

Year 5 Week beginning 1st February 2021

White Rose Answer sheets for last week's work on Division:

Monday 25th answer sheet

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-1-ANS8-Divide-2-digits-by-1-digit-1-2019.pdf>

Tuesday 26th

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y4-Spring-Block-1-ANS9-Divide-2-digits-by-1-digit-2-2019.pdf>

Wednesday 27th

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Y4-Spring-Block-1-ANS10-Divide-3-digits-by-1-digit-2019.pdf>

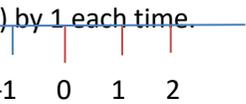
Thursday 28th

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS6-Divide-4-digits-by-1-digit-2019.pdf>

Friday 29th

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS7-Divide-with-remainders-2019.pdf>

Day	Maths	English	Other
Day 1 Mond ay 1 st Feb	<p>Starter Times Tables Rock Stars 8 and 9 times table Or practise writing these out in full number sentences <i>Main Activity Negative Numbers</i> Recap Watch this video https://www.youtube.com/watch?v=OAoLCXpa06s Pause and solve the problems as you watch or make notes if you think it will help you. Rewind and re-watch any bits that you find tricky. Go at your own pace, and repeat it as much as you need to.</p> <p>Create your own number lines. Create at least 2 number lines. One must be horizontal. _____ One must be vertical.</p>	<p>Starter Write out the spellings; Words ending in 'cible' and 'gible' invincible, forcible, legible, submergible, illegible, tangible, intangible, legible, negligible, eligible. Look up the definitions in a dictionary/online.</p> <p>Main Activity The final part of Marcia Williams' version of Romeo and Juliet... https://www.youtube.com/watch?v=BSyBRxCNsXs&feature=youtu.be Are you surprised by the ending? Could there have been a different ending?</p>	<p>French La Nourriture For the next set of vocabulary picture cards, watch this video and learn some new vocabulary; https://www.youtube.com/watch?v=NMyhWEX_9ro Again, there is a little mistake in the video! The word for plate is spelt; assiette NOT as it is shown in the video! Add your final new vocabulary cards to your collection. Game board making to come next week so you will need a large sheet of white cardboard (or ordinary cardboard covered in paper) ready, if you can.</p>

	<p>You will need two sheets of paper. It is a good idea to use a ruler for straight lines and measuring, and a pencil for drawing. Find the centre of the line. Draw an interval line and mark it with zero.</p>  <p>Using a ruler to measure other interval lines (I suggest 1cm apart) complete the number line, using positive and negative numbers, increasing (or decreasing) by 1 each time.</p>  <p>Extension: You can make more number lines demonstrating your understanding of negative numbers, but use different interval amounts. Example: 2s, 5s, 10s etc</p>  <p>Refer back to the video if you need to. You should be able to complete 2 number lines from about -14 to 14 if you use an A4 piece of paper (they are 30cm long) with cm spaces between the numbers.</p>		
<p>Day 2 – Tues 2nd</p>	<p>Starter Times Tables Rock Stars 8 and 9 times table Or practise writing these out in full number sentences using the inverse calculations.</p> <p><i>Main Activity Negative Numbers</i> Recap</p>	<p>Starter Look back at spellings and practise them. Remind yourself of the meanings and if you are still unsure, look them up again.</p> <p>Main Activity Today you can watch a cartoon version of Romeo and Juliet. The great thing about this cartoon is that</p>	<p>Geography Longitude and latitude Last week you learned about the equator and the climate zones of the Earth. This week you're going to learn about some more 'imaginary' lines.... Have a look at this video and make some notes explaining what longitude and latitude means;</p>

