

Home Learning Summer WB 13.7.20

Year 5

Weekly Maths Tasks	Weekly Reading Tasks
<ul style="list-style-type: none"> ● Multiplying and dividing by 10, 100, 1000 task below ● Problem solving activity below ● Arithmetic quiz below. ● Times tables work – Mixed times tables practise sheets below and/or Times table Rockstars 	<ul style="list-style-type: none"> ● Regular Reader – Read a book at least 3 times this week. ● Read The Meteor Shower below and complete the questions. ● Hull Libraries' Summer Reading Challenge <p style="margin-left: 20px;">- sign up for free! https://summerreadingchallenge.org.uk/</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  <p>SUMMER READING CHALLENGE Take part in the Summer Reading Challenge 2020. Let's get silly! THE READING AGENCY</p> <p><small>Hull Libraries @hull_libraries · 29 Jun This year the Summer Reading Challenge is turning digital! We'll be celebrating funny books, happiness and laughter through the Silly Squad theme from The Reading Agency. Sign up online here: summerreadingchallenge.org.uk</small></p> </div>

Weekly Spellings Tasks	Weekly Writing Tasks
<p>Spelling – pick 10 words from the Y5 and 6 list that you are unsure on. Practise throughout the week, before a test at the end of the week.</p> <p>Spelling sheet below, practise these spellings through the week.</p> <p>**If you can, use Spelling frame Year 5 and 6. Click on play – click on spelling tiles for the games given, then later on in the week complete the spelling test. https://spellingframe.co.uk/spelling-rule/75/62-Random-selection-of-12-words-taken-from-years-5-and-6-word-list</p> <ul style="list-style-type: none"> ● Revise your spellings from previous weeks. Can you still remember the spelling rules? Create a poster to help you remember. ● Pick out 4 words from the spelling lists/handwriting lists you don't know and practise those. **You could use https://www.spellingcity.com/ to enter your four words and it creates games and activities for you to be able to practise them. 	<p style="color: red;">Remember to write in full sentences which makes sense with capital letters and full stops. Try to vary your conjunctions, included expanded noun phrases, relative clauses and fronted adverbials to you're your writing exciting.</p> <ul style="list-style-type: none"> ● Write a letter to your new teacher. <ul style="list-style-type: none"> - What do you like/dislike? - What are your hobbies? - Who do you live with? - What are your hopes for Year 6? - What would you like to achieve next year? ● Pick out 5 spellings to put into sentences. Try to make these super sentences by using a variety of conjunctions, expanded noun phrases, relative clauses and fronted adverbials. ● Use the handwriting sheet below, practise with a pen, pencil or even colours.

Learning Project - to be done throughout the week: Transition

PSHE Dreams and Goals – see task below

Summer project from new teacher

Physical Activities

Lets Get Physical - Joe Wicks Joe Wicks morning workout
<https://www.youtube.com/channel/UCAxW1XT0iEJoOTYIRfn6rYO>

Isolation Icons – Hull Active Schools Primary Daily Challenge <https://www.hullactiveschools.org/isolation-icons>

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Maths -

Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					●			

Multiplying

X 10 digits move LEFT 1 space
X 100 digits move LEFT 2 spaces
X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
÷ 100 digits move RIGHT 2 spaces
÷ 1000 digits move RIGHT 3 spaces



$5 \times 10 = \underline{\quad}$

$6 \times 100 = \underline{\quad}$

$7 \div 10 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$5 \div 10 = \underline{\quad}$

$8 \div 10 = \underline{\quad}$

$7 \times 100 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

Fill in the missing numbers:

$7 \times \underline{\quad} = 700$

$64 \div \underline{\quad} = 6.4$

$30 \div \underline{\quad} = 0.3$

$3 \times \underline{\quad} = 30$

Fill in the space with either x or ÷ so that the calculation is correct:

$62 \underline{\quad} 10 = 6.2$

$4 \underline{\quad} 10 = 40$

$5 \underline{\quad} 100 = 500$

$40 \underline{\quad} 100 = 0.4$

True (T) or False (F):

