

Thursday 7th May

Hello year 5,

Welcome to another week of home learning. 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. 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." It is also important to take the time to relax, exercise and to be kind to yourselves and everyone else in your house.

Take care,

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

Today we are going to write a persuasive paragraph using all the skills we have learnt this week.

Task 1: Read and highlight features of a persuasive letter.

Read slide 5 '**Letter to the Editor**'. How would you summarise this letter in one headline sentence? What do you think you can tell about the writer from the letter? Use slide 6 '**Annotation Prompt**' to help you label and highlight the '**Letter to the Editor**'.

Task 2: Writing a paragraph.

Read slide 7 '**Schools Should**'. Which of these ideas do you agree with? Which do you disagree with? Why? Write a paragraph about one of the ideas from '**Schools Should**'. Use the example on slide 8 about '**Cooking Lessons**' to help you write in the same style. Now share your paragraph with an adult and explain to them the different reasons that you have given.

Letter to the Editor

Dear Sir,

I wish to draw your attention to a problem which must be dealt with. As a local citizen and park volunteer, I must urge that the council ban ball games in the park. There are three main reasons why this has to be done.

The first and most important reason is the damage caused by ball games. Our delicate blooms and fragile flowers are squashed and broken every time a large, heavy ball is sent blasting through the flowerbeds. These rough games encourage thoughtless youths to skid and slide across our carefully tended lawns, leaving deep gouges like scars. The park spends thousands of pounds on new shrubs and plants each year. How much more money will be wasted before good sense wins?

My second point refers to the risks to people and animals caused by aggressive ball games. The park is used daily by many families with young children and older people who may be unsteady on their feet. It is clear that balls crossing paths like bullets may cause painful injuries to those innocently passing by. What about our precious wildlife? Our park should be a safe haven for the curious squirrels and charming pigeons that live peacefully in the trees. How can we explain to them that the ball that smashed through a nest was only meant to be a bit of fun?

My last point is that ball games are pushing out the activities that everyone should be able to enjoy, like picnics, peaceful walks and sunbathing. It is not safe to sit or lie anywhere in the park because of the threat of speeding footballs and tennis balls. Sunbathing dropped by 20% last year.

To sum up, ball games must go. Some people might say that I am spoiling everyone's fun by demanding an end to ball games. However, it is the ball games that are spoiling the fun. It is the ball games that are spoiling the park.

Yours faithfully,

A concerned citizen

Annotation Prompt

For this task it would be helpful to have the letter printed out in front of you if you can.

1. Read the letter on the previous slide.
2. Label the **introductory** paragraph and **concluding** paragraph.
3. Decide the main points of the letter and underline them (there are three).
4. Highlight the text that elaborates on each main point. Use a key to show which:
 - explains further
 - supports with facts or evidence
 - asks a rhetorical question

Schools should...

Schools should teach children to climb trees.

Teachers could give sleep lessons.

Children will learn about reducing sugar in English and Maths lessons.

Children ought to have compulsory cooking skills sessions.

Driving should be added to the curriculum.

Students must learn life-saving skills at school.

Write a paragraph

Read the paragraph about cooking lessons. Write a similar paragraph about a new topic.

If we had cooking lessons each week, it could encourage children to eat more healthy food. Preparing fresh fruit and vegetables means that children will want to eat them more often. Children are more likely to try healthy new foods when they have cooked the food themselves. Food cooked by people in their homes must be more healthy than fast food and takeaways.



MATHS

10-4-10

1. $\frac{3}{4} + \frac{2}{3} =$

2. $8\frac{7}{8}$ = improper fraction ?

3. $\frac{17}{5}$ = mixed number?

4. If 7 is a prime number. What will the next prime number be?

5. Write in words: 736,251

6. $3271 + 15,627 =$

7. $£20.00 - £14.99 =$

8. $167.5 + 129.23 =$

9. $4705 \div 6 =$

10. $1747 \times 7 =$

Remember, ten minutes to answer ten questions!

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

MATHS

WALT: subtract decimals with a different number of decimal places.

Maths this week continues on from the decimal work we did last week.

Use the following link to White Rose Maths Home Learning Yr.5 and watch the video Summer Term: Week 2: Lesson 4: Subtracting decimals with a different number of decimal places. (It doesn't matter that it says W/C 27th April, we are continuing on from last week).


