Year 5 Home Learning 18th January

Monday Zoom Session: Going through and discussing any problems with English and Maths work from Friday. Sharing examples of artwork progress. Reading through today's lessons and expectations.

Tuesday Zoom Session: Going through and discussing any problems with English and Maths work yesterday. Sharing examples of French progress. Reading through today's lessons and expectations.

Wednesday Zoom Session: Going through and discussing any problems with English and Maths work yesterday. Sharing History/Geography progress. Reading through today's lessons and expectations.

Thursday Zoom Session: Going through English and Maths work and discussing RE and PE from yesterday. Reading through today's lessons and expectations maybe focusing on Science.

Friday Zoom Session: Going through English and Maths work from yesterday. Spelling test. Reading through today's lessons and expectations. Possible Art focus.

Maths Answer sheets for last week's work on Multiplication:

Monday 11th answer sheet
https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y4-Spring-Block-1-ANS6-Multiply-2-digits-by-1-digit-2019.pdf

Tuesday 12th
https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Spring-Block-1-ANS7-Multipl-3-digits-by-1-digit-2019.pdf

Wednesday 13th
https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS1-Multiply-4-digits-by-1-digit-2019.pdf

Thursday 14th
https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-ANS2-Multiply-2-digits-area-model-2019.pdf

Friday 15th
https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-ANS2-Multiply-2-digits-area-model-2019.pdf

Day	Maths	English	Other
Day 1 Monday 18th January	**Starter** Times Tables Rock Stars **4 and 5** times table Or practise writing these out in full number sentences *Main Activity Multiplication and Division* Multiply 2-digits by 2-digits **Watch this video** which explains multiplying using the formal written method. https://vimeo.com/488553863 **Pause and solve** the problems as you watch. Rewind and re-watch any bits that you find tricky. Go at your own pace, and repeat it as much as you need to. **Complete the worksheet** (print off or write the answers on paper). https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO3-Multiply-2-digits-by-2-digits-2019.pdf Do as much as you can. Refer back to the video if you need to. Do working out and try your best. There may be questions that you can't do, but we want you to try your hardest to solve as much as you can.	**Starter** Write out the spellings; Words ending in 'ceable'; e.g. traceable, noticeable, peaceable, replaceable, sliceable. Look up the definitions in a dictionary/online. **Main Activity** Today is about reading a part of Shakespeare's Romeo and Juliet. It takes place after the party when Romeo decided to visit Juliet at her home. She eventually came out and started having a conversation with the Montague. Read the original script first. It will take some time as it is quite difficult. **The balcony scene;** http://shakespeare.mit.edu/romeo_juliet/romeo_juliet.2.2.html Did you understand any parts of it? Now read this modern version of the scene. Same scene in Modern language; https://myshakespeare.com/romeo-and-juliet/act-2-scene-2-full-scene-modern-english What do you understand their conversation was abut now?	**French** **La Nourriture** Watch this video lesson about food in restaurants. Pause when you need to so that you can make a note of any new vocabulary. https://www.youtube.com/watch?v=qLHXCMANzTc Create vocabulary cards to add to your collection. Note; There is a little mistake! les chips are described as chips on the video but les chips actually means crisps and the word for chips is les frites!

Day 2 – Tues 19th	**Starter** Times Tables Rock Stars **4 and 5** times table Or practise writing these out in full number sentences using the inverse calculations. *Main Activity Multiplication and Division* Multiply 3-digits by 2-digits **Watch this video** which explains multiplying using the formal written method. https://vimeo.com/488555095 **Pause and solve** the problems as you watch. Rewind and re-watch any bits that you find tricky. Go at your own pace, and repeat it as much as you need to. **Complete the worksheet** (print off or write the answers on paper). https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO4-Multiply-3-digits-by-2-digits-2019.pdf Do as much as you can. Refer back to the video if you need to. Do working out and try your best. There may be questions that you can't do, but we want you to try your hardest to solve as much as you can.	**Starter** Look back at spellings and practise them. Remind yourself of the meanings and if you are still unsure, look them up again. **Main Activity** Look back at the original version of the Balcony scene from yesterday. Can you highlight or write down any descriptions that Romeo used about Juliet? What do they mean? Check your answers with the modern version. The descriptions Shakespeare used were metaphors. A metaphor is when something is described as though it is something else, for example; The man roared at the children. In this case, the man's shouting has been described as a lion's roar in order to emphasise how loud and angry he was. Can you describe someone or something that you love? What words or metaphors would you use?	**Geography** To understand geographical areas. Last week you identified the countries and capital cities in Europe and this week we are going to concentrate on England. England is divided into areas called counties. We live in the county of Essex. Can you discover the other counties of England and which county is Shakespeare's birthplace (Stratford-upon-Avon) in? Scroll down these plans and you will find a map to help you.