$7 \times 100 = 70 \quad \square$

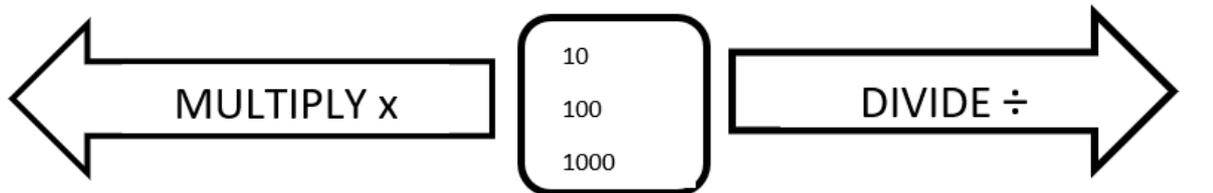
$79 \div 10 = 790 \quad \square$

$30 \div 100 = 0.3 \quad \square$

$1 \times 10 = 10 \quad \square$

REMEMBER! When you multiply your digits move left and when you divide your digits move right.

The distance they move depends on the amount of zeros in your number. If you are multiplying by 100 they move left, 2 spaces because 100 has 2 zeros! The decimal point does not move!



a) $43 \times 10 = \dots\dots\dots$

b) $789 \times 100 = \dots\dots\dots$

c) $3.5 \times 100 = \dots\dots\dots$

d) $58.3 \times 10 = \dots\dots\dots$

e) $0.324 \times 1000 = \dots\dots\dots$

f) $2.098 \times 100 = \dots\dots\dots$

a) $39 \div 10 = \dots\dots\dots$

b) $410 \div 100 = \dots\dots\dots$

c) $654 \div 1000 = \dots\dots\dots$

d) $8.3 \div 10 = \dots\dots\dots$

e) $342.5 \div 100 = \dots\dots\dots$

f) $0.23 \div 100 = \dots\dots\dots$



Challenge:

a) $73 \times \dots\dots\dots = 7300$

b) $873 \div \dots\dots\dots = 87.3$

c) $0.802 \times 100 = \dots\dots\dots$

d) $\dots\dots\dots \div 1000 = 42.09$

e) $9.231 \times \dots\dots\dots = 923.1$

f) $98.02 \times \dots\dots\dots = 98020$

g) $9.002 \div \dots\dots\dots = 0.09002$

h) $2.0901 \times \dots\dots\dots = 2090.1$

i) $0.124 \div \dots\dots\dots = 0.00124$

j) $18.9802 \div \dots\dots\dots = 1.89802$



a) I start with the number 324. I subtract 268 from this and divide this answer by 10. What number do I end up with?

b) I start with the number 24. I multiply this by 36. I divide my answer by 100. What is my final number?

c) I think of a number. I add 7 to it and then divide it by 10. My answer is 3.8. What number did I start with?

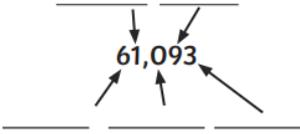


Maths – Problem solving activities

Number and Place Value Nice and Spicy! 

Place Value

Read, write, order and compare numbers to at least 100 000 and determine the value of each digit.



61,093

Number and Place Value Nice and Spicy! 

Solve Problems

Solve number and practical problems that involve all of the other objectives.

What number is added to 5900 to total 10,000?

9826 people attend a concert. The news said ten thousand attended the concert. To what number was the attendance rounded?

Number and Place Nice and Spicy! 

Identify and Represent

Round any number up to 100,000 to the nearest 10, 100, 1000 and 10,000.

27,135 rounded to the nearest 10 is _____

27,135 rounded to the nearest 100 is _____

27,135 rounded to the nearest 1000 is _____

27,135 rounded to the nearest 10,000 is _____

Number and Place Nice and Spicy! 

Compare and Order

Order and compare numbers to at least 10,000 and determine the value of each digit. Write in <, > or = in the box below.

5515 5155

Order the following:
7727, 2277, 7272, 7772

smallest			greatest

Number and Place Value It's getting hot! 

Counting

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.

26, 36,
46, 56

34,287,
35,287,
36,287

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Count back 8 from 5. To what number will you count?

Addition, Subtraction, Multiplication and Division Nice and Spicy! 

Calculating

Know and use the vocabulary of prime numbers

Prime numbers have only 1 and itself as factors.

Recall prime numbers up to 19

Prime numbers: 2, , 5, 7, , 13, , 19.

Addition, Subtraction, Multiplication and Division Nice and Spicy! 

Methods

Add and subtract numbers up to 3 digits mentally

562 + 240 = 720 - 457 =

Addition, Subtraction, Multiplication and Division Nice and Spicy! 