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


The video explains the concept in various ways. You can pause, rewind or fast forward it at any time. You may like to have a go at the flashback 4 questions, 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 

Subtracting decimals with a different number of decimal places

1 Use the place value chart to help you work out the subtractions.

Ones	Tenths	Hundredths
● ● ●	● ● ●	● ● ●
● ●		● ● ●

a)

	5	3	6
-	1	2	
<hr/>			
		.	
<hr/>			

c)

	5	3	6
-	3	8	
<hr/>			
		.	
<hr/>			

b)

	5	3	6
-	3	5	
<hr/>			
		.	
<hr/>			

d)

	5	3	6
-	4	7	
<hr/>			
		.	
<hr/>			

2 Alex is using counters to help her work out $4.7 - 1.35$



I can't do this as I don't have any hundredths counters.

Do you agree with Alex? _____.

Talk about it with a partner.

3 Complete the subtractions.

a)

	2	3	6
-	1	4	
<hr/>			
		.	
<hr/>			

c)

	7	3	
-	1	1	5
<hr/>			
		.	
<hr/>			

b)

	6	1	5
-	3	8	
<hr/>			
		.	
<hr/>			

d)

	2	4	4
-	3	1	2
<hr/>			
		.	
<hr/>			

4 Use the column method to work out the subtractions.

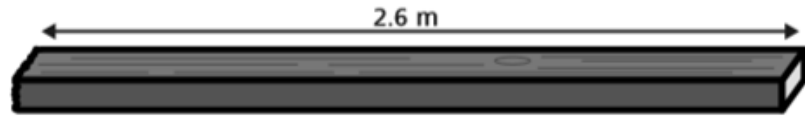
a) $13.59 - 1.82$

c) $5.6 - 1.39$

b) $73.84 - 9.2$

d) $18.2 - 3.64$

- 5 A plank of wood measures 2.6 m.
A carpenter cuts a piece of wood from the plank that is 0.52 m long.



- a) What is the length of the remaining plank?

 m

- b) The carpenter cuts a second piece of wood from the plank.
She now has 0.3 m of the plank remaining.
What is the length of the second piece of wood that she cut?

 m

- 6 The mass of a bag of marbles is 54.3 g.
These two marbles are removed from the bag.



What is the mass of the bag of marbles now?

 g

- 7 Work out the missing digits.
 $\underline{\quad}3.4 - 2.5\underline{\quad} = 10.81$

- 8 Use the column method to work out the subtractions.

a) $14 - 2.7$

d) $26 - 3.91$

b) $8 - 3.65$

e) $25 - 3.842$

c) $20 - 2.85$

f) $90 - 0.821$

ART

Q: Can I create a totem pole design?








As part of our 'Red, White and Blue' topic, we will look at both the UK and USA. In art we look at Native American art and in particular totem pole design, purpose and meaning.



What is a totem pole?

A totem can be a symbol of a family, clan or tribe. In Native American tradition people are believed to be connected to different animals, that guide them throughout their life. These animals have different spiritual meaning and are depicted on totem poles. A bit like a family crest, animals are used to show the values and characteristics of a family or tribe.

TOTEM POLE ANIMAL & OBJECT SYMBOPLISM

	Beaver	Old, wise, builder, creative, artistic & determined, strong sense of family, builder of dreams
	Eagle	Ruler of the sky, great strength, leadership, prestige, divine spirit, connection to creator
	Frog	Spring & new life, communicator, stability, rich in life, survivalist, connection to water element
	Hawk	Strength, quick to assist when in need of help, messenger, stopper of time
	Thunderbird	Caller of rain, mystical, leadership, known to make lightning and thunder with a blink of an eye or flap of its wings
	Whale	Hunter & commanding of the sea, family centered, wisdom, power, cleanser
	Wolf	Loyalty, success, perseverance, powerful, heals humans that are sick, teacher, pathfinder and survivalist



YOUR TASK

Q: Can I create a totem pole design?

- First research some of the animals and their meanings (use slides 14 and 17 to help you).
- Choose the animal you would like to put on the top of your totem pole.
- Next choose three more animals that you identify with in some way, these animals will make up the rest of your totem pole.
- Now draw and colour your design (you can use the template on slide 17 if you wish). Pay attention to the way the animals are drawn or carved, look at the colours used (use the examples on slide 16 to help you).



Your spirit animal:
Which animal represents your personality?

