

Monday 29th June

Hello again Year 5,

We hope that you have been working hard at home as well as enjoying the sunny weather - especially last week.

Here are the activities for this week for you to follow and complete. In Maths we're continuing our work on decimal numbers. Our 'Doors' writing unit is now in its second week and we're building up to the final piece of writing next week. It's healthy eating again in PSHE, with a focus on sugar this week, and we have popped some art and puzzles in there 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](#).

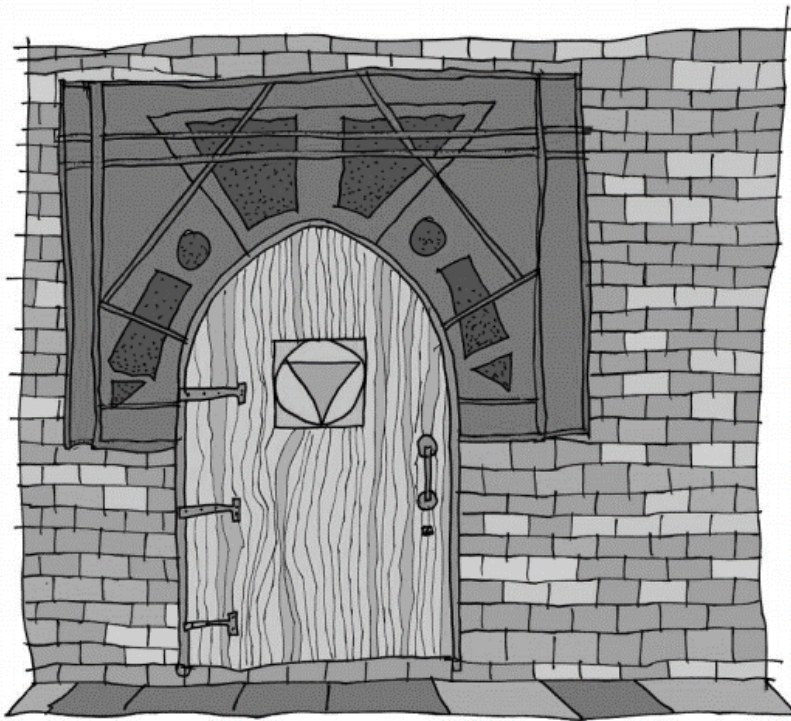
Take care and keep smiling,

Miss Savage, Mrs Montgomery and Mrs Graham

Doors

-the world of possibility

by Jamie Thomas



This week we are continuing with our 'Doors' unit of writing. We will complete a comprehension activity and then look at adverbs and modal verbs.

English Activity 1 - Comprehension

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: <https://soundcloud.com/talkforwriting/doors/s-ltAy0hpt715>

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

© Catherine Fisher 2011 from *The Snow Walker's Son*, published by Red Fox, by permission of the author.

Now answer the following questions in as much detail as possible. Remember to use evidence from the text to support your answers where possible.

1. ***The door was the last one in the corridor.***

What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. ***Darkness and a damp smell oozed through the black slit.***

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

MATHS 10-4-10

1. Write 18 minutes to 3 in the afternoon in the 24 hour clock.

2. What is the difference between 29 and 68?

3. How many vertices are there on a cube?

4. What is the product of 9 and 4?

5. Multiply 65 by 100.

6. What is 6^2 ?

7. What is the total of 3.9 and 4.3?

8. Write $\frac{27}{100}$ as a decimal.

9. I think of a number, I multiply it by 9 and then subtract 7. My answer is 47. What number did I think of?

10. What number is halfway between 12 and 13?

Remember - ten questions in ten minutes.

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


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Maths Activity - Subtracting decimals with the same number of decimal places


This week we are completing our learning on decimals. Use the following link to White Rose Maths Home Learning and watch the video for Summer Term: Week 9: Lesson 1: Subtracting decimals with the same number of decimal places.