Methods

Add and subtract whole numbers with more than 3 digits, including using formal written methods (columnar addition and subtraction)

+	681	-	827
	907		643

Solve Problems

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Class A has 13 boys and 15 girls, and Class B has 16 boys and 17 girls. How many more children are in class B than class A?

Methods

Add and subtract numbers mentally with increasingly large numbers

$$3562 + 240 = \boxed{} \quad 4720 - 457 = \boxed{}$$

Challenge:

Alisha has £18.35 in her purse. Her father gives her £5 pocket money. She buys a book for £7.99 and a bag for £13.49. How much will she have left?

Naomi says Alisha has £1.87 left.
Jack says Alisha has £3.13 left.
Who is correct and what mistakes have been made?



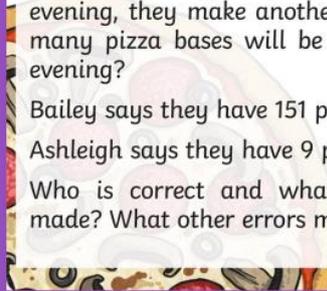
What other errors might be made?

A pizza shop makes 176 pizza bases before opening. Over the evening, they sell 247 pizzas. During the evening, they make another 80 pizza bases. How many pizza bases will be left at the end of the evening?

Bailey says they have 151 pizza bases left.

Ashleigh says they have 9 pizza bases left.

Who is correct and what mistakes have been made? What other errors might be made?



Maths – arithmetic quiz

1	$847 + 500 =$ <input type="text"/>	
2	$970 + 40 =$ <input type="text"/>	
3	$3849 - 300 =$ <input type="text"/>	
4	$36 \times 3 =$ <input type="text"/>	
5	$4.8 \times 100 =$ <input type="text"/>	

6	$\frac{1}{3} \times 9 =$ <input type="text"/>	
7	$\frac{1}{2} + \frac{3}{6} =$ <input type="text"/>	
8	$6 \times 3 \times 4 =$ <input type="text"/>	
9	$8^2 =$ <input type="text"/>	
10	$\frac{1}{4} \times 12 =$ <input type="text"/>	

13

$$3849 \div 3 =$$



14

$$384 \times 83 =$$



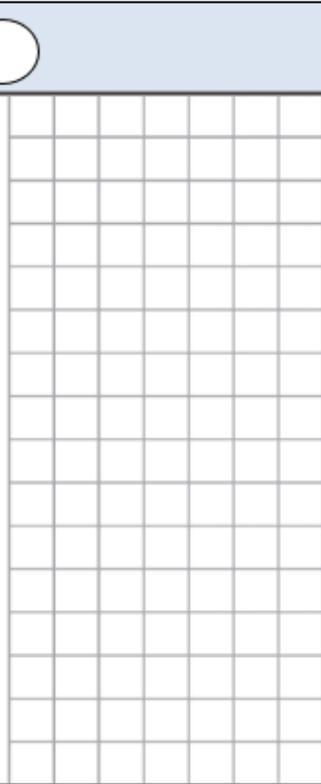
11

$$3749 + 4759 =$$



12

$$8.3 + 4.39 =$$



Times table practise mixed

Number of Questions: 30

Testing: 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x

$12 \times 2 = \underline{\quad}$ $11 \times 3 = \underline{\quad}$ $6 \times 7 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$ $8 \times 2 = \underline{\quad}$ $8 \times 4 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$ $7 \times 2 = \underline{\quad}$ $2 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$ $3 \times 12 = \underline{\quad}$ $7 \times 1 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$ $6 \times 2 = \underline{\quad}$ $12 \times 2 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$ $12 \times 8 = \underline{\quad}$ $5 \times 8 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$ $11 \times 5 = \underline{\quad}$ $11 \times 9 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$ $10 \times 8 = \underline{\quad}$ $2 \times 5 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$ $2 \times 12 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$ $6 \times 1 = \underline{\quad}$ $9 \times 4 = \underline{\quad}$

Number of Questions: 30

Testing: 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x (with inverse)

$12 \div 12 = \underline{\quad}$ $64 \div 8 = \underline{\quad}$ $10 \times 7 = \underline{\quad}$

$80 \div 8 = \underline{\quad}$ $5 \times 10 = \underline{\quad}$ $6 \times 11 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$ $12 \times 3 = \underline{\quad}$ $12 \times 2 = \underline{\quad}$

$10 \div 10 = \underline{\quad}$ $9 \times 12 = \underline{\quad}$ $11 \times 7 = \underline{\quad}$