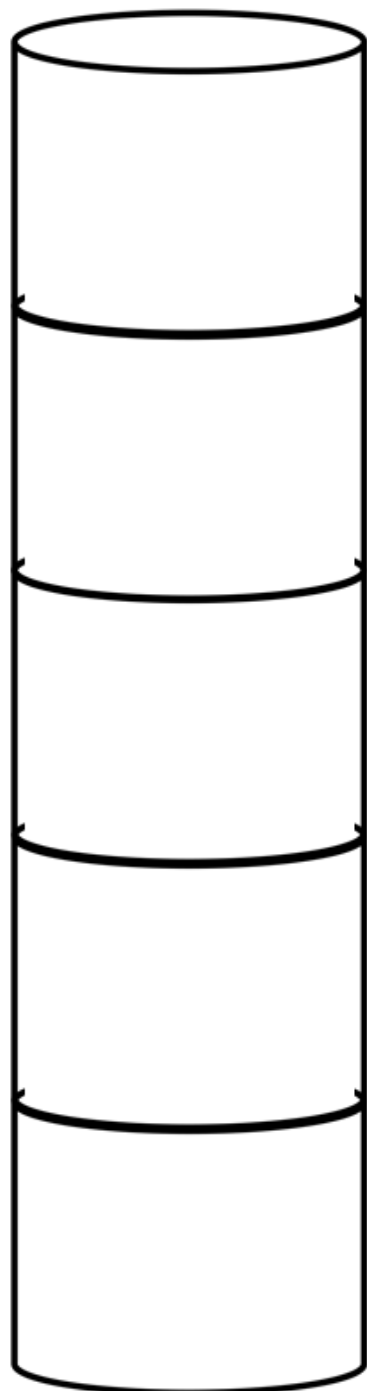
Draw the head of this animal.

Where you live:
Draw something that reminds you of your home or the town that you live in.

A member of your family:
Draw their spirit animal. Who have you drawn? What animal did you choose?

What you like to eat:
Draw your favourite food. What is it?

What you like to do:
Draw a hobby or something you enjoy doing.



Totems:

Alligator:	maternal, vengeful	Goose:	reliable; prudent; vigilant; parental; protective
Ant:	group-minded; patient; active; industrious	Hawk:	gives information; intuitive; victorious; visionary
Antelope:	active; agile; willing to sacrifice	Horse:	independent; enduring; mobile; powerful; free
Armadillo:	safety orientated, cautious	Lion:	family-orientated; strong; energetic; courageous; protective
Badger:	courageous; aggressive; healing and energising	Lizard:	good at conversation; visionary
Bat:	long-living	Llama:	good with others
Bear:	industrious; instinctive; healing; powerful; protective of the world; strong	Lynx:	trustworthy; protective; discreet; guiding
Beaver:	determined; strong-willed; constructive; protective	Moose:	headstrong; enduring; steadfast; wise
Bee:	organised; industrious; protective; wise; social; enthusiastic about life	Mouse:	observant; orderly; organised; detail-orientated
Buffalo:	spiritual; strong	Otter:	playful; friendly; dynamic; joyful; helpful; generous
Butterfly:	creative; transforming	Owl:	insightful; informative; wise; silent
Cat:	protective; independent; mysterious; magical	Ox:	self-sacrificing
Cheetah:	swift; focused; insightful	Peacock:	dignified; self-confident
Cow:	nurturing; maternal	Porcupine:	companionable; trustworthy
Coyote:	intelligent; stealthy; tricky; mischievous	Rabbit:	humble; balance; intuitive
Crane:	independent; just; enduring; intelligent; vigilant	Raccoon:	curious
Crow:	strong morals; changeable; creative; spiritual; energetic; just	Raven:	thinker; courageous; self-aware; protective; magical
Deer:	intellectual; gentle; kind; caring; graceful; innocent	Salmon:	proud; intense; confident; wise; inspiring; rejuvenating
Dog:	noble; faithful; loyal; good at learning; protective; guiding	Sea horse:	confident; graceful
Dolphin:	kind; wise; happy; intelligent	Seal:	loving; imaginative; creative
Dragon:	wise; powerful; fiery	Shark:	enduring; adaptable
Dragonfly:	carefree; imaginative	Snake:	impulsive; shrewd; energetic; wise
Eagle:	intelligent; courageous; spiritual; daring	Squirrel:	organised
Elephant:	strong; powerful; wise	Stag:	ruling; beautiful; generous
Elk:	strong; agile; independent; pure; noble	Swan:	graceful; balanced; innocent; soulful
Falcon:	adventurous; passionate; leader	Tiger:	strong; powerful; energetic
Fish:	graceful	Turkey:	generous; life-giving
Fox:	cunning; agile; quick-witted; diplomatic	Turtle:	nurturing; shy; protective
Frog:	transforming; sensitive; beautiful; powerful	Weasel:	strong; energetic; ingenious
Gazelle:	strong	Whale:	wise; giving
		Wolf:	loyal; persevering; successful; intuitive; good at learning; spirited
		Woodpecker:	sensitive; protective; loyal

