

Monday 4th May

Hi Year 5,

We hope you all had a wonderful weekend with your family. Keep safe and well and stay inside. Here are some activities to keep you busy over the week:

Maths:

This week we are going to go over our Multiples. You can spread the activity out over a few days and, because we have given you a choice of activities, you can come back and try one of the harder ones when you are ready. Mums and Dads can check your answers using the attached answer sheets.

Start by writing out the multiples for each times table that you know. This will really help when completing the activities.

Once you have done that, click on the attached presentation called **Maths Part 1**. When you have completed that, choose from the questions below:

Easy

<p>1a. Match the number to its multiple.</p> <table><thead><tr><th>Number</th><th>Multiple</th></tr></thead><tbody><tr><td>10</td><td>24</td></tr><tr><td>3</td><td>15</td></tr><tr><td>2</td><td>60</td></tr></tbody></table> <p> VF</p>	Number	Multiple	10	24	3	15	2	60	<p>1b. Match the number to its multiple.</p> <table><thead><tr><th>Number</th><th>Multiple</th></tr></thead><tbody><tr><td>5</td><td>20</td></tr><tr><td>2</td><td>27</td></tr><tr><td>3</td><td>18</td></tr></tbody></table> <p> VF</p>	Number	Multiple	5	20	2	27	3	18												
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<p>3a. Complete the sequence of multiples.</p> <p>6 <input type="text"/> 10 12 <input type="text"/> 16 <input type="text"/></p> <p> VF</p>	<p>3b. Complete the sequence of multiples.</p> <p>9 12 <input type="text"/> <input type="text"/> 21 24 <input type="text"/></p> <p> VF</p>																												
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MEDIUM

5a. Match the number to its multiple.

Number	Multiple
6	27
8	36
9	32



VF

5b. Match the number to its multiple.

Number	Multiple
12	99
11	40
4	72



VF

6a. True or false?

81 is a multiple of 8.



VF

6b. True or false?

108 is a multiple of 12.



VF

7a. Complete the sequence of multiples.

42 56 63



VF

7b. Complete the sequence of multiples.

36 48 84



VF

8a. Fill in the table below with two possible multiples for each number.

Number	Multiples	
7	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>



VF

8b. Fill in the table below with two possible multiples for each number.

Number	Multiples	
8	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>



VF

HARD

9a. Match the number to its multiple.

Number	Multiple
6	78
8	98
7	104



VF

9b. Match the number to its multiple.

Number	Multiple
13	165
11	78
9	135



VF

10a. True or false?

156 is a multiple of 12.



VF

10b. True or false?

155 is a multiple of 11.



VF

11a. Complete the sequence of multiples.

90 108 135



VF

11b. Complete the sequence of multiples.

108 144 168



VF

12a. Fill in the table below.

Number	x 13	x 14
7		
9		
12		
6		



VF

12b. Fill in the table below.

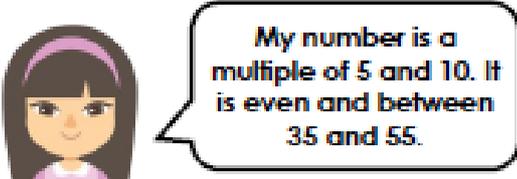
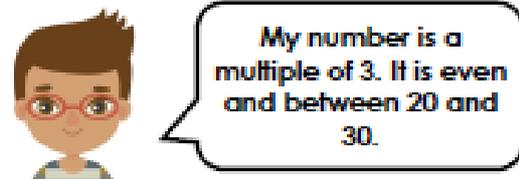
Number	x 14	x 15
8		
11		
4		
9		



VF

Now watch the attached presentation called 'Maths Part 2' and choose from the activities below:

EASY

<p>1a. Florence is thinking of a number.</p>  <p>My number is a multiple of 5 and 10. It is even and between 35 and 55.</p> <p>What could her number be? Is there only one answer?</p> <p> P2</p>	<p>1b. Greg is thinking of a number.</p>  <p>My number is a multiple of 3. It is even and between 20 and 30.</p> <p>What could his number be? Is there only one answer?</p> <p> P2</p>																								
<p>2a. Below is a section of a hundred square.</p> <table border="1" data-bbox="363 996 730 1272"> <tbody> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td>32</td> </tr> <tr> <td>39</td> <td>40</td> <td>41</td> <td>42</td> </tr> </tbody> </table> <p>Why are some of the numbers shaded? Why do some of the numbers have circles around them?</p> <p> R</p>	19	20	21	22	29	30	31	32	39	40	41	42	<p>2b. Below is a section of a hundred square.</p> <table border="1" data-bbox="949 996 1316 1272"> <tbody> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>35</td> <td>36</td> <td>37</td> <td>38</td> </tr> </tbody> </table> <p>Why are some of the numbers shaded? Why do some of the numbers have circles around them?</p> <p> R</p>	15	16	17	18	25	26	27	28	35	36	37	38
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MEDIUM

4a. Mia is thinking of a number.



My number is a multiple of 9 and 3. It is even and between 50 and 60.

What could her number be?

Is there only one answer?



PS

4b. Alex is thinking of a number.



My number is a multiple of 11 and 2. It is even and between 20 and 50.

What could his number be?

Is there only one answer?



PS

5a. Below is a section of a hundred square.

42	43	44
52	53	54
62	63	64

Why are some of the numbers shaded?
Why do some of the numbers have circles around them?



R

5b. Below is a section of a hundred square.

62	63	64
72	73	74
82	83	84

Why are some of the numbers shaded?
Why do some of the numbers have circles around them?



R

6a. Which is the odd one out?

72	24	84
98	120	60
	48	

Explain how you know.



R

6b. Which is the odd one out?

12	64	16
40	32	58
	72	

Explain how you know.



R

HARD

<p>7a. Rachel is thinking of a number.</p>  <p>My number is a multiple of 3, 6 and 9. It is even and between 100 and 130.</p> <p>What could her number be? Is there only one answer?</p> <p> PS</p>	<p>7b. Monty is thinking of a number.</p>  <p>My number is a multiple of 11 and 7. It is even and between 130 and 160.</p> <p>What could his number be? Is there only one answer?</p> <p> PS</p>																											
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English: All answers to questions will be on the class page in week 4; all Success Criteria examples can be found in Classroom Secrets or Blog your teacher if unsure.

Kensuke's Kingdom by Michael Morpurgo

Watch and join in with the video link found on Y5's class pages, in week 4.

Day 1: Read Chapter 2, 'Water, Water Everywhere'

- Read along with Mrs Lee, then read it independently.
- Make a list of unknown words and look them up in the dictionary or online. (If you don't have access send me a blog.)
- Listen to page 18. The word 'bow' is written twice on this page and I have mispronounced it once. Which is the correct pronunciation the first 'bow' or second 'bow'?

Day 2: Questions

1. Which of the crew was allowed to idle? P18
2. How was Stella a comfort? p19
3. Who taught mother navigation? P21
4. What does Michael have to do for English? P21
5. Does Michael enjoy writing? p22

Challenge: Make your own Log Book. (Use a used tea bag to make the pages look yellow/aged.)

Day 3: Questions & Writing

6. Which part of the sailing did you think Michael most/least enjoyed? P17 & 18 (Use **Point Evidence** (quotation) **Explain**)
7. Why can Michael no longer argue with his mother? P20

Writing: Imagine you are Michael on an adventure around the world with your parents. Write your first entry in your Log Book. What happened to you yesterday at sea? What may you have seen, heard? How did you feel or react to what you did, see or hear? (Success Criteria: 1st person, fronted adverbials, expanded noun phrases and past tense.)

Day 4: Questions and Writing

8. Why do you think this chapter is called 'Water, Water Everywhere?' p17 & 18
9. Is 'heaving' a good word to describe the sea? P18
10. Michael says his school work is a 'conspiracy'. What does he mean? P20

Writing: Write your second entry in your Log Book. (Success Criteria: Use descriptive language: metaphors, similes and expanded noun phrases and subordinating clauses ISAWAWASUB)

Day 5: Questions and Writing

11. What do you think are the main differences between learning at school and learning at sea? P20 & P21
12. Can you think of any other stories that use diaries or Log Books to tell part of the tale?
13. Is this an effective build up? P22 & P23 (Use **PEE**)

Writing: Write your third entry in your Log Book. (Success Criteria: relative clauses and use previous success criteria).

