

Home learning pack

Monday 22nd June – Friday 26th June

Year 5



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

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

Monday	Tuesday	Wednesday	Thursday	Friday
English Comics	English Analysing playscripts	English National Writing Day lesson	English Twelfth Night	English Reading lesson: Macbeth Retold by Marcia Williams
Maths Subtract decimals using formal method and involving exchange	Maths Subtract decimals with different decimal places	Maths Multiply decimals by 10, 100, 1000	Maths Divide a one or two digit number by 10, 100, 1000 and identify the place value	Maths Challenge of the week
PE – virtual games	History – change starts with me	Science – Change starts with me	French – vocabulary games Which black person inspires you?	PSHE – Friendship RE - Incarnation

Monday

English – BBC bitesize English – 22nd June – Comics

Features of a comic strip



Features of a comic strip

A comic strip is a sequence of drawings, arranged in interrelated panels or boxes.



Features of a comic strip

The story is written in a short narrative. This is shown through caption boxes, which the narrator would be saying. Captions tend to be coloured boxes, to show the difference to speech.



Features of a comic strip

Speech bubbles are usually round or square shapes with a tail pointing to the character's mouth, indicating that the character is speaking out loud.



Features of a comic strip

A scream bubble indicates a character is screaming or shouting and has a jagged outline or a thicker line. The letters are usually larger or bolder than normal.



Features of a comic strip

Broadcast bubbles may have a jagged tail like a lightning flash shape. Letters are sometimes *italicised*. Broadcast bubbles indicate that the speaker is communicating through an electronic device (radio, television, telephone).



Features of a comic strip

A whisper bubble shows that the speaker is talking in a softer or quieter tone. They are usually drawn with a dashed/dotted outline, smaller letters, and a paler (grey) writing.



Features of a comic strip

Thought bubbles are cloud-shaped word bubbles that indicate that a character is thinking, not talking out loud.



Features of a comic strip



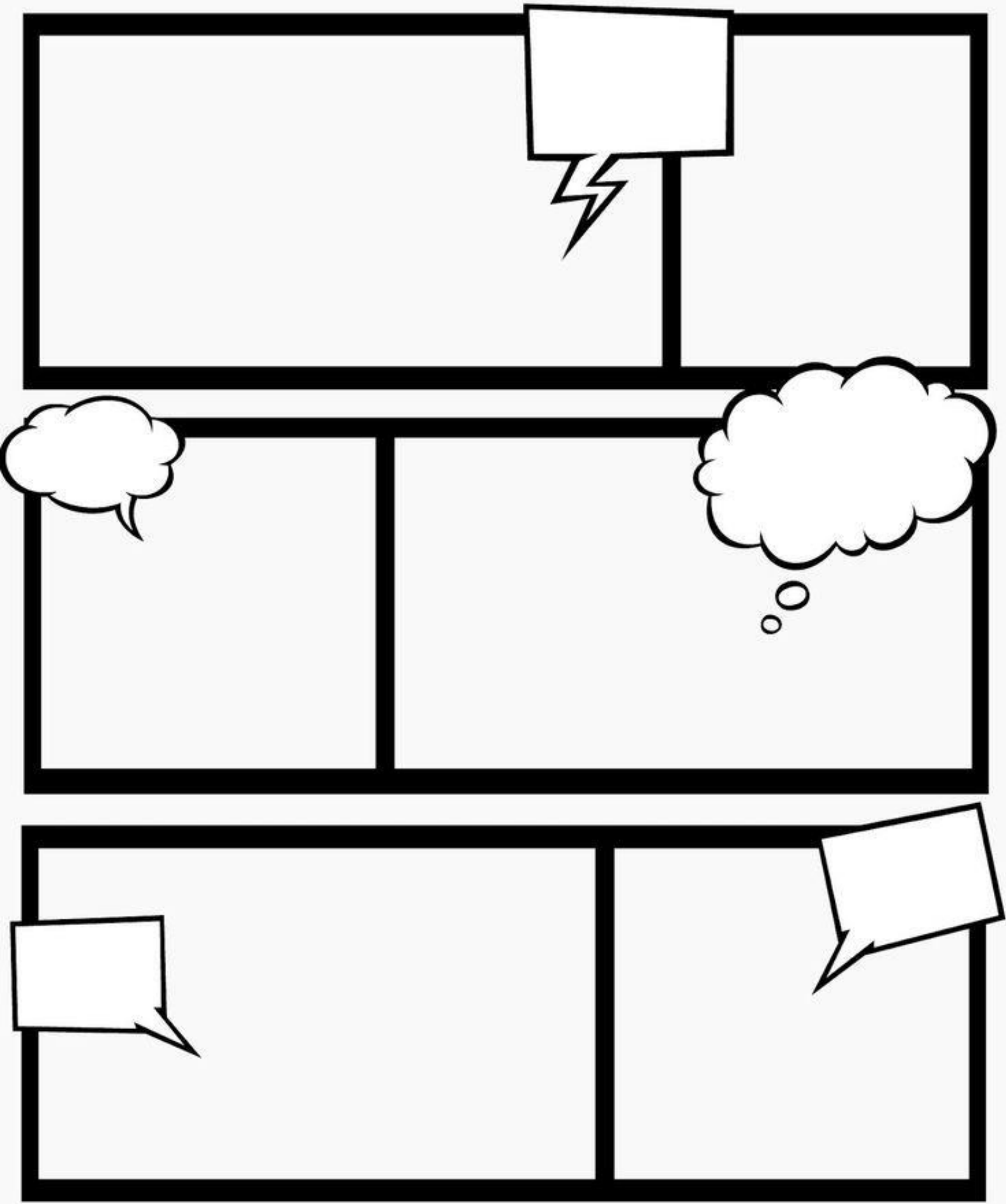
Action words indicate the sounds that can heard in a comic strip. They are usually in coloured jagged splats, and the letters are all in capitals.