	<p>Watch this video https://vimeo.com/460234751</p> <p>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.</p> <p>Complete the worksheet (print off or write the answers on paper). https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Autumn-Block-1-WO13-Negative-numbers-2019.pdf</p> <p>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.</p>	<p>the playscript used is the Shakespearian script. The language may be tricky but the cartoon makes the story understandable. So, sit back and enjoy the story in full;</p> <p>https://www.dailymotion.com/video/x7umxz0</p> <p>Did you notice anything different between this cartoon and Marcia Williams' version of the story?</p>	<p>https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr Read the information as well and have a go at the quiz.</p> <p>Here's another video which explains longitude and latitude very clearly; https://www.youtube.com/watch?v=cTrsvGytGG0</p> <p>And finally, a song... https://www.youtube.com/watch?v=0SB62SSk-UM</p>
<p>Day 3 Wed 3rd</p>	<p>Starter Times Tables Rock Stars 8 and 9 times table Practise this in a random order.</p> <p><i>Main Activity</i> <i>Negative Numbers</i> New Learning Watch this video https://vimeo.com/457420739</p> <p>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.</p>	<p>Starter Using neat, joined writing, practise using spellings in sentences.</p> <p>Main Activity Today you are going to learn about how to write a good book review. Click on this BBC Bitesize lesson; https://www.bbc.co.uk/bitesize/articles/z2ycf82</p> <p>Watch the videos and answer the questions for Activities 1 and 2. This will help you understand the kind of things you</p>	<p>PE Have a look online for some ideas about physical activities. You could design your own 10 minute exercise plan.</p> <p>E Safety A little reminder of how to stay safe online, especially as you're using it so much being at home. Watch this video, carefully listening to what is being said; https://www.youtube.com/watch?v=GAXBz5kC3CQ</p> <p>And some more advice in a musical way;</p>

	<p>Complete the worksheet (print off or write the answers on paper). https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y5-Autumn-Block-1-WO11-Negative-numbers-2019.pdf</p> <p>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.</p>	<p>need to cover in a book review.</p>	<p>https://www.youtube.com/watch?v=GHW6O3Mf0qE</p> <p>Make yourself a poster to put on your wall to remind you how to stay safe online.</p>
<p>Day 4 Thurs 4th</p>	<p>Main Activity Complete the True and False Question https://resources.whiterosemaths.com/wp-content/uploads/2019/12/T-or-F-Year-5-S11-Negatives.pdf</p> <p>Complete the worksheet below (print off or write the answers on paper). Negative Numbers and Temperature</p> <p>Do as much as you can. Refer back to the videos from earlier in the week, 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.</p>	<p>Starter Refer to the BBC website about word types again; Word grammar: What are word types? - BBC Teach</p> <p>Refresh your memory by looking at the Factsheet, 'Understanding Different Word Types' and then have a go at the third worksheet 'Identifying Verbs and Nouns'. You can also check your answers on the website.</p> <p>Main Activity</p> <p>Referring to yesterday's lesson about writing a good book review, now complete Activity 3, writing a review about Romeo and Juliet. Remember to include all the aspects that the videos and the previous questions have talked about.</p>	<p>Science To understand metamorphosis. Here is today's lesson on video. Enjoy!</p> <p>https://www.youtube.com/watch?v=y14nQti4rJU&feature=youtu.be</p>

<p>Day 5 Fri 5th</p>	<p>Consolidation Day Choose from the following activities to help strengthen your understanding of negative numbers:</p> <ul style="list-style-type: none"> Recap any videos you feel you need to watch again. You may complete any outstanding worksheets or questions that you have not done or would like to try again. Research last week's weather (temperatures for each day) and create a table/graph demonstrating how cold it was on each day. Perhaps you could compare and write some questions linked to your findings. Play this game https://www.topmarks.co.uk/Flash.aspx?f=Temperaturev2 Or this activity https://www.topmarks.co.uk/Flash.aspx?f=HigherAndLower Watch this video about how to make a card thermometer. It might not be possible to make (it uses a Stanley knife) but you could try designing or making a simpler version out of paper. https://www.youtube.com/watch?v=pexs0CIJvDA 	<p>Starter</p> <p>Test yourself on this week's spellings or write sentences using them, spelling them correctly and using accurate punctuation.</p> <p>Main Activity</p> <p>Comprehension Five Children and It (Part 3)</p> <p>Read the extract again (scroll down these plans). Answer the comprehension questions remembering to only use the text to answer them. Make sure that you read the questions carefully.</p> <p>Answers to last week's phrases can also be found when you scroll down.</p>	<p>Art</p> <p>If you have completed your interpretation of The Kiss, choose from either of these activities;</p> <ol style="list-style-type: none"> Pick another Gustav Klimt piece of artwork to have a go at. Observational drawing. See if you can find a picture of an animal that uses metamorphosis (frog, newt, butterfly or dragonfly) and try sketching it at each stage of its life cycle. Pay attention to the details of the creature and take your time!
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Thursday's lesson