| Day 3 Wed 20th | **Starter**
Times Tables Rock Stars
4 and 5 times table
Practise this in a random order.

Main Activity   Multiplication and Division
Multiply 4-digits by 2-digits (basic practice)
Watch this video which explains multiplying 4 digit numbers.
https://vimeo.com/488667737
Pause and solve the problems as you watch. Rewind and re-watch any bits that you find tricky. Go at your own pace, and repeat it as much as you need to.

Complete the worksheet (print off or write the answers on paper).
https://resources.whiterosemaths.com/wp-content/uploads/2020/12/Y5-Spring-Block-1-WS-Multiply-4-digits-by-2-digits-basic-practice-2020.pdf
Do as much as you can.
Refer back to the video if you need to. Do working out and try your best. There may be questions that you can't do, but we want you to try your hardest to solve as much as you can. | **Starter**
Using neat, joined writing, practise using spellings in sentences.

Main Activity
Recap writing a playscript.

https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8

Create a storyboard/cartoon of a playscript based on the balcony scene but set in modern times.
It might be meeting and talking to someone at school, who you like, or a meeting in a park or at school. Use your imagination. Remember to add speech bubbles to your storyboard/cartoon and a little note to explain the scene. | **PE**
Have a look online for some ideas about physical activities.
You could design your own 10 minute exercise plan.

RE

To understand forgiveness in Judaism

Now we're going to learn about what forgiveness means in different religions. Scroll down these plans and you will find the pages of a Powerpoint, telling you about forgiveness in Judaism.
Read the slides and then answer the questions. |
| Day 4 Thurs | **Starter   True or False?**
https://resources.whiterosemaths.c | **Starter**
Refer to the BBC website about word types again; | **Science**
To understand asexual reproduction in |

21st	om/wp-content/uploads/2020/01/T-or-F-Year-5-Spring-Block-1-S3-Multiply-2-digits-by-2-digits.pdf	Word grammar: What are word types? - BBC Teach	plants.
	Complete the true or false question. Then you could create your own True or false question similar to this one.	Refresh your memory by looking at the Factsheet, 'Understanding Different Word Types' and then have a go at the first worksheet 'Using Different Word Types'. You can also check your answers on the website.	We have been looking at how flowers reproduce and spread their seeds, but there is another way that some plants reproduce. Watch this video lesson about asexual reproduction in plants. Make notes as you watch;
	Main Activity Multiply 4-digits by 2-digits **Watch this video**. https://vimeo.com/488668598 **Pause and solve** the problems as you watch. Rewind and re-watch any bits that you find tricky. Go at your own pace, and repeat it as much as you need to. **Complete the worksheet** (print off or write the answers on paper). https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-WO5-Multiply-4-digits-by-2-digits-2019.pdf Do as much as you can. Refer back to the video if you need to. Do working out and try your best. There may be questions that you can't do, but we want you to try your hardest to solve as much as you can.	**Main Activity** Referring to your storyboard/cartoon from yesterday, now you need to write the playscript. Remember to include stage directions and adverbs (how the characters say something). An actor needs to be able to read your playscript and understand exactly what is going on, what to do and how to act.	https://www.youtube.com/watch?v=idCPXlNpwvY
Day 5	***Main Activity***	**Starter**	**Art;**

| Fri 22nd | Ensuring understanding of multiplying numbers up to 4 digits by one and 2 digit numbers using written methods.
Use today to re-watch videos and finish any questions from this week.
If you have found some of the work difficult, you can select ==one of the sheets below== to complete. <u>You do not need to do all of them.</u> Or you can make up some of your own multiplication problems by picking numbers at random. You may want to solve the ==real life word problems== or write some simple multiplication word problems yourself. | Test yourself on this week's spellings or write sentences using them, spelling them correctly and using accurate punctuation.