<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 - 3 

Questions 1 - 6 

Questions 1 - 9 

Subtracting decimals with the same number of decimal places

- 1 Use a place value chart and counters to help you complete the subtractions.

| Tens | Ones | Tenths | Hundredths |
|------|---------|------------------------------------|----------------|
| 10 | 1 1 1 1 | 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 | 0.01 0.01 0.01 |

a) $14.83 - 12.12 =$

c) $14.83 - 12.92 =$

b) $14.83 - 12.14 =$

d) $14.83 - 12.94 =$

- e) Which calculation was easier? Talk about it with a partner.
- f) What happens when you don't have enough counters in a column to take away?

- 2 Complete the sentences.

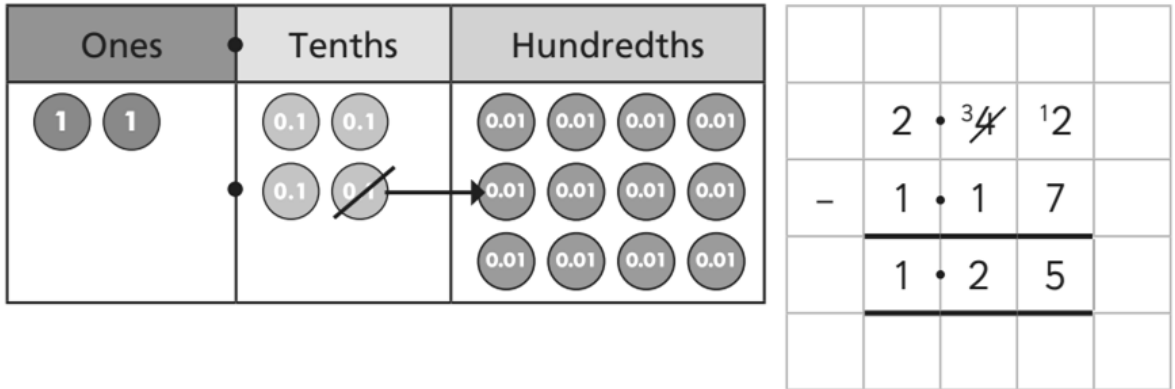
1 ten can be exchanged for ones.

1 one can be exchanged for tenths.

1 tenth can be exchanged for 10 _____.

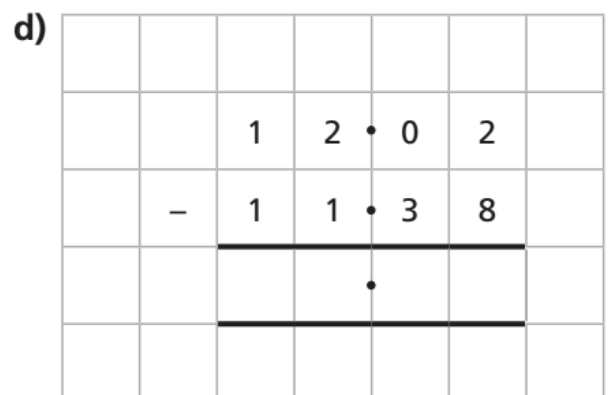
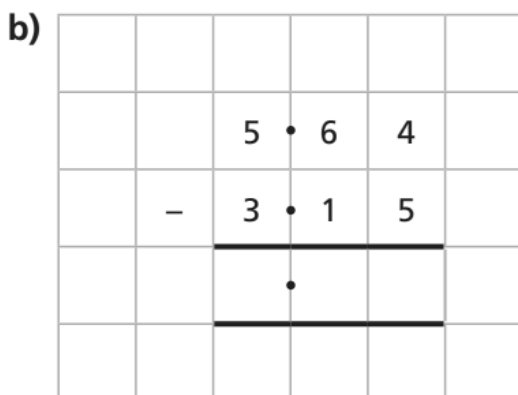
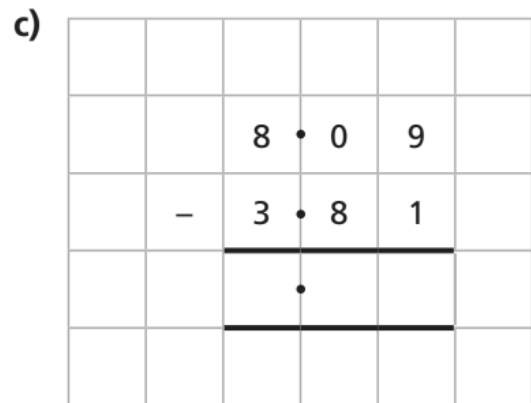
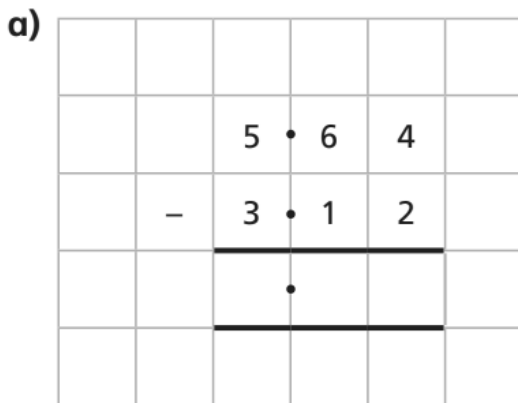
3 Annie is calculating $2.42 - 1.17$ using the column method.

