



# Decanting

This process can be used to separate two liquids that have different densities.

The mixture of liquids is left to settle, so the two liquids are visible as two different layers.



The less dense liquid will be the top layer, and this can be decanted, or slowly poured off.

This process could be used to separate a mixture of oil and water.

# Separating Mixtures

sieving

oil and water

Used to separate a mixture of different sized solids.

magnetism

sand and marbles

Used to separate magnetic materials from non-magnetic materials.

decanting

water and sand

Used to separate two liquids that have different densities.

evaporation and condensation

steel ball bearings and aluminium ball bearings

Used to separate a mixture of an insoluble solid and a liquid.

filtering

water and salt

Used to separate a dissolvable solid from a solution.

Includes resources from [twinkl.co.uk](https://www.twinkl.co.uk)

# Separating Mixtures

Includes resources from [twinkl.co.uk](https://www.twinkl.co.uk)



Mixture	Separation	Description

# ANSWERS

## 10-4-10 ANSWERS

1.  $3834 + 56 = 3890$

2.  $5762 - 2356 = 3406$

3.  $3856 + 2378 = 6234$

4.  $4591 - 357 = 4234$

5.  $3778 \times 10 = 37,780$

6.  $6537 \times 100 = 653,700$

7. Multiply 1476 by 5 = 7380

8.  $2261 \div 6 = 376 \text{ r } 5$

9. Round to the nearest 1000:

$3\ 736\ 647 = 3,737,000$

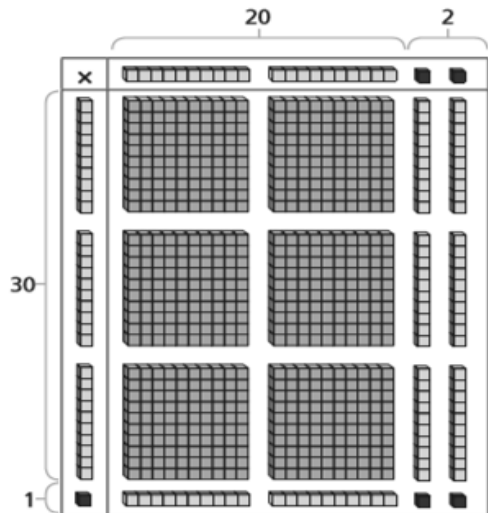
10.  $653 \div 1000 = 0.653$

# MATHS ANSWERS

White  
Rose  
Maths

## Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out  $31 \times 22$   
Use Kim's model to help you complete the sentences.

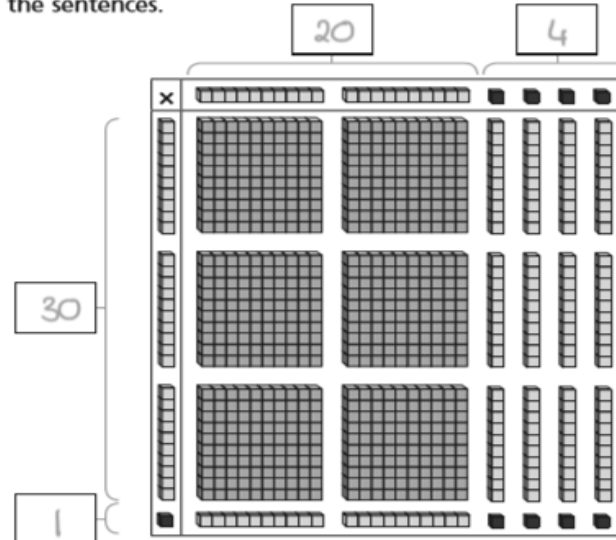


- There are  ones altogether.  
There are  tens altogether.  
There are  hundreds altogether.  
 $31 \times 22 =$

- 2 Use base 10 to work out the multiplications.

a)  $12 \times 14 =$        b)  $23 \times 13 =$

- 3 Amir is using base 10 to calculate  $31 \times 24$   
a) Add the missing information to the area model and complete the sentences.



- There are  ones altogether.  
There are  tens altogether.  
There are  hundreds altogether.

- b) Describe any exchanges you need to make.

Exchange 10 tens for 1 hundred.

- c) Complete the multiplication.

$31 \times 24 =$

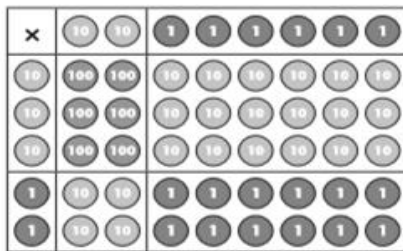
- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15 =$        b)  $36 \times 12 =$



# MATHS ANSWERS

- 5 Use the place value counters to complete the multiplication grid and sentence.



×	20	6
30	600	180
2	40	12

$$26 \times 32 = 832$$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = 392$

×	20	8
10	200	80
4	80	32

c)  $35 \times 22 = 770$

b)  $27 \times 16 = 432$

×	20	7
10	200	70
6	120	42

d)  $45 \times 36 = 1,620$

- 7 Complete the multiplications.

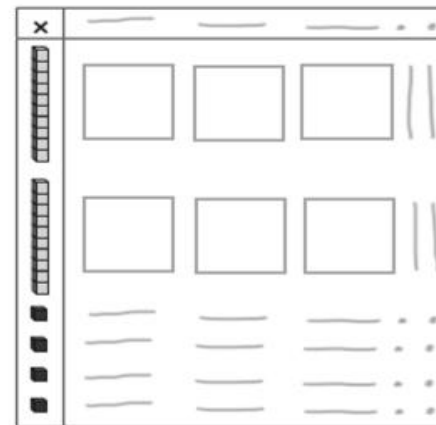
$$21 \times 24 = 504$$

$$31 \times 25 = 775$$

$$18 \times 26 = 468$$

- 8  $24 \times 32 = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



e.g.  $23 \times 45 = 1,035$

How many different answers can you find?

Various answers

How many products are there between 1,000 and 1,500?



# Separating Mixtures Answers

Mixture	Separation	Description
water and salt	evaporation and condensation	Used to separate a dissolvable solid from a solution.
water and sand	filtering	Used to separate a mixture of an insoluble solid and a liquid.
sand and marbles	sieving	Used to separate a mixture of different sized solids.
oil and water	decanting	Used to separate two liquids that have different densities.
steel ball bearings and aluminium ball bearings	magnetism	Used to separate magnetic materials from non-magnetic materials.