

Home learning pack

Monday 27th April – Friday 1st May

Year 5



St John & St James
Church of England Primary School

HOME
LEARNING

Lessons can be found at BBC bitesize – daily lessons Year 5.

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Watch the lessons and then complete the tasks.

Monday

Year 5 Monday Timetable 27.04.2020

8:30	Breakfast	
9:00	Quiet Reading <ul style="list-style-type: none">Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJoOTYIRfn6rYQ
10:00	English - Monday English – BBC bitesize English – 27th April - Punctuation and inverted commas	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break Time	
11:15	Maths – Monday Maths – BBC Bitesize maths – 27th April – Prime numbers and square numbers	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
12:00	Lunch-	
13:00	Purple mash work and emails	https://www.purplemash.com/#tab/pm-home Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14:00	History – BBC bitesize – History – 27th April What was life like for the Ancient Egyptians?	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15:30	French – Language angels games	https://www.languageangels.com/schools/
16:00	Relax	

English - Punctuation and inverted commas

BBC bitesize English – 27th April - Punctuation and inverted commas

Then, complete the following tasks

Look at the pictures, they are of people talking. You must look at the speech bubbles and write down in sentences who are saying what using speech marks. ""



Task Two: Copy these sentences into your books putting the speech marks in the right places.

1. The boy said, I would like to go home now.
2. The lady asked, why do you want to go so soon?
3. I don't feel very well, the boy replied.
4. The lady whispered, are you missing your mum?
5. The boy looked at her and muttered, you won't tell anyone will you?
6. The lady winked and answered, of course not silly.

Task Three: Write out 5 different words used in task two instead of 'said'.

Extension: Write sentences using these words instead of 'said'.

- a) shouted b) cried c) yelled d) asked e) explained f) begged g) snapped h) boasted

Maths - Prime numbers and square numbers

BBC Bitesize maths – 27th April

Then, complete the following tasks

Write a sentence to explain what a prime number is.

Test if the following numbers are prime or composite. **Show your working out clearly**

- I. 73
- II. 81
- III. 55
- IV. 99
- V. 89

Explain why 2 is the only even prime number

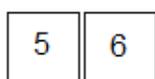
Here are three digit cards



Choose two cards each time to make the following two-digit numbers.

The first one is done for you.

an even number



a prime number



a common factor of 60 and 90

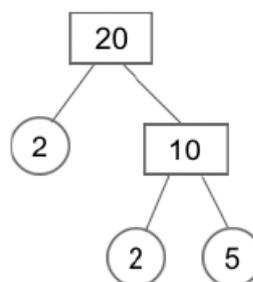


a common multiple of 5 and 13



Any number can be written as a product of its prime factors, for example:

$$20 = 2 \times 2 \times 5$$



Write 90 as a product of its prime factors.

$$90 = \underline{\hspace{2cm}}$$

Circle the **two** prime numbers.

29 39 49 59 69

History – BBC bitesize - What was life like for the Ancient Egyptians?

BBC bitesize – History – 27th April

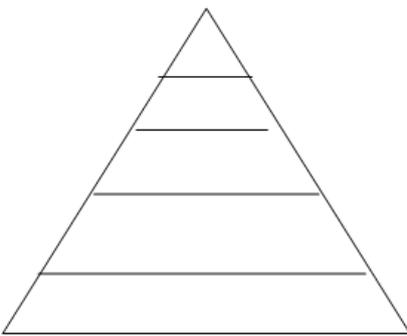
Then, complete the following tasks:

Describe the houses the ancient Egyptians lived in.

What food did the ancient Egyptians eat? (Record in exercise book)

LIFE IN ANCIENT EGYPT

What was the Rosetta Stone? When was it found? Why was it so important?	
Where does the word pharaoh come from? Which god did the Egyptians think their pharaoh was? Not all pharaohs were men. Name 2 famous women pharaohs.	
How did the weather affect the clothes Egyptian people wore? How did the Egyptians keep clean without soap?	
What were clothes made from? What provided Egypt with fertile land? How many crops could be grown a year?	
Describe the tools Egyptians used for farming? What were Egyptian houses made from? Why didn't Egyptian houses last?	