She uses a place value chart to help her.



How does the place value chart support the column method?

4 Complete the column subtractions.

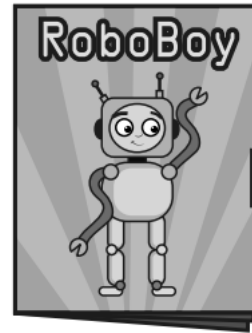


5

Whitney has £8.52

She buys this comic.

How much money does she have left?



£3.25

£

6

Here are some items for sale in a shop.



a) How much more does a scarf cost than a bag of marbles?

£

b) Esther has £15.31

She buys a pair of headphones and a bag of marbles.

How much money does she have left?

£

c) Tom has £7.01

He buys one item and has £5.92 left.

What did he buy?

Tom bought _____.

7 Ron and Dora are doing a sponsored walk.

Ron walks 3.12 miles.

Dora walks 5.49 miles.

How much further does Dora walk than Ron?

Dora walks miles further than Ron.

8 Tommy has three pieces of string.

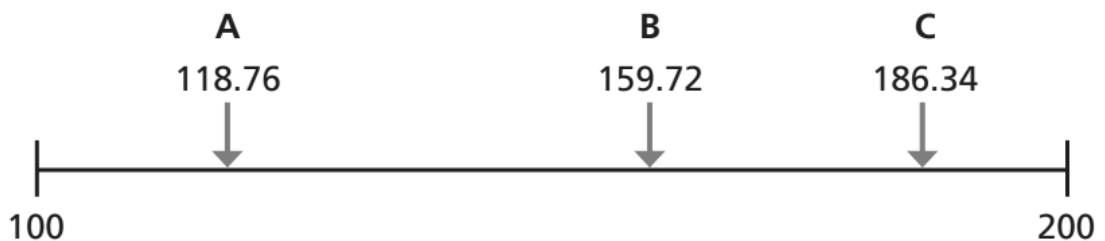
- The first piece is 0.78 m long.
- The second piece is 0.24 m shorter than the first piece.
- The third piece is 0.07 m shorter than the second piece.

What is the total length of all three pieces of string?

Give your answer in metres and centimetres.

m and cm

9 A, B and C are points on a number line.

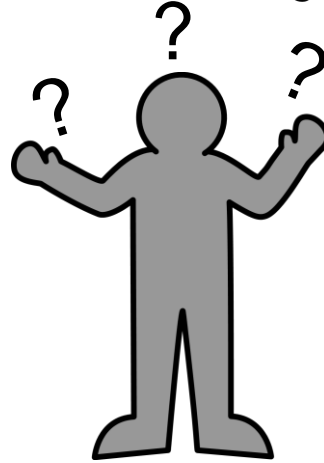
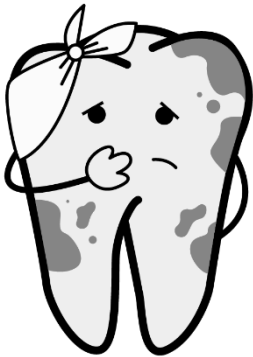


How much greater is the difference between A and C than the difference between B and C?