Negative Numbers and Temperature

Amazing Fact

The warmest temperature ever recorded at the South Pole was a freezing -12.3°C in December 2011, making it one of the coldest places on Earth.

Challenge: Complete the activities using negative numbers in a temperature context.

1. Put these temperatures in order, the coldest first.

a. 2°C , -8°C , -1°C , -6°C , -4°C _____

b. 6°C , 10°C , -15°C , -11°C , 14°C _____

c. 16°C , 18°C , -23°C , -25°C , -13°C , 12°C , 20° _____

2. Which of these temperatures is lowest?

a. -4°C or -2°C _____

b. -8°C or 8°C _____

c. -16°C or -17°C _____

d. -5°C or -6°C _____

Thursday's lesson

Negative Numbers and Temperature

3. Answer the questions below:

a. The temperature rises by 15 degrees from -4°C . What is the new temperature? _____

b. The temperature falls from 11°C to -2°C . How many degrees does the temperature fall?

c. The temperature is 6°C . It falls by 8 degrees. What is the temperature now? _____

d. The temperature is -3°C . How much must it rise to reach 5°C ? _____

e. What is the difference in temperature between -4°C and 14°C ? _____

f. The temperature was -5°C . It falls by 6 degrees. What is the temperature now? _____

g. The temperature is -11°C . It rises by 2 degrees. What is the temperature now? _____

h. The temperature is -20°C . How much must it rise to reach -5°C ? _____

Extension: You could also try to find out:

- Which places, if any, are colder?

- How do scientists based at the South Pole survive the cold?
- When, and for how long, does the South Pole get sunshine?
- Where is the hottest place on Earth?

<u>ANSWERS TO LAST WEEK'S</u>	<u>COMPREHENSION</u>
Phrase	Meaning
I shouldn't wonder.	I wouldn't be surprised.
She's gone off her head.	She's being crazy.

Let me alone.	Leave me alone.
Upon my word!	Oh my gosh!
That's Greek to me.	I don't understand that.
It's quite plain.	It's very clear.
I knew directly I saw you.	I knew the moment I saw you.
A shade less disagreeable.	A bit less unfriendly.

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.

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

“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.

“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 wonderfulest thing I’d ever seen.”

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

Comprehension questions

Name: Date:.....

1. Which of the children discovers the creature first?

.....

2. What reasons does Anthea give that the creature cannot be a snake?

.....

.....

3. Why does Robert not want Cyril to sleep with a snake around his neck?

.....

4. Why does Anthea try to stop the other children from using the spade to dig?

.....

5. Anthea *'began to scratch like a dog does when he has suddenly remembered where it was that he buried his bone.'*

What do you think the author is trying to show with this simile?

.....

6. Read the following line from the extract:

'... suddenly a dry husky voice in the sand made them all jump back, and their hearts jumped nearly as fast as they did.'

What do the words *'their hearts jumped'* tell you about how the children were feeling?

.....

7. The creature says it is called a 'Sand-fairy' in English. What is its other name?

.....

8. The Sand-fairy says to the children:

“Why, you talk as if I were nobody in particular.”

What do you think it means by this?

.....

.....

9. What made the Sand-fairy seem *‘a shade less disagreeable’*?

.....

10. Find and copy two words in the sentence below that show that the Sand-fairy is upset:

‘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.”’

1.

2.