<p>How were bricks made?</p> <p>What was a shaduf? How did it work?</p>	
<p>Who was in charge of Egypt?</p> <p>Who/what was the Vizier?</p> <p>Complete the diagram to show who was who?</p>	
<p>How did the government make sure there was enough water?</p> <p>Why was gathering reeds by the River Nile dangerous?</p>	
<p>Why did Egyptians like their houses to have flat roofs?</p>	

BBC Bitesize

Ancient Egypt

Make your own Egyptian flatbread

Ingredients:

Warm water (about 200 ml)
 A teaspoon of active yeast
 250g of plain flour
 A teaspoon of salt
 A tablespoon of olive oil

Method:

1. In a big bowl mix the water and yeast together.
Let it rest for five minutes.
2. Add the flour, salt and olive oil. Mix everything together until you have a smooth dough. Add more flour if it feels too sticky.
3. Cover the bowl and put it in a warm area for two hours.
It should double in size!
4. Preheat your oven to 220°C and cut the dough in half.
5. Use a rolling pin to flatten your bread. You should have two flat disks roughly 1 cm thick.
6. Transfer the bread to two baking trays and bake in the oven for 20 minutes.
7. Enjoy! Make sure the bread has cooled down a little before you eat it!

Make sure you have permission from an adult before you start cooking!

Tuesday

Year 5 Tuesday Timetable 28.04.2020

8:30	Breakfast	
9:00	Quiet Reading Log onto http://www.scholasticlearningzone.com	Login details sent through Purple Mash email
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
10:00	English-Using apostrophes	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break	
11:15	Maths- multiply and divide by 10, 100 and 1000	https://www.bbc.co.uk/bitesize
12:00	Lunch	
13:00	Purple Mash work and emails	https://www.purplemash.com/#tab/pm-home Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14:00	Geography – The World	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15:30	Mathletics	https://login.mathletics.com/
16:00	Relax	

English - Using apostrophes

BBC bitesize English – 28th April - Using apostrophes

Then, complete the following tasks

A) Look at the sentences below. You need to decide whether to fill the gap with *its* or *it's*. Think carefully before writing these sentences out in your book.

- 1) Whose coat is this? ___ mine!
- 2) ___ a lovely day today.
- 3) The elephant raised ___ trunk.
- 4) Hurry up, ___ going to rain.
- 5) The book had lost ___ last page.
- 6) ___ raining today.
- 7) The house lost ___ roof in the storm.
- 8) The dog had hurt ___ paw.
- 9) I love this film ___ my favourite.

10) "I've been looking forward to this football game. ____ going to be a close match," said Sir Alex Ferguson.

B) Now we are going to practise using the apostrophe for possession. Think about who owns what in this sentence. Be careful, some words are plurals and do not need an apostrophe.

Peters shoes were filthy dirty after the walk through the forest.

- 12) The policemen's jacket was bright yellow.
- 13) The telephones ring echoed in the empty hallway.
- 14) The Prime Minister's car was hit by an egg.
- 15) Mr Nelson's bag was full of all sorts of useful things.
- 16) The wardrobe's doors were clinging on to the hinges.
- 17) The dentist's office was full of people with toothache.
- 18) West Ham's captain scored the winning goal.
- 19) The children's school dinners were delicious.
- 20) Hundreds of people packed in to the hall to hear the Mayor's speech.

c) Now see if you can write a short narrative paragraph based on our topic of mystery and magic. Try and include apostrophes for possession and both its and it's in your writing.

Maths - Multiply and divide by 10, 100 and 1000

BBC Bitesize maths – 28th April

Then, complete the following tasks

Work out the multiplication calculations.