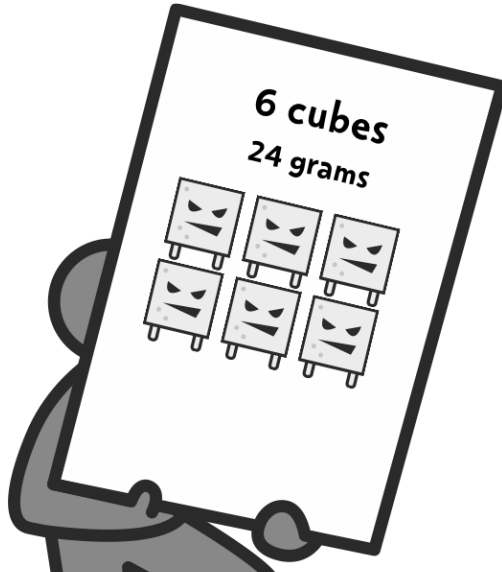
PSHE - Healthy Eating 1

This week we are continuing to explore healthy eating. We are going to focus on sugar and how to make healthy choices about what you eat and drink as a family.

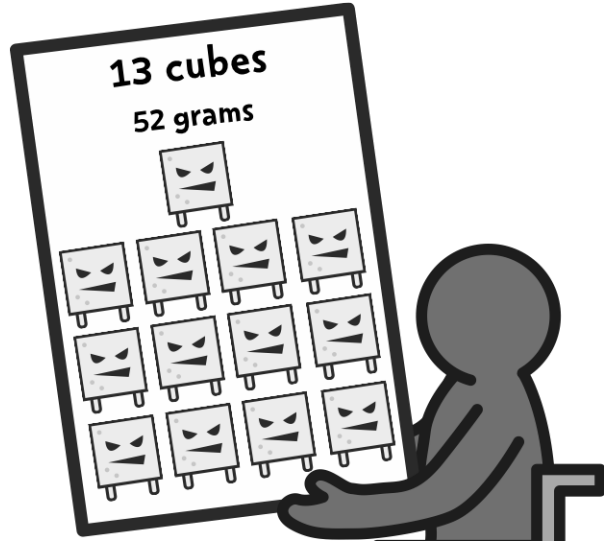
Why shouldn't we have too much sugar?



How much sugar?



This is the maximum number of sugar cubes children aged 7-10 years should be having in a day.

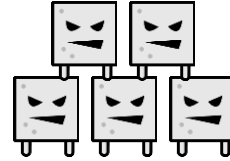


Children aged 4-10 are actually having around this much sugar each day!