Main Activity

Comprehension Five Children and It

Read the extract (scroll down these plans), out loud to someone if you can. Then complete the questions following it.

If you are able to print the extract, that would be best, but keep it safe as there will be more questions based on this next week. | LI; To interpret the art of Klimt. Continuing with the last couple of week's lessons about Gustav Klimt, focussing on 'The Kiss', continue to create your own version of the painting, using colour, pattern and texture. Remember to add depth to your artwork by including collage, could be shapes added which are made from coloured/silver/gold paper, tissue paper, tin foil, fabric, wool. Anything you have available that would be suitable.
If you look at the video again, you will see Klimt adding gold leaf to his painting.
https://www.youtube.com/watch?v=CXQ7n0ezr_A |

==**Friday's Worksheets (Choose from any of these worksheets)**==

MULTIPLICATION: 2-DIGITS BY 1-DIGIT SHEET 1

Multiply a 2-digit number by 2, 3, 4 or 5.

1)
```
    3 2
  x   3
  ─────
```

2)
```
    2 5
  x   2
  ─────
```

3)
```
    1 3
  x   4
  ─────
```

4)
```
    1 6
  x   4
  ─────
```

5)
```
    2 5
  x   3
  ─────
```

6)
```
    2 3
  x   2
  ─────
```

7)
```
    8 6
  x   3
  ─────
```

8)
```
    8 3
  x   2
  ─────
```

9)
```
    9 5
  x   5
  ─────
```

10)
```
    7 6
  x   4
  ─────
```

11)
```
    3 8
  x   5
  ─────
```

12)
```
    5 7
  x   3
  ─────
```

13)
```
    4 0
  x   5
  ─────
```

14)
```
    8 9
  x   4
  ─────
```

15)
```
    2 9
  x   3
  ─────
```

<mark>Friday's Worksheets (Choose from any of these worksheets)</mark> Multiply 2 digit by 2 digit

35	21	81	89	85	81
x 40	x 54	x 99	x 25	x 59	x 60

16	97	39	57	25	10
x 73	x 78	x 21	x 48	x 67	x 47

58	41	41	10	41	16
x 26	x 97	x 85	x 23	x 98	x 74

54	84	39	46	44	10
x 81	x 36	x 93	x 68	x 18	x 62

Friday's Worksheets (Choose from any of these worksheets) Multiply 3 digit by 2 digit

$$
\begin{array}{r} 726 \\ \times\ 23 \\ \hline \end{array}
\qquad
\begin{array}{r} 434 \\ \times\ 23 \\ \hline \end{array}
\qquad
\begin{array}{r} 214 \\ \times\ 19 \\ \hline \end{array}
\qquad
\begin{array}{r} 161 \\ \times\ 27 \\ \hline \end{array}
$$

$$
\begin{array}{r} 551 \\ \times\ 49 \\ \hline \end{array}
\qquad
\begin{array}{r} 627 \\ \times\ 91 \\ \hline \end{array}
\qquad
\begin{array}{r} 216 \\ \times\ 52 \\ \hline \end{array}
\qquad
\begin{array}{r} 147 \\ \times\ 98 \\ \hline \end{array}
$$

$$
\begin{array}{r} 668 \\ \times\ 89 \\ \hline \end{array}
\qquad
\begin{array}{r} 739 \\ \times\ 59 \\ \hline \end{array}
\qquad
\begin{array}{r} 510 \\ \times\ 15 \\ \hline \end{array}
\qquad
\begin{array}{r} 683 \\ \times\ 85 \\ \hline \end{array}
$$

$$
\begin{array}{r} 482 \\ \times\ 83 \\ \hline \end{array}
\qquad
\begin{array}{r} 809 \\ \times\ 34 \\ \hline \end{array}
\qquad
\begin{array}{r} 333 \\ \times\ 41 \\ \hline \end{array}
\qquad
\begin{array}{r} 815 \\ \times\ 67 \\ \hline \end{array}
$$

4-Digit by 2-Digit Multiplication (A)

Name: _____   Date: _____

Calculate each product.