- | | | | | |
|--------------------|-------------------------|---------------------------|--------------------------|---------------------------|
| a 28×10 | b 45×10 | c 286×100 | d 173×10 | e 4862×100 |
| f 7982×10 | g $4 \cdot 7 \times 10$ | h $3 \cdot 12 \times 100$ | i $5 \cdot 32 \times 10$ | j $9 \cdot 67 \times 100$ |

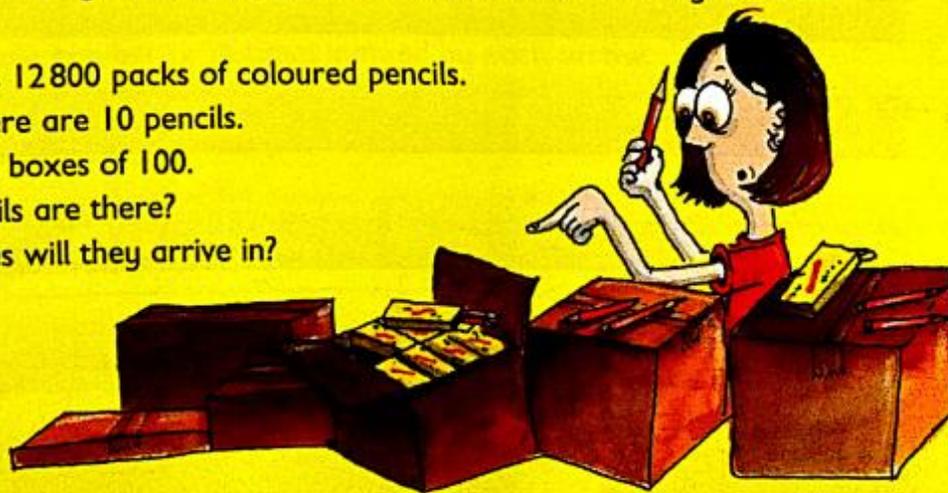
Work out these division calculations.

- | | | | | |
|-------------------|------------------|-------------------|-------------------|------------------------|
| a $9100 \div 10$ | b $7280 \div 10$ | c $1700 \div 100$ | d $300 \div 100$ | e $438000 \div 100$ |
| f $58700 \div 10$ | g $970 \div 100$ | h $45 \div 10$ | i $1273 \div 100$ | j $15 \cdot 6 \div 10$ |

Thousands						Decimals			Operation	Thousands						Decimals		
H	T	O	H	T	O	t	h	th		H	T	O	H	T	O	t	h	th
		2	5	0	0	.			$\div 10$.		
			2	3	5	.			$\div 100$.		
			3	0	5	.			$\div 100$.		
			2	2	6	.			$\div 1000$.		
			2	3	8	.	5		$\div 10$.		

Challenge

- a My garden is 45m long. How many pieces of turf will I need if they are each 45cm long?
- b The shop orders 12800 packs of coloured pencils.
In each pack there are 10 pencils.
The packs are in boxes of 100.
How many pencils are there?
How many boxes will they arrive in?



- c A suitcase weighs 45.6 kg. What is one hundredth of the weight in g?

