Home Learning	W/C: Monday 11th May	Year: 5

We hope you're keeping safe and happy and enjoying our Home Learning tasks. We love seeing your photos and emails about what you've been doing at home so, please, keep them coming in to the school office!

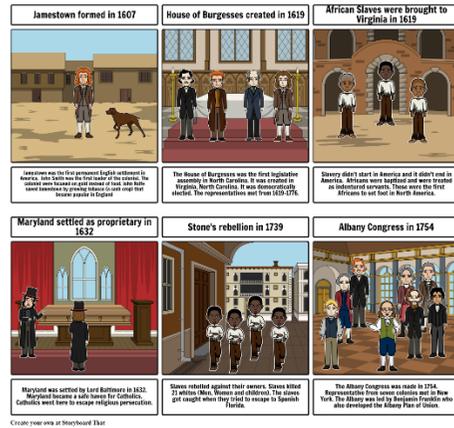|	English	Maths
Monday	For the next few weeks, our focus is going to be on The Story of Slavery, a book written by Sarah Courtauld. Can you think of any reasons why we are basing our English on this book? Miss Gordon is going to read parts of the book on her videos for you to work from. Here is part 1; https://www.youtube.com/watch?v=BUTWcXu26Co&feature=youtu.be Watch and listen to the video as many times as you need to in order to take some notes about The Story of Slavery so far.	**This week our focus is fractions** The intention is that you understand equivalent fractions, be able to compare them, add and convert them. Hopefully you will recall that a proper fraction is part of a whole shape or quantity. *Can you remember how to write them?* *What is a denominator? What is a numerator?* *We have covered mixed numbers and improper fractions before.* *Can you remember what they are?* Watch these videos: https://www.youtube.com/watch?v=CA9XLJpQp3c https://www.youtube.com/watch?v=ggYdPef3Nuk https://www.youtube.com/watch?v=qk2oP6FZ6HA (We have seen the third video before) Create a fraction wall on a piece of blank paper. You will need to start by drawing a bar that is 20cm long. Draw a second bar directly underneath it (20cm again) but divide it in half by drawing a vertical line in the centre. You should be able to work out half of 20cm. <table><tr><td colspan="2">1</td></tr><tr><td>½</td><td>½</td></tr></table> Repeat this step but do it to show **quarters, eighths and sixteenths.** You can colour your fraction wall but remember to label each segment with the fraction. *Vocabulary: Fraction, improper fraction, mixed numbers, equivalent, numerator, denominator* If you don't know what any of these words mean, try looking them up in a dictionary or online.

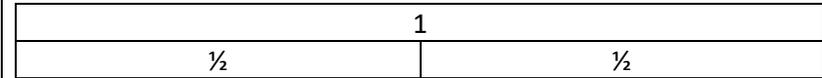|		
Tuesday	The aim for our English over the next couple of weeks is to produce a detailed historical piece of writing about slavery. Yesterday you heard the first three chapters of the book, which gave some background to the history of slavery. Your task today is to create a timeline of the history of slavery and to add as much detail as possible for each period. You could write it as an information text, a diary, a storyboard or you could be more creative, drawing a timeline with the detailed information attached to each era as a little booklet or fact file. Example of a storyboard idea; 	Watch the videos again if you want to. https://www.youtube.com/watch?v=CA9XLJpQp3c https://www.youtube.com/watch?v=ggYdPef3Nuk https://www.youtube.com/watch?v=qk2oP6FZ6HA Create another fraction wall on a piece of blank paper. You will need to start by drawing a bar that is 20cm long. Draw a second bar directly underneath it (20cm again) but divide it in half by drawing a vertical line in the centre. <table><tr><td colspan="2">1</td></tr><tr><td>½</td><td>½</td></tr></table> Repeat this step but do it to show **fifths, tenths and fifteenths**. You can colour your fraction wall but remember to label each segment with the fraction. Play this game: https://phet.colorado.edu/sims/html/fractions-equality/latest/fractions-equality_en.html
Wednesday	Watch the next video and listen to Chapter 4; https://youtu.be/VHtSpZmR9QM Can you imagine what it was like for Ottabah? Think carefully about each part of his story so far and what had happened to him. Plan a diary recount written in the first person.	**Converting Fractions to the same denominator and adding** Watch this video https://www.youtube.com/watch?v=I8PqofAIaZ0 Choose two of these fractions $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{10}$ $\frac{9}{15}$ $\frac{17}{20}$

	Find some excellent vocabulary in a thesaurus or online to describe the sights, smells, sounds, feelings and emotions that you (as Ottabah) would experience. You could do further research about the subject to add to your work if you would like to.	1 a) Change them so they have the same denominator. Then add them together. Write your answer as a mixed number. For example: $\frac{1}{2} + \frac{3}{5} = \frac{5}{10} + \frac{6}{10} = \frac{11}{10} = 1\frac{1}{10}$ 1b) Write the fractions in ascending order.
Thursday	Time to write the diary recount! Remember! • Capital letters and full stops. • Neatly joined handwriting. • Good opening (character/setting/speech/action) • Written in the Ist person. • Past tense. • Paragraphs. • Interesting vocabulary. • Makes sense all the way through. • Check, check and check again!	**Improper Fractions to mixed numbers** Watch this video https://www.youtube.com/watch?v=GpumUOiGS6Q Print off the digit cards below or make your own so that you can create some improper fractions. Remember, improper fractions will have a numerator that is larger than the denominator. **2a)** Turn your improper fractions into mixed numbers and write their equivalences with number statements. Example: $\frac{7}{3} = 2\frac{1}{3}$ **2b)** Choose pairs of fractions and compare them using < and > symbols.
Friday	Today is for you to finish off anything and, more importantly, to look back at the work you have done this week. Are you happy with it? Is there anything you could do better? Is there anything you need to correct? Is there anything you would like to change or add to your work?	**Poster or Games** Make a colourful, informative poster or booklet explaining fractions, improper fractions, mixed numbers, ordering etc. Play any or all of these games https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html https://www.topmarks.co.uk/Flash.aspx?a=activity06

	Remember, checking and editing your work in English is very important and a skill that you need to develop and continue into Year 6.	http://flash.topmarks.co.uk/4764

Enrichment Tasks

- Continuing with your amazing project work about Benin, as described in our enrichment task letter previously, this week we would like you to concentrate on the people of Benin. Do people live in different ways in different parts of the country? If so, why? What jobs do people do? What are their homes like and is that different in different parts of the country? You could find out about African food, clothing and jewellery. Can you find out anything about schools in Benin?

  Here are some useful websites. Parents please be aware that some websites about Benin children focus on problems such as child marriages, severe poverty etc so best to check first and perhaps talk through anything necessary with your child.

  https://en.wikipedia.org/wiki/Benin

  https://www.everyculture.com/A-Bo/Benin.html

  https://kids.kiddle.co/Benin

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