$$
\begin{array}{r}
9,444 \\
\times\ 66 \\
\hline
\end{array}
\qquad
\begin{array}{r}
7,849 \\
\times\ 96 \\
\hline
\end{array}
\qquad
\begin{array}{r}
6,047 \\
\times\ 75 \\
\hline
\end{array}
$$

$$
\begin{array}{r}
8,265 \\
\times\ 86 \\
\hline
\end{array}
\qquad
\begin{array}{r}
1,983 \\
\times\ 95 \\
\hline
\end{array}
\qquad
\begin{array}{r}
3,713 \\
\times\ 25 \\
\hline
\end{array}
$$

$$
\begin{array}{r}
9,237 \\
\times\ 91 \\
\hline
\end{array}
\qquad
\begin{array}{r}
3,411 \\
\times\ 60 \\
\hline
\end{array}
\qquad
\begin{array}{r}
5,661 \\
\times\ 81 \\
\hline
\end{array}
$$

Friday's Worksheets (Choose from any of these worksheets)   <u>**Real Life Problems**</u>

1) There is room in a multi-storey car park for 45 cars on each of 4

　　floors. How many cars are there if the car park is full?

2) It takes 75 bricks to build one wall of a house – how many bricks

　　will be needed to build all four walls?

3) 28 people eat school dinners. On average, each pupil is given 9

　　chips. How many chips do the dinner ladies need to cook?

4) There are 8 classes in school, each with 34 pupils in them. How

　　many letters need to be photocopied if each person is to take one home?

5) A car travels at 55 miles per hour (mph). How many miles will it

　　travel in 8 hours?

6) A school dinner costs 69p. How much will it cost to have school

　　dinners every day for 6 weeks?

7) The benches around school cost £40 each. How much did it cost

　　to buy 22 benches?

8) Emma saves £0.59 each week. How much has she saved after

　　16 weeks?

9) John receives a monthly allowance of £22. How much is he given

　　each year?

FIVE CHILDREN AND IT COMPREHENSION

The children have been playing in an old gravel-pit, trying to dig a hole to Australia. Some of the children have grown bored and have drifted off to explore an old cave instead, but Anthea has remained behind, digging the hole.

Anthea suddenly screamed:

"Cyril! Come here! Oh, come quick—It's alive! It'll get away! Quick!"

They all hurried back.

"It's a rat, I shouldn't wonder," said Robert. "Father says they infest old places—and this must be pretty old if the sea was here thousands of years ago"—

"Perhaps it is a snake," said Jane, shuddering.

"Let's look," said Cyril, jumping into the hole. "I'm not afraid of snakes. I like them. If it is a snake I'll tame it, and it will follow me everywhere, and I'll let it sleep round my neck at night."

"No, you won't," said Robert firmly. He shared Cyril's bedroom. "But you may if it's a rat."

"Oh, don't be silly!" said Anthea; "it's not a rat, it's much bigger. And it's not a snake. It's got feet; I saw them; and fur! No—not the spade. You'll hurt it! Dig with your hands."

"And let it hurt me instead! That's so likely, isn't it?" said Cyril, seizing a spade.

"What?"

"It said, 'You let me alone.'"

But Cyril merely observed that his sister must have gone off her head, and he and Robert dug with spades while Anthea sat on the edge of the hole, jumping up and down with hotness and anxiety. They dug carefully, and presently everyone could see that there really was something moving in the bottom of the Australian hole.

Then Anthea cried out, "I'm not afraid. Let me dig," and fell on her knees and began to scratch like a dog does when he has suddenly remembered where it was that he buried his bone.

"Oh, I felt fur," she cried, half laughing and half crying. "I did indeed! I did!" when suddenly a dry husky voice in the sand made them all jump back, and their hearts jumped nearly as fast as they did.

"Let me alone," it said. And now everyone heard the voice and looked at the others to see if they had heard it too.

"But we want to see you," said Robert bravely.

"I wish you'd come out," said Anthea, also taking courage.

"Oh, well—if that's your wish," the voice said, and the sand stirred and spun and scattered, and something brown and furry and fat came rolling out into the hole, and the sand fell off it, and it sat there yawning and rubbing the ends of its eyes with its hands.

"Oh, don't!" said Anthea. "Squirrel, don't. I—it sounds silly, but it said something. It really and truly did"—

"I believe I must have dropped asleep," it said, stretching itself.