Geography – BBC bitesize – The world

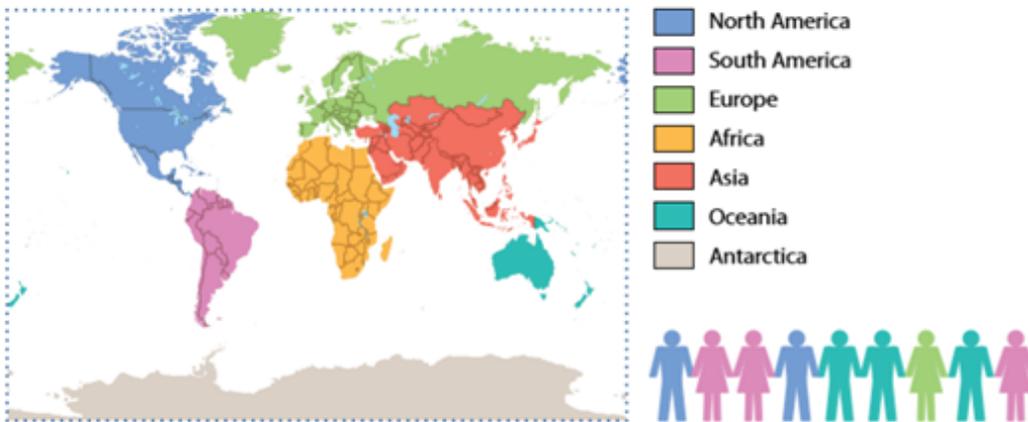
BBC bitesize – Geography – 28th April

Then, complete the following tasks:

Make a list of all the different people you know that have a link with another country. This could be you, friends, relations, other people in school, sports players such as footballers, entertainment stars etc.

Activity one: People Connections

• What connections do we have with places and people around the world?



Make a list of all the different people you know that have a link with another country. This could be you, friends, relations, other people in school, sports players such as footballers, entertainment stars etc.

Person and Connection	Country	Continent
<i>E.g. My Uncle David lives in the United States</i>	<i>USA</i>	<i>North America</i>
<i>Last year, I went on holiday to Spain</i>	<i>Spain</i>	<i>Europe</i>

Now, use an atlas or a map on the computer to find and locate these countries. Think about:

The continents you may have connections with

Do you have connections with any of the countries?

Activity two: Everyday Object connections

- What connections do we have with places and people around the world?



At home, carry out some research to find out where everyday objects you use have come from. Have a look at different types of objects such as food, clothes, toys and books. Make a list of these objects and the country they link you to.

Object	Country	Continent
<i>E.g. My trainers were made in China</i>	<i>China</i>	<i>Asia</i>
<i>The book I'm reading was printed in Singapore</i>	<i>Singapore</i>	<i>Asia</i>

Now, use an atlas or a map on the computer to find and locate these countries.

Think about:

The continents you may have connections with

Do you have connections with any of the countries?

Wednesday

Year 5 Wednesday Timetable 29.04.2020

8:30	Breakfast	
9:00	Quiet Reading Log onto http://www.scholasticlearningzone.com	Login details sent through Purple Mash email
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
10:00	English - Using ellipses	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break	
11:15	Maths - Short and long multiplication	https://www.bbc.co.uk/bitesize
12:00	Lunch	
13:00	Purple Mash work and emails	https://www.purplemash.com/#tab/pm-home Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14:00	Science - Mixing, dissolving and separation	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15:30	Mathletics	https://login.mathletics.com/
16:00	Relax	

English - Using ellipsis

BBC bitesize English – 29th April - Using ellipsis

Then, complete the following tasks:

An ellipsis is a series of three dots (. . .) which shows that some text has been left out. Omitted material can include the passage of time, an unfinished thought, or text from a quotation that does not affect the meaning of the quotation.

Read each sentence below. Identify what the ellipsis in each sentence indicates.

Write the correct letter on the line.

A. passage of time B. an unfinished thought C. text from a quotation

- _____ 1. "I was thinking . . ." Karen began.
- _____ 2. Rachel trained . . . and trained . . . and trained.
- _____ 3. When questioned about the incident, Jim said, "Yes, I was there . . .but I didn't see anything."
- _____ 4. Winter came . . . and then spring . . . and still Jerry did not return.
- _____ 5. "I forgot all about it," Jim said. "I just . . . forgot."
- _____ 6. The entire town . . . was temporarily devastated by the flu.
- _____ 7. Lincoln . . . was very accomplished in many ways.
- _____ 8. The moon rose . . . we saw their dark shadows coming across the silvery field at last.

- _____ 9. "I was under the impression that . . . didn't you graduate last year?"
- _____ 10. They didn't come across any signs of life, animal or vegetable, for weeks . . . their long, drawn-out death must have been agonizing.