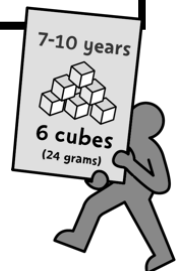
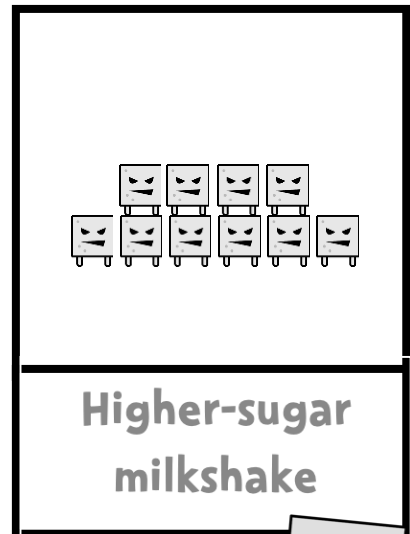
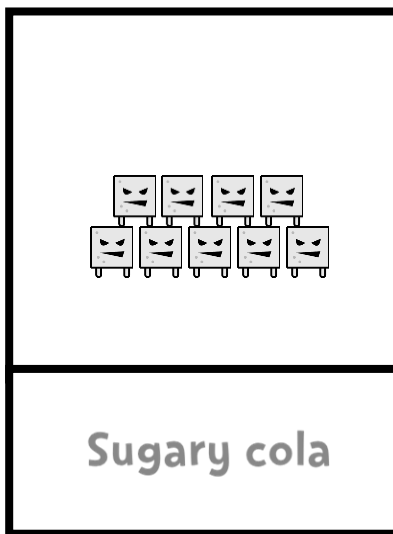
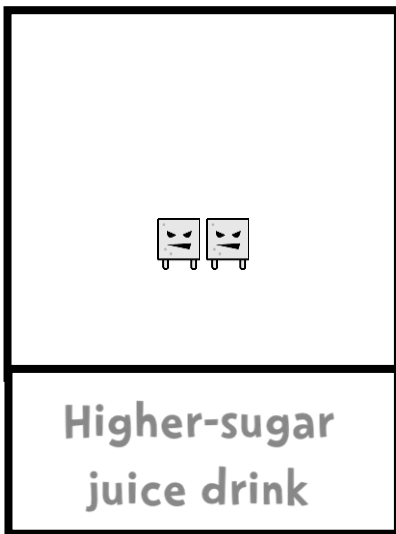
Where does all this sugar come from?



Sugary puddings.
A chocolate pudding
pot can contain
5 sugar cubes.

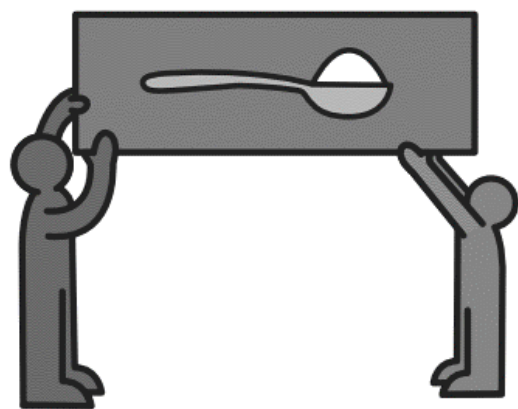


How much sugar are we drinking?



Many foods that we eat have lots of hidden sugars that you may not know about. Complete the next activity to see if you can rank the food according to its sugar content. The answers are at the end of today's learning.

Sugar ranking cards



Below you will find a selection of nine different types of food and drink.

Your task is to rank them in order from those which contain the least amount of sugar to the most amount of sugar.



Chocolate biscuit



Can of cola



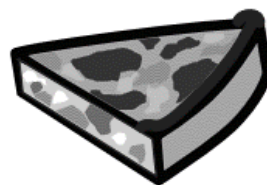
Sugary cereal (without milk)



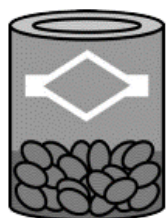
Packet of ready salted crisps



150ml glass of orange juice



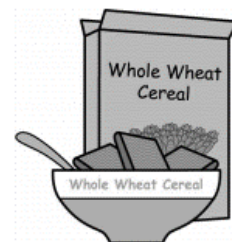
Slice of pizza



Half a can of baked beans

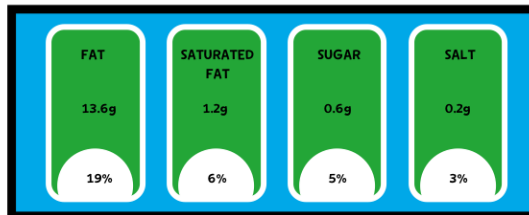
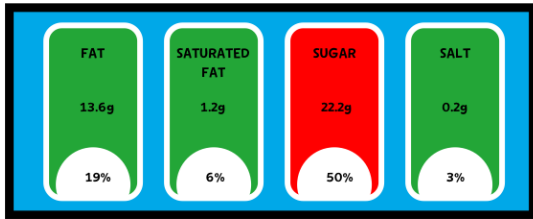


45g of salted peanuts

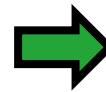
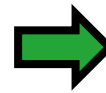


Wheat biscuit cereal (without milk)

Read the 'traffic light' labels to help you make a sugar swap



Can you make a swap?