The children stood round the hole in a ring, looking at the creature they had found. It was worth looking at. Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.

"What on earth is it?" Jane said. "Shall we take it home?"

The thing turned its long eyes to look at her, and said—

"Does she always talk nonsense, or is it only the rubbish on her head that makes her silly?" It looked scornfully at Jane's hat as it spoke.

"She doesn't mean to be silly," Anthea said gently; "we none of us do, whatever you may think! Don't be frightened; we don't want to hurt you, you know."

"Hurt me!" it said. "Me frightened? Upon my word! Why, you talk as if I were nobody in particular." All its fur stood out like a cat's when it is going to fight.

"Well," said Anthea, still kindly, "perhaps if we knew who you are in particular we could think of something to say that wouldn't make you angry. Everything we've said so far seems to have done so. Who are you? And don't get angry! Because really we don't know."

"You don't know?" it said. "Well, I knew the world had changed—but—well, really—Do you mean to tell me seriously you don't know a Psammead when you see one?"

"A Sammyadd? That's Greek to me."

"So it is to everyone," said the creature sharply. "Well, in plain English, then, a Sand-fairy. Don't you know a Sand-fairy when you see one?"

It looked so grieved and hurt that Jane hastened to say, "Of course I see you are, now. It's quite plain now one comes to look at you."

"You came to look at me, several sentences ago," it said crossly, beginning to curl up again in the sand.

"Oh—don't go away again! Do talk some more," Robert cried. "I didn't know you were a Sand-fairy, but I knew directly I saw you that you were much the wonderfullest thing I'd ever seen."

The Sand-fairy seemed a shade less disagreeable after this.

1. Read through the extract, underlining all the words and phrases that describe the Psammead's appearance.

2. Copy the words and phrases you have found about each of the Psammead's body parts into the table on the next page. For example, put all of the words and phrases describing the Psammead's eyes into one box.

3. Use the descriptions you have found to help you make sketches of the Psammead's body parts.

4. Put the sketches together to create your own full portrait of the Psammead!

Description of the Psammead's body part	Sketch of the Psammead's body part	My portrait of the Psammead

England

Administrative Counties 1965-1974

NORTHUMBERLAND

CUMBERLAND

DURHAM

WESTMORLAND

NORTH RIDING

YORKSHIRE

EAST RIDING

WEST RIDING

LANCASHIRE

CHESHIRE

DERBY

NOTTS

LINDSEY

LINCOLN

KESTEVEN

HOLLAND

RUTLAND

LEICESTER

NORTHANTS

NORFOLK

CAMBRIDGE AND ISLE OF ELY

HUNTINGDON AND PETERBOROUGH

SUFFOLK EAST

SUFFOLK WEST

ESSEX

HERTFORD

BEDFORD

BUCKS

GREATER LONDON

SHROPSHIRE

STAFFORD

WARWICK

WORCESTER

HEREFORD

GLOUCESTER

OXFORD

BERKS

SURREY

KENT

SUSSEX EAST

SUSSEX WEST

HAMPSHIRE

ISLE OF WIGHT

WILTSHIRE

SOMERSET

DORSET

DEVON

CORNWALL

Key Vocabulary

What do these words mean? Click to reveal the definition.

Sin – (noun) a bad action, often used in religion to mean to go against rules given by God. As a verb, to sin means to carry out a bad action.

Confess – (verb) to admit you have done something wrong or broken a law. The related noun is confession.

Repent – (verb) to feel sorry and to express how sorry you are for something you have done wrong. The related noun is repentance.
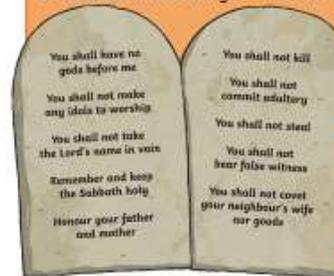
Atonement – (noun) the act of putting things right after someone has done something wrong. The related noun is to atone.

Sin

Sin – (noun) a bad action, often used in religion to mean to go against rules given by God. As a verb, to sin means to carry out a bad action.

Jews and Christians believe that some of the important rules given by God to human beings were the Ten Commandments. These were given to Moses up on Mount Sinai and were written on tablets of stone.