Quite often, exclamation marks are used!



On the next page, create your own comic strip.

You can use the template provided or create your own.






Maths - BBC bitesize maths – 22nd June – Subtract decimals using formal method and involving exchanging

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

First, write down the steps for subtracting decimals then complete the following

Use the place value chart to find the to answer $4.33 - 2.14$

Ones	Tenths	Hundredths
		

$$\begin{array}{r} 4.33 \\ - 2.14 \\ \hline \\ \hline \end{array}$$

Use the column method to answer these questions.

$$\begin{array}{r} 6.4 \\ - 3.8 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} 5.05 \\ - 2.15 \\ \hline \\ \hline \end{array}$$

Jack has £12.54 in his wallet.
He buys a football which costs £5.82



How much money does he have left?

Dexter and Annie have some money.
Dexter has £3.45 more than Annie.

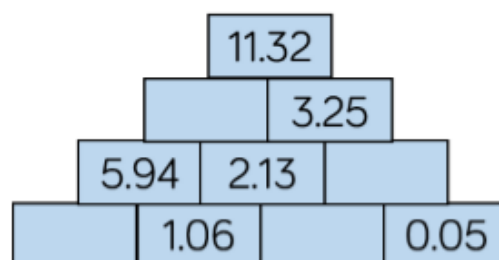
They have £12.45 altogether.

How much money does Annie have?

Dexter

Annie

In this number pyramid, each number is calculated by adding the two numbers underneath.





**VIRTUAL
GAMES**

WEEK 2 CROSSOVER DRIBBLE BASKETBALL CHALLENGE

This challenge has been set by Chukwudi from Haringey and Freya from the London Titans Basketball Club

A challenge video will be released on Monday at 9.00am on the [LYG website](https://www.londonyouthgames.org)

Challenge Description:

How many crossover dribbles can you do in 60 seconds?

A crossover dribble is where you bounce the ball from one hand to the other.



Scoring:

You will receive one point for each crossover dribble you complete.

Adapt for Space and Equipment:

If you don't have a basketball you can use any other type of ball that bounces.

Adapt for Ability and Inclusivity:

You can do this challenge sitting down or standing up. If you are unable to bounce the ball, you can try rolling or passing it from one hand to the other.

Coaching Tips:

Keep your hands above the ball. Bounce the ball with the tips of your fingers rather than the palms of your hands and try to keep the ball low.