Your challenge is now to use all of your learning about sugars in our diet to persuade other children and their families to reduce their sugar intake and eat more healthy.

Think about including:

- facts about sugar and the recommended daily amount.
- the effects of eating too much sugar on our bodies.
- how to reduce our sugar intake.

There is a useful article on the next slide to read and use too.

Be as creative as you can - a poster, a poem, artwork, a rap, a song, a TV advert... you choose.



Children Eating Too Much Sugar, Report Claims

Why are experts worried about sugar?

- We need some sugar in our diet but too much can cause health problems.
- Sugar is often added to various foods, such as cakes, chocolate, yoghurts, sugary drinks and cereal.

How much chocolate, cake or pudding did you eat this Christmas? They're delicious holiday treats but experts warn that children are eating far too much sugar.

The average ten-year-old will have already eaten more sugar than is recommended for the first 18 years of their life, a new report claims.

This is the same as an extra eight sugar cubes each day. Doctors are worried about the impact all this extra sugar will have on children's health.

The report comes from Public Health England, a part of the UK government which focuses on improving people's health.

It recommends that children aged between seven and ten should have no more than 24g of sugar each day. This is about the same as six cubes.

However, with sugary drinks, cereals and yoghurts, many children are exceeding this amount. A can of cola might contain up to 39g of sugar — almost 10 sugar cubes!

Sugar can be found naturally in fruit and vegetables and we need some of this sugar in our diet. It gives our bodies energy and essential nutrients.

However, experts are particularly worried about 'free sugars'. As well as being found naturally in honey, these sugars are also added to other foods, such as flavoured yoghurts and fizzy drinks.



Photo: Cupcakes often have a lot of sugar in them.

Eating too much of these sugars can cause serious health problems. It can lead to obesity and tooth decay.

Some people have suggested a 'pudding tax'. This would be an extra charge on sugary foods, making them more expensive.

Others say that this wouldn't change what people ate and would make it harder for some individuals to afford food.

As we start the new year, it might be time to consider how we can eat a healthier diet with less sugar.

Glossary

| | |
|------------------|--|
| diet | The food that a person eats. |
| nutrients | Things found in food or drink which we need to survive. |
| obesity | The state of being very overweight. |
| tax | Money taken by the government to pay for public services, such as schools. |

ANSWERS

ANSWERS: English Activity 1

1. ***The door was the last one in the corridor.***

What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

It was the only one remaining; it was at the very end. That there were other doors in the corridor. Perhaps all of the other doors had been tried unsuccessfully. It was in this location for a reason. Last words - last breath.

2. How do the opening lines (highlighted above) set the mood of the story?
What are your immediate impressions?

They describe a corridor - with no electricity - possibly not inside a building. Feelings of suspense and wonder at what is behind the door. Why is the door locked so securely? Questions as to whether the door is guarding something precious or something possessing great strength.

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

A variety of answers depending on interpretation

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

Hefty means large and heavy. The chain was large and heavy to either keep people from opening the door easily to protect what it was guarding or to keep what was behind the door (which must have great strength) from escaping.

5. ***Darkness and a damp smell oozed through the black slit.***

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

Feelings of trepidation and worry - use of the word *oozed* suggests it moved slowly. Whatever is behind the door is not a good thing. Darkness can suggest evil/badness. Damp suggests moisture or water. Suggests something is underground without light. The writer is using the senses to describe the scene.