Extension: Can you write 3 sentences that include an ellipsis? Explain why they are used for each sentence.

Maths - Short and long multiplication

BBC Bitesize maths – 29th April - Short and long multiplication

Then, complete the following tasks:

Formal Multiplication by 2 digit numbers

1)

		2	3
x		3	2
<hr/>			
			0
<hr/>			

2)

		4	3
x		1	3
<hr/>			
			0
<hr/>			

3)

		5	3
x		4	4
<hr/>			
			0
<hr/>			

4)

	1	6	3
x		3	2
<hr/>			
			0
<hr/>			

5)

	2	4	3
x		1	6
<hr/>			
			0
<hr/>			

6)

	1	5	4
x		5	6
<hr/>			
			0
<hr/>			

7)

	2	9	4
x		2	2
<hr/>			
<hr/>			

8)

	2	6	8
x		7	4
<hr/>			
<hr/>			

9)

	3	5	3
x		4	3
<hr/>			
<hr/>			

Science – BBC bitesize – Mixing, dissolving and separation

Key words quiz - <https://quizlet.com/1401672/dissolving-and-separating-mixtures-key-words-flash-cards/>

BBC bitesize – Science – 29th April – **Mixing, dissolving and separation**

Then, complete the following tasks:

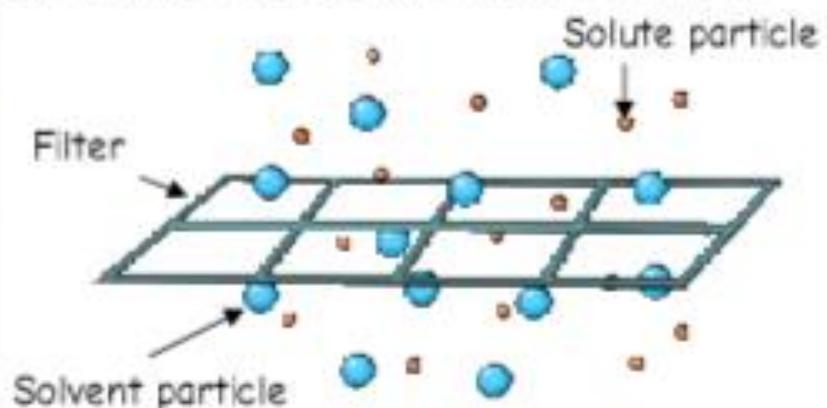
Dissolving

Some materials **dissolve** in water. This means that they break apart into tiny pieces and spread throughout the water, so that they can no longer be seen. The material which dissolves is called a **solute**. Water is a **solvent**, and the mixture of water and material is called a **solution**.

Separating mixtures

Some mixtures can be separated using a **filter** or **sieve**. Filters and sieves have holes which allow small pieces to pass through, but prevent large pieces from passing through. A sieve can be used to separate sand and pebbles. The sand passes through the sieve, while the pebbles remain on top. However, **filtering does not work with solutions**. The pieces of solute are **too small** to be stopped by a sieve or filter.

The filter cannot separate the solution into solvent and solute because both types of particles can easily pass through the holes in the filter without being stopped.



Separating solutions

Water solutions can be separated by **evaporation**. The water can be made to evaporate over time, leaving the **solute** behind.

Scientific question

Where is the best place to place a cup of salt water solution so that the water evaporates most quickly?

You will need:

- Water
- A large jug
- Salt
- 4 small measuring jugs (marked in ml)

Method

Fill the jug with water and stir in some salt to produce a salt water solution. Add 100ml of water to each of the small measuring jugs. Place the jugs in 4 different (safe) locations of your choosing. Predict the location where the water will evaporate most quickly. Every day, for 7 days, measure how much solution remains in each jug and record on the table. It does not matter if you do not measure at the weekend - the results will still be useful.