Benefits From Challenge:

This challenge will help improve your hand-eye coordination and ball control.

Remember to submit your scores before Friday 19th June at 12.00pm via the London Youth Games website or by emailing your [Scorecard](#) to info@londonyouthgames.org. You can share videos of your challenge attempts on Instagram, Twitter, Facebook and TikTok using #ThisIsLYG for the chance to win a pair of Nike trainers. Please ensure that you have permission from a parent or guardian before sharing any content.

Tuesday-

English - BBC bitesize English – 23rd June –Analysing play scripts

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

PLAYSCRIPTS

**TASK 1 – READ THE SCRIPT BELOW.
CAN YOU IDENTIFY THE DIFFERENT
FEATURES? (ONE HAS BEEN DONE FOR YOU)**

CHARACTER LIST

COLON

PERSON SPEAKING

SCENE
DESCRIPTION

DIALOGUE

SCENE TITLE

STAGE DIRECTION

Scene 7 – ‘Is the end in sight?’

The stormy seas rage as Christopher and his crew sit alone in the middle of the Atlantic Ocean wondering if they will ever see land again.

Characters:

- Christopher Colombus
- Steven Smith
- James Archibald
- Chef Todd

Christopher: Chaps, the ship won't take much more of a battering
.....

James: Aye Captain! We're taking on water all over the decks!

Steven: Plus there's no fresh food left, only ale and bread!

Chef Todd: I can not cook 5-star food using these ingredients! (.....)

The early morning mist begins to clear, Christopher squints at the horizon, scanning for land.

Christopher: James! James! (.....) Get me my telescope!

Steven: Why sir? Don't tell me there's more icebergs?

James: Or a dreaded slimy sea monster?! (.....)

Steven: How many times, James, there's no such things as monsters! (.....)

TASK 2

CAN YOU ADD STAGE DIRECTIONS
ON THE DOTTED LINES

REMEMBER: STAGE DIRECTIONS TELL THE CHARACTERS WHAT
ACTIONS THEY NEED TO PERFORM *OR* HOW TO SAY THE DIALOGUE
(SHOUTING, WHISPERING ETC)

SUPER CHALLENGE

CAN YOU CARRY THE PLAYSRIPT ON?

THINK CAREFULLY ABOUT:

- WHAT MIGHT HAPPEN NEXT
- THE KEY FEATURES OF A PLAYSRIPT
- STAGE DIRECTIONS TO MAKE THE SCENE EXCITING!



Maths - BBC bitesize Maths – 23rd June – Subtract decimals with different decimal places

Use the place value grid to help subtract 1.4 from 4.54

Ones	Tenths	Hundredths
<div>1</div> <div>1</div> <div>1</div> <div>1</div>	<div>0.1</div> <div>0.1</div> <div>0.1</div> <div>0.1</div> <div>0.1</div>	<div>0.001</div> <div>0.001</div> <div>0.001</div> <div>0.001</div>

$$\begin{array}{r} 4.54 \\ - 1.4 \\ \hline \\ \hline \end{array}$$

Use the column method to work out the following.

$$\begin{array}{r} 6.06 \\ - 3.7 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} 4.7 \\ - 3.825 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{l} 3.3 - 1.34 = \\ 14.41 - 1.43 = \\ 3 - 1.87 = \end{array}$$

How much change would I get from £10 if I bought a bag of apples costing £4.27?

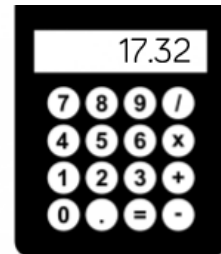




If there are 5 hundredths and I subtract nothing from it then there are still 5 hundredths.

$$\begin{array}{r} 4.9 \\ - 3.85 \\ \hline 1.15 \end{array}$$

Do you agree with Whitney?
Explain your answer.



Teddy used a calculator to solve:
 $31.4 - 1.408$

When he looked at his answer of 17.32 he realised he'd made a mistake.

He had typed all the correct digits in.

Can you spot his mistake?
What should the correct answer be?