ANSWERS: 10-4-10

1. Write 18 minutes to 3 in the afternoon in the 24 hour clock. **14:42**

2. What is the difference between 29 and 68? **39**

3. How many vertices are there on a cube? **8**

4. What is the product of 9 and 4? **36**

5. Multiply 65 by 100.
6500

6. What is 6^2 ? **36**

7. What is the total of 3.9 and 4.3? **8.2**

8. Write $\frac{27}{100}$ as a decimal.
0.27

9. I think of a number, I multiply it by 9 and then subtract 7. My answer is 47. What number did I think of? **6**

10. What number is halfway between 12 and 13? **12.5**

ANSWERS: Subtracting decimals with the same number of decimal places

- 1 Use a place value chart and counters to help you complete the subtractions.

| Tens | Ones | Tenths | Hundredths |
|------|----------------|------------------------------------|----------------|
| 10 | 1 1 1 1 1 1 | 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 | 0.01 0.01 0.01 |

a) $14.83 - 12.12 = 2.71$

c) $14.83 - 12.92 = 1.91$

b) $14.83 - 12.14 = 2.69$

d) $14.83 - 12.94 = 1.89$

- e) Which calculation was easier? Talk about it with a partner.
 f) What happens when you don't have enough counters in a column to take away?

You need to make an exchange.

- 2 Complete the sentences.

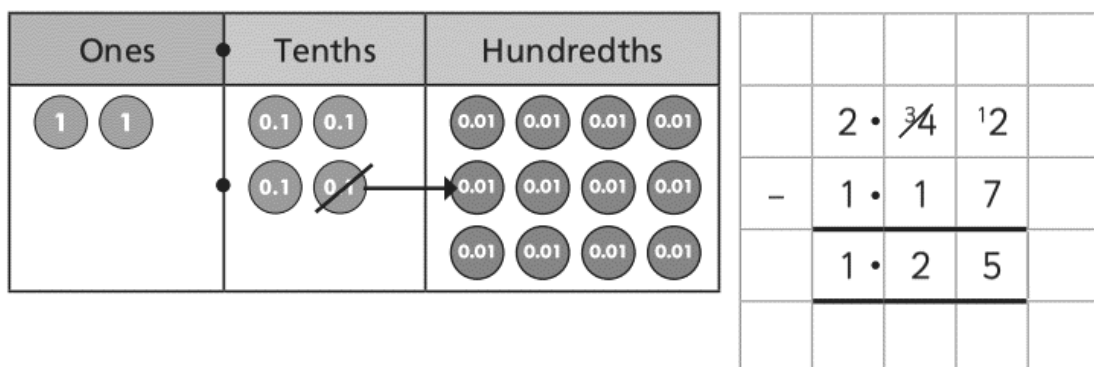
1 ten can be exchanged for 10 ones.

1 one can be exchanged for 10 tenths.

1 tenth can be exchanged for 10 hundredths.

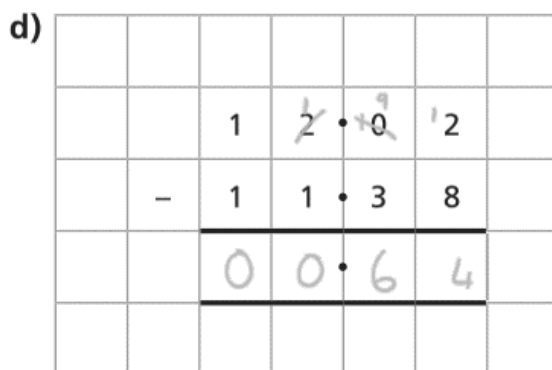
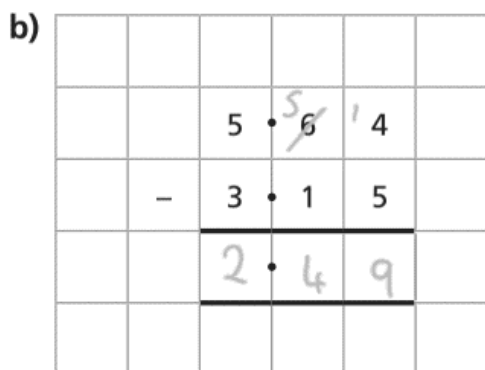
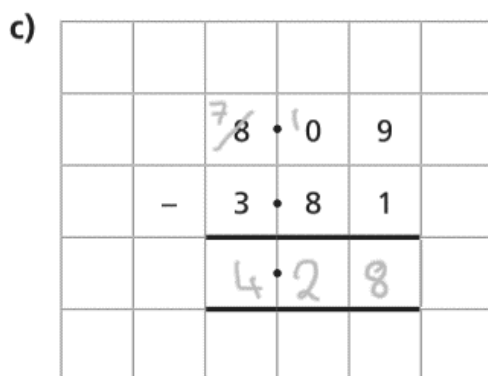
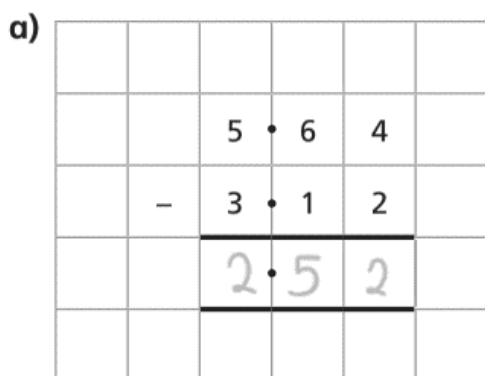
3 Annie is calculating $2.42 - 1.17$ using the column method.