ANSWERS

10-4-10 ANSWERS

$$1. \frac{3}{4} + \frac{2}{3} = \frac{9}{12} + \frac{8}{12} = \frac{17}{12} = 1 \frac{5}{12}$$

$$2. 8 \frac{7}{8} = \frac{71}{8}$$

$$3. \frac{17}{5} = 3 \frac{2}{5}$$

4. If 7 is a prime number. What will the next prime number be? 11

5. Write in words: 736,251

Seven hundred and thirty six thousand, two hundred and fifty one.

$$6. 3271 + 15,627 = 18,898$$

$$7. \text{£}20.00 - \text{£}14.99 = \text{£}5.01$$

$$8. 167.5 + 129.23 = 296.73$$

$$9. 4705 \div 6 = 784 \text{ r}1$$

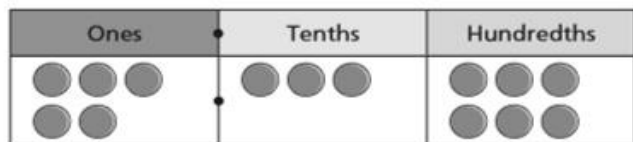
$$10. 1747 \times 7 = 12,229$$

MATHS ANSWERS

Subtracting decimals with a different number of decimal places

White
Rose
Maths

- 1 Use place value counters to help you work out the subtractions.



a)
$$\begin{array}{r} 5.36 \\ - 1.2 \\ \hline 4.16 \end{array}$$

b)
$$\begin{array}{r} 5.36 \\ - 3.5 \\ \hline 1.86 \end{array}$$

c)
$$\begin{array}{r} 5.36 \\ - 3.8 \\ \hline 1.56 \end{array}$$

d)
$$\begin{array}{r} 5.36 \\ - 4.7 \\ \hline 0.66 \end{array}$$

- 2 Alex is using counters to help her work out $4.7 - 1.35$



I can't do this as I don't have any hundredths counters.

Do you agree with Alex? No

Talk about it with a partner.



- 3 Complete the subtractions.

a)
$$\begin{array}{r} 2.36 \\ - 1.4 \\ \hline 0.96 \end{array}$$

c)
$$\begin{array}{r} 7.30 \\ - 1.15 \\ \hline 6.15 \end{array}$$

b)
$$\begin{array}{r} 5.15 \\ - 3.8 \\ \hline 2.35 \end{array}$$

d)
$$\begin{array}{r} 24.40 \\ - 3.12 \\ \hline 21.28 \end{array}$$

- 4 Use the column method to work out the subtractions.

a) $13.59 - 1.82$

$$\begin{array}{r} 2 \\ 13.59 \\ - 1.82 \\ \hline 11.77 \end{array}$$

c) $5.6 - 1.39$

$$\begin{array}{r} 5.60 \\ - 1.39 \\ \hline 4.21 \end{array}$$

b) $73.84 - 9.2$

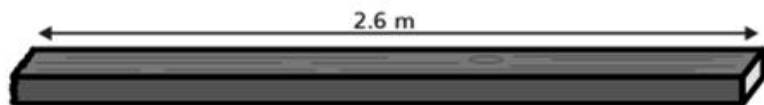
$$\begin{array}{r} 6 \\ 73.84 \\ - 9.2 \\ \hline 64.64 \end{array}$$

d) $18.2 - 3.64$

$$\begin{array}{r} 11 \\ 18.20 \\ - 3.64 \\ \hline 14.56 \end{array}$$

MATHS ANSWERS

- 5 A plank of wood measures 2.6 m.
A carpenter cuts a piece of wood from the plank that is 0.52 m long.



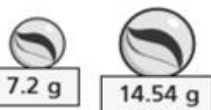
- a) What is the length of the remaining plank?

2.08 m

- b) The carpenter cuts a second piece of wood from the plank.
She now has 0.3 m of the plank remaining.
What is the length of the second piece of wood that she cut?

1.78 m

- 6 The mass of a bag of marbles is 54.3 g.
These two marbles are removed from the bag.



7.2 g

14.54 g

What is the mass of the bag of marbles now?

32.56 g

- 7 Work out the missing digits.

$$\underline{1}3.4 - 2.5\underline{9} = 10.81$$

- 8 Use the column method to work out the subtractions.

a) $14 - 2.7$

	1	3	0	
-		2	7	
	1	1	3	

d) $26 - 3.91$

	2	5	0	
-		3	9	1
	2	2	0	9

b) $8 - 3.65$

	8	0	0	
-		3	6	5
	4	3	5	

e) $25 - 3.842$

	2	4	0	0	
-		3	8	4	2
	2	1	1	5	8

c) $20 - 2.85$

	2	0	0	0
-		2	8	5
	1	7	1	5

f) $90 - 0.821$

	9	0	0	0	
-		0	8	2	1
	8	9	1	7	9