$108 \div 12 = \underline{\quad}$ $10 \times 6 = \underline{\quad}$ $2 \times 3 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$ $6 \times 2 = \underline{\quad}$ $60 \div 10 = \underline{\quad}$

$11 \times 2 = \underline{\quad}$ $3 \times 3 = \underline{\quad}$ $3 \times 6 = \underline{\quad}$

$50 \div 5 = \underline{\quad}$ $11 \times 5 = \underline{\quad}$ $2 \times 5 = \underline{\quad}$

$88 \div 8 = \underline{\quad}$ $27 \div 9 = \underline{\quad}$ $12 \times 4 = \underline{\quad}$

$144 \div 12 = \underline{\quad}$ $10 \div 2 = \underline{\quad}$ $3 \times 12 = \underline{\quad}$

The Meteor Shower



10 We had been learning about space in school and our
19 teacher had told us about the expected Perseid meteor
29 shower. I managed to convince my mum that I 'needed'
40 to stay up to watch it, so we converted my trampoline
50 into a viewing station, with warm blankets, flasks of hot
59 chocolate, my binoculars, a torch and notebook and pen
63 (to record our sightings).
73 Although it had been drizzling most of the week, the
80 sky cleared that evening! Excitement bubbled inside
92 me like a lava lamp and I got cosy, lying back, staring
104 at the vast, inky sky. As my eyes adjusted, I began to
113 see more sparkling stars. Suddenly, I spotted my first
123 meteor, closely followed by another. It was going to be
126 an amazing evening...

Quick Questions



1. Find three words that are linked to 'seeing something'?



2. Where does the child watch the meteor shower?



3. Will it be 'an amazing evening'? Why do you think this?



4. Why does the author put 'needed' in inverted commas?

Handwriting task

Copy and repeat the words below.

knowledge

natural

remember

although

occasionally

probably

thought

possession

PSHE - Dreams and Goals

Objective: To understand what hopes and dreams are and to be able to talk about some of my own.

Key vocabulary:

- Dream
- Hope
- Goal
- Feeling
- Determination
- Perseverance

Activity 1 – Comprehension discussion

Read and discuss the key vocabulary words with a family member.

What do they mean?

When have you heard them before?

Can you use each of them correctly in a conversation?

You could try to learn to spell some of them.

Activity 2 - Warm up – Which animal?

Ask a partner or your group “If you had to be any animal for a week, what would you be? Why?”

Can you think of a thoughtful response?

Can you think of a funny response?

Which is your favourite response?

Activity 3 – Hopes, dreams and goal setting

- For 1 minute, **think** carefully about what hopes and dreams you have for the future
- Tell them to a partner
- Write down 2-3 things that you really want to achieve or have happen in the future – put this list to one side as we will need it shortly...

Have you heard of **SMART** goal setting?

- Talk with a partner about what you think this may be.

In this case, **SMART** is an acronym. This means that each letter in the word **SMART** represents a word. It stands for:

Specific

Measurable

Achievable

Relevant

Timely

- Talk again with your partner – what do you now think **SMART** goal setting is?
- Watch this video about **SMART** goals:

<https://www.youtube.com/watch?v=wGbmAH4mBPA>

Now revisit your list of hopes and dreams for the future

- Have you thought about or written your hopes and dreams as **SMART** goals?

For one (or more if you'd like) of your hopes and dreams, talk about it as a **SMART** goal (it will probably need breaking down into a few steps):

- What *exactly* do you want to achieve?
- How will you know that you have achieved your goal?
- Is it an achievable goal or does it need tweaking / breaking down into smaller, more achievable steps?

- Are the smaller steps in line with your overall goal? Will you be actively working towards it?
- *How long* would be realistic to achieve each smaller step and your overall goal? Write timings (days, weeks, months or even years) next to each action

You should now hopefully have a clearer idea of one or more of your hopes or dreams.

On a piece of paper, draw that hope or dream happening.

Bullet point the **SMART** steps next to it setting out how and when you will achieve it.

Think of somewhere safe to put this piece of paper where you can look at it often and assess how far towards it you have come, and what you need to do next.

Activity 4 – Reflective conversations

Think quietly about these questions for a couple of minutes, then discuss them with somebody that you trust:

- How do you now feel about your hopes and dreams? (Perhaps you aren't as interested in some now or maybe you want them even more)
- Do your hopes and dream feel *more* or *less* achievable now that you have set **SMART** goals?