She uses a place value chart to help her.

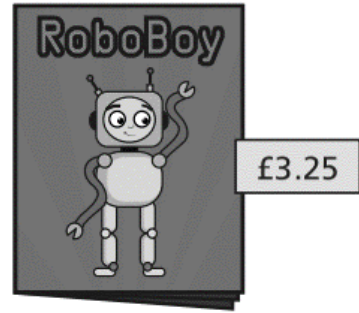


How does the place value chart support the column method?

4 Complete the column subtractions.



- 5 Whitney has £8.52
She buys this comic.
How much money does she have left?



£ 5.27

- 6 Here are some items for sale in a shop.



- a) How much more does a scarf cost than a bag of marbles?

£ 2.64

- b) Esther has £15.31
She buys a pair of headphones and a bag of marbles.
How much money does she have left?

£ 3.94

- c) Tom has £7.01
He buys one item and has £5.92 left.
What did he buy?

Tom bought a keyring.

7 Ron and Dora are doing a sponsored walk.

Ron walks 3.12 miles.

Dora walks 5.49 miles.

How much further does Dora walk than Ron?

Dora walks miles further than Ron.

8 Tommy has three pieces of string.

- The first piece is 0.78 m long.
- The second piece is 0.24 m shorter than the first piece.
- The third piece is 0.07 m shorter than the second piece.

What is the total length of all three pieces of string?

Give your answer in metres and centimetres.

m and cm

9 A, B and C are points on a number line.



How much greater is the difference between A and C than the difference between B and C?

Sugar ranking cards



Packet of ready salted crisps

0.1 sugar cubes (0.3g)



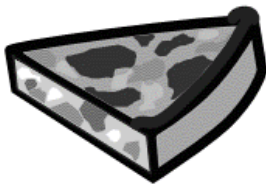
45g of salted peanuts

0.3 sugar cubes (1.3g)



Wheat biscuit cereal (without milk)

0.4 sugar cubes (1.7g)



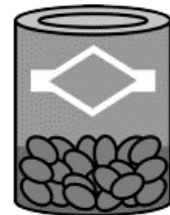
Slice of pizza

0.5 sugar cube (1.9g)



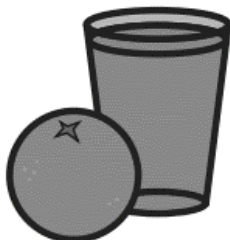
Chocolate biscuit

1.5 sugar cubes (6.2g)



Half a can of baked beans

2.4 sugar cubes (9.8g)



150ml glass of orange juice

2.5 sugar cubes (10g)



Sugary cereal (without milk)

2.8 sugar cubes (11.3g)



Can of cola

8.7 sugar cubes (25.5g)