You shall have no gods before me

You shall not make any idols to worship

You shall not take the Lord's name in vain

Remember and keep the Sabbath holy

Honour your father and mother

You shall not kill

You shall not commit adultery

You shall not steal

You shall not bear false witness

You shall not covet your neighbour's wife nor goods

Do you know any of the Ten Commandments?

Read about how Moses received the Ten Commandments from God after he had led the Jewish people out of slavery in Egypt.
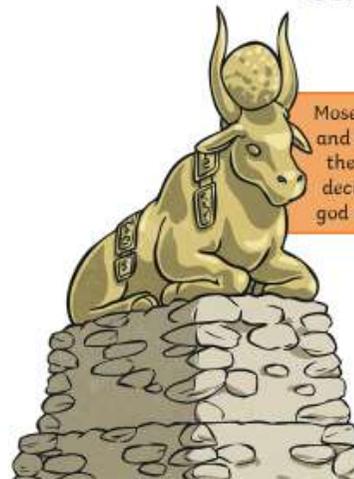
Sin

After three months of travelling, the Hebrews arrived at the foot of Mount Sinai. God called Moses to meet him at the top of the mountain. As he climbed up, there was a thunderstorm.

Sin

Moses was gone for a very long time, and the people waiting at the foot of the mountain grew impatient. They decided to make themselves another god to worship. It was a golden calf.

Sin

Then Moses returned to find the people worshipping the calf. He was very shocked. He broke the tablets God had given him and destroyed the calf. God forgave the people for worshipping the statue and told Moses to cut two more tablets of stone.
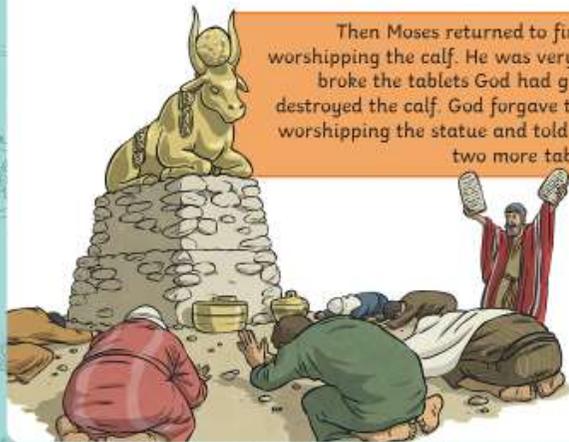
Sin

Moses took the stone tablets up the mountain and God gave him the Ten Commandments again. When he came down, all the people listened to Moses as he told them what God had said.
Moses promised God that the Hebrews would keep all of the commandments.
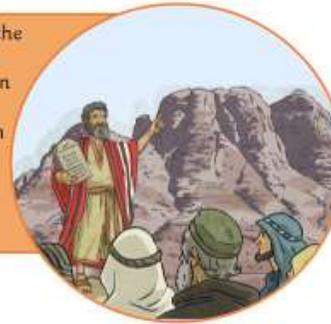
Sin

Although the Ten Commandments are central rules Jewish people follow, there are 613 commandments included within the Torah.

What is the Torah?

The Torah is the Jewish holy book.

Sin

Some of the commandments are about things that Jews **should** do in their lives.

Some of the commandments are about things that Jews **should not** do in their lives.

Of the 613 commandments included in the Torah, many of these can no longer be followed as they relate specifically to a temple which no longer exists. To follow some of the commandments, a Jew would need to live in Israel.

What Do Jews Believe about God?

Jews believe that there is one God and that God created the universe.

To explore Jewish beliefs about forgiveness, it is first important that we understand what Jews believe about God.

Jews believe that God cannot appear in different forms or be divided up.

Jews believe that God is everywhere and that He can do anything at all.

Jews believe that God has a special personal relationship with individuals.

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Questions to Talk about

Why did the people at the foot of the mountain make a calf?

Moses had been gone for a long time so they made themselves something new to worship.

Which of the Ten Commandments did they disobey by doing this?

They were worshipping an idol so they were breaking the commandment which says, 'You shall have no gods before me' and also 'You shall not make any idols to worship'.

How did Moses react when he saw the people worshipping the calf?

He reacted in a shocked/angry way. He broke the tablets and smashed the calf.