Results

At the end of the investigation, complete the line graph using your results. Your graph will have 4 lines - one for each cup.

Thursday

Year 5 Thursday Timetable 30.04.2020

8:30	Breakfast	
9:00	Quiet Reading Log onto http://www.scholasticlearningzone.com	Login details sent through Purple Mash email
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
10:00	English - Using brackets	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break	
11:15	Maths - Short division	https://www.bbc.co.uk/bitesize
12:00	Lunch	
13:00	Purple Mash work and emails	https://www.purplemash.com/#tab/pm-home Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14:00	PSHE - Making negative thoughts into positive ones	https://www.youtube.com/watch?v=B-qJ8fu0rrI
15:30	Mathletics - French – Language angels games	https://www.languageangels.com/schools/
16:00	Relax	

English - Using brackets

BBC bitesize English – 30th April - Using brackets

Then, complete the following tasks:

Rewrite the sentences below using brackets:

1. Ellie my older sister lives in Manchester.
2. Jupiter the largest planet is made of gas.
3. The twins Ben and Billy have just played their first football match.
4. The ambulance which had sirens blaring and lights flashing moved swiftly through the traffic.
5. The student who was new to the school got lost to her first lesson.

Add in brackets where necessary

Denver and Max Denver's cousin went to the shopping centre. They had £10 in pound coins between them. Max was hungry he hadn't eaten all day so he bought a sandwich with halloumi a type of cheese to eat. They had to be back home by dinner time 6:30 pm or else they would be in trouble.

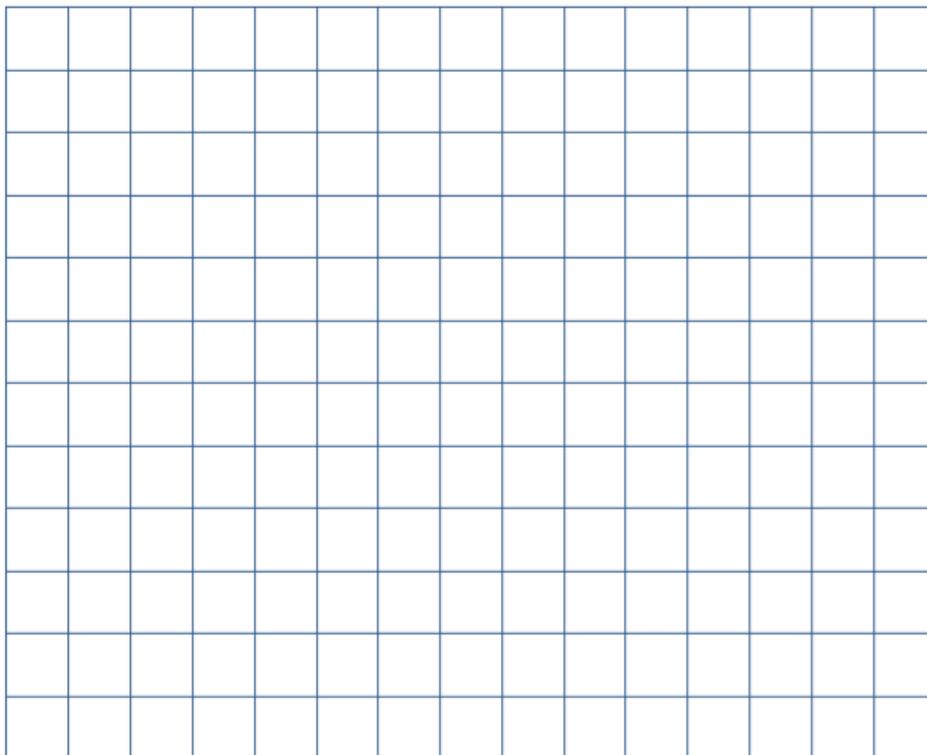
Maths - Short division

BBC Bitesize maths – 30th April - Short division

Then, complete the following tasks:

1. Work out these calculations. You can use the grid to help you.

- $92 \div 4 =$ $952 \div 7 =$
- $1480 \div 5 =$ $7392 \div 8 =$
- $798 \div 6 =$ $4008 \div 3 =$



2. Toby has calculated $1368 \div 4$ incorrectly.

Can you spot his error and correct it?