Science:

As our topic for this half term was Properties and Changes of Materials, we would like you to give this investigation a try. If you manage to do it, please take photos and put them on the blog.

***** THIS MUST ONLY BE DONE WITH AN ADULT*****

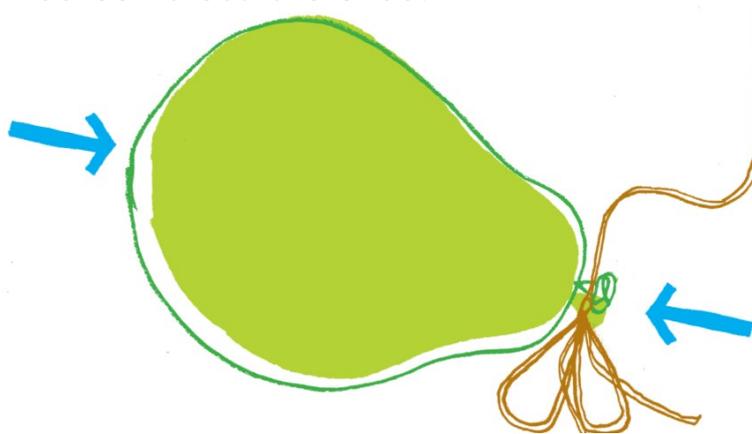
You are going to: Make a balloon skewer.

Materials:

A balloon blown up until it is $\frac{3}{4}$ full, a wooden skewer, cooking oil.

Method:

1. Dip the skewer in the cooking oil.
2. Push the skewer into the balloon until it pierces it.
3. If the balloon bursts, try it again – look for the places where the balloon is least stretched.



How it works:

Most of the balloon is stretched evenly but there are two points where the rubber is least stretched. The tied section and the darker patch at the opposite side of the balloon have the lowest surface tension.

PE:

Do PE with Joe Wicks each day. Have fun on 'Fancy Dress Friday.'

Remember to look out for Miss Spittlehouse's PE challenge on the school website and in 'Seesaw.'

RE

How would you describe Daniel to someone who had not heard the story before? What 3 words would you pick and why?

Can you retell the story using modern examples? What might a punishment be today instead of a lion's den? What would you have to do to get thrown in there?

Write a short letter or diary entry as Daniel from inside the lion's den. How would you be feeling?

Latin:

Practise your Roman numerals in a game of Roman numeral bingo (see attached file).

History

VE Day (Victory in Europe Day) Friday 8th May

What is VE Day?

This day marks the end of the Second World War in Europe. It happened when Germany surrendered. It was not the end of the war completely, as it continued in the Pacific against Japan. The war officially ended there in September, when the surrender was signed. It marked the end of 6 years of war, including countries from around the world.

Why is it significant?

This day can be seen as a positive time as victory had been secured by the Allied countries in Europe. It is also a time to think about the people that fought, died and contributed at home in the war effort.

Imagine you are designing a street party to celebrate. Here are some ideas.

Art and Design – use pattern and colour to create some Union Jack bunting for the street party.

DT – plan what you would serve for a street party to mark the end of war in Europe. Can you use what we learned about rationing and limit the food available to be used during the party?

Music – research music from the 1940s that you might play at the party. Can you learn one of the songs?

General:

Make sure you logon to <https://kids.classroomsecrets.co.uk> using the login details provided in your home learning pack. There are lots of Maths, Reading and EGPS activities on there and more are being added all of the time. They are interactive and will let you know straight away if your answers are correct. Look in the attached files for your oracy game for May. Have a go with your family. Maybe record it and share it on the blog.

Useful Websites:

<http://www.twinkl.co.uk/resources/parents>

Times tables: <http://trockstars.com/>

Art: <http://www.mrsbrownart.com> and click on lesson plans for lots of arty projects

Science: wonderopolis.org/wonders?category=science

Don't forget to blog on SEESAW. You'll find it on our class page.