3. Write true or false next to each statement.

Explain your reasons for each decision.

- 32×4 gives the same answer as 4×32
- Lucy says that $125 \div 5$ is the same as $5 \div 125$
- $62 = 248 \div 4$ is another way of writing $248 \div 4 = 62$

4. One hundred and sixty eight students go on a trip.

There must be an adult for every eight students. How many adults must go on the trip?

PSHE – Making negative thoughts into positive ones

<https://www.youtube.com/watch?v=B-qJ8fu0rrl>

Making Negative Thoughts into Positive Thoughts

Often, we think negatively about a situation or an event that has happened or is about to happen. When we think negatively, we are likely to carry on thinking negatively, which helps to make the thought more powerful. When this happens, it is really difficult to find positive thoughts. This can lead to a one-sided view of a situation or event which is often not a true judgement.

Please complete the table below so you can see how you can change negative thoughts into positive thoughts.

Negative Thoughts	Positive Thoughts
My friends don't like me anymore because I can't go to the party on Saturday night.	
I am not good at maths because I only got 16 out of 20 correct in my test.	
I don't want to move house as I won't make any new friends and I will be lonely.	

Making Negative Thoughts into Positive Thoughts

Now you have completed those examples, complete the table below with your own negative and positive thoughts.

Think what positives you can see from the situation and how you can think more positively.

The more positives you can find, the more positive you will think, as the negative thoughts will be reduced and the situation will appear more balanced.

Negative Thoughts	Positive Thoughts

Friday

Year 5 Friday Timetable 1.5.2020

8:30	Breakfast	
9:00	Quiet Reading Log onto http://www.scholasticlearningzone.com	Login details sent through Purple Mash email
9:30	PE with Joe Wickes	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
10:00	English - Reading	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
11:00	Break	
11:15	Maths – Challenge and word problems	https://www.bbc.co.uk/bitesize
12:00	Lunch	
13:00	Purple Mash work and emails	https://www.purplemash.com/#tab/pm-home Complete tasks set in 2 DO on purple mash and send emails to your teacher or friends.
14:00	Music – Rhythm and percussion	https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1
15:30	Arts and crafts	
16:00	Relax	

English – Reading



BBC bitesize English – 1st May – Reading

Then, complete the following tasks:

Log onto scholastic and read the book that has been assigned to you.

Then, complete the quiz questions for that book. Next, complete a book review on purple mash for the book.

Maths – Challenge of the week

BBC Bitesize maths – 1st May - Challenge of the week

Then, complete the following tasks:

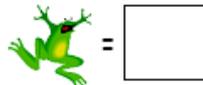
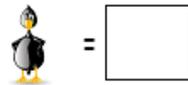
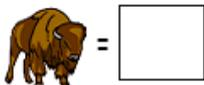
1) What number is a multiple of **both** 4 and 6, but ends in a 2?

[1]

2) Use the clues to find out what number each picture stands for.

[1]

			Sum of row
			9
			13
			9



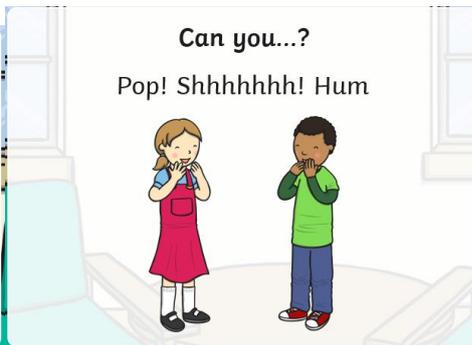
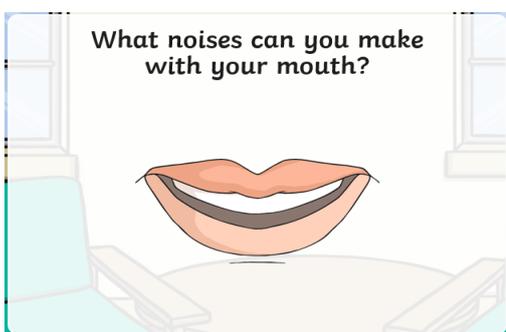
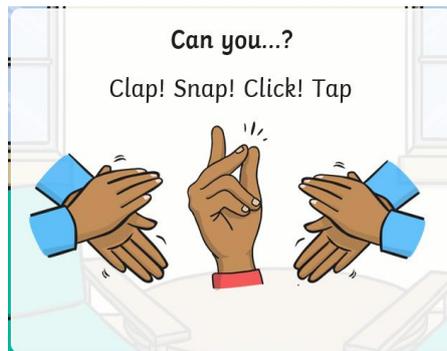
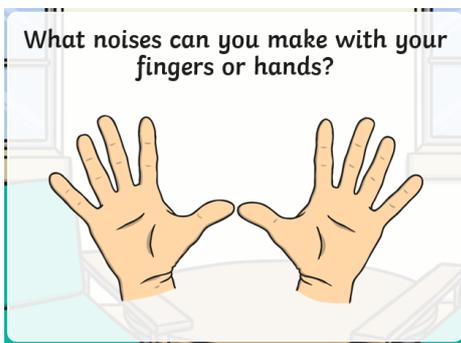
- 427 children visit a castle. They go in groups of 15. One group has less than 15. Every group of children has **one** adult with them.
How many **adults** will need to go?
- Mr Todd buys **7 drinks** at **48p** each and **8 drinks** at **52p** each.
What is the **total** cost of the 15 drinks?
- There are 60g of rice in **one** portion. How many portions are there in a 3kg bag of rice?
- A) 2753** people go to a sports event. Each person pays **£2.30** for a ticket. What is the **total** amount of **ticket money** collected?
B) Programmes cost **65p** each. The total money from programme sales is **£612.95**. How many programmes are sold?
- Samira bought this present in France. She paid **44.85 French Francs** for it. **9.75 French Francs** equal **£1**. What was the cost of the present in **pounds and pence**?
- There are 24 coloured cubes in a box. Three-quarters of the cubes are red, four of the cubes are blue and the rest are green. How many green cubes are there in the box?

7. **250 000** people visited a theme park in one year. **15%** of the people visited in April and **40%** of the people visited in August. How many people visited the park in the rest of the year?
8. **30** children are going on a trip. It costs **£5** including lunch. Some children take their own packed lunch. They pay only **£3**. The 30 children pay a total of **£110**. How many children are taking their own packed lunch?

Music – BBC bitesize – Rhythm and percussion

BBC bitesize – Music – 1st May – Rhythm and percussion

Then, complete the following tasks:



Compose a piece of body percussion

Composing body percussion

Experiment with sounds that can be made with the body, for example stamp, clap, pat chest, vocal sounds etc. Think about applying movements to these sounds too.

Each box in the grid below represents one beat (8 beats on both the top and bottom rows).

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

Decide where in the grid to put your chosen body percussion sounds. You should add one sound per box or 2 quick sounds if you would like them to be performed quickly (like quavers) in the space of one beat.

TIP – Think about the use of silence and rests in your composition as these can be just as effective as the sounds. Also look at the pattern of your sounds and silences, for example perhaps there's symmetry or a repeating pattern.

Example of completed body percussion grid

1	2	3	4	5	6	7	8
Stamp	Chest/Click	Stamp	Clap	Stamp	Chest/Click	Stamp	Rest
9	10	11	12	13	14	15	16
Stamp	Chest/Click	Stamp	Clap	Pat thighs	Pat thighs	Rest	Shout 'Whoop!'