History – change starts with me



Watch the video of Malala Yousafzai

Malala is a Child Rights Hero - World Children's Prize;
https://worldschildrengprize.org/malalayousafzai?gclid=EAIaIQobChMIstTbhLX_6QIVyLHtCh12mgrPEAAAYAiAAEgKkhPD_BwE

What can you learn about her life?

Task: Research a country where education for girls is still prohibited and then write a letter to the president of that country to explain the importance of fair opportunity for all children.

Please send your work to: website@stjohnandjames.enfield.sch.uk



Wednesday

English - BBC bitesize English – 24th June- National writing day

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>



Write 2 -3 paragraphs about what your favourite kind of writing is. For example, stories, poems or instructions. Explain why it is your favourite.



Maths - BBC bitesize Math – 24th June- Multiply decimals by 10, 100,

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Use the place value grid to multiply 3.24 by 10, 100 and 1,000

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
					

When you multiply by ____, you move the counters ____ places to the left.

Use a place value grid to multiply these decimals by 10, 100 and 1,000

4.24

2.401

42.1

Complete the table below.

	$\times 10$	$\times 100$	$\times 1,000$
3.14			
13			
0.233			

Multiplying by 1,000 is
the same as doing
 $10 \times 10 \times 10$



Do you agree with Mo?
Explain your answer.

Using the digits 0-9 create a number
with up to 3 decimal places, for example,
3.451

Cover the number using counters on
your Gattegno chart.

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply
your number by 10, then 100, then 1,000
What patterns do you notice?

Science –

Change starts with me

Katherine Johnson – a famous black scientist

Watch

<https://www.youtube.com/watch?v=iGUNklkIt2s>



The Women Who Have Helped Build NASA

Katherine Johnson

While many women are still fighting for equality in our modern world, it is important for us all to celebrate the huge successes of some very special women.

Early Life and Education

Katherine Johnson was born in 1918 and lived in West Virginia. Early on in her life, Katherine's skill with numbers was clear. At 18 years old, she went to West Virginia State College, studying mathematics and French. She graduated with the highest honours possible in 1937 and began to teach in a school in Virginia.



In 1939, Katherine was considered so skilled in mathematics that she was one of only three black students chosen to attend West Virginia University. In the early 1900s, it was uncommon for women to go to university and it was even more rare for a black woman to go to university.

Katherine took a break from her studies to bring up her family, then returned to teaching.

Her Career at NASA

In 1952, she found out that NACA (the National Advisory Committee for Aeronautics) had jobs available in their computing department. This was her chance to be involved in something new and exciting.

Katherine began work in the office in 1953. She impressed her boss, Dorothy Vaughan, so much that within two weeks of starting her job, she had been asked to work on a special project on space flight research. Her job was to study data from a test flight into space, and to investigate a plane crash that had occurred due to turbulence.

The World of Science Was Changing

In 1957, Katherine's life and career was changed when Russia launched a satellite called Sputnik into space. America began to take space travel much more seriously and the NACA became NASA (National Aeronautics and Space Administration).

From then, Katherine was asked to use her amazing mathematical skills for complex calculations and research. It became clear that Katherine had a talent for celestial navigation (plotting and directing a route through space) and she plotted the path for America's first human spaceflight in 1961. This was a huge responsibility: if her equations were wrong, the astronauts could die.

During her successful career with NASA, Katherine co-wrote 26 scientific papers and calculated paths for space shuttles and emergency return directions. Thanks to her incredible work, she is regarded as a pioneer in space science and computing. In 1986, after 33 years working with NASA, Katherine Johnson retired.



Awards

In 2015, Katherine Johnson was awarded the Presidential Medal of Freedom by Barack Obama, the US president of the time. These medals are given to people who have been especially helpful to the people of America and America's progress in the world.

In 2016, a building at NASA was named after her. When she attended the opening of the building, she received a Silver Snoopy award, which is given to those who have made an outstanding contribution to flight safety and mission success.

Why Was She Important?

Katherine Johnson is regarded as a very important figure in recent history. She was very successful in her field of work (particularly early spaceflights) with NASA. Katherine Johnson is unique not only because she was a woman working in a male-orientated job, but because she was African-American too. At the time Katherine was working for NASA, black people were still being treated very poorly and as if they were not equal. She was a pioneer not just in her job but in showing what women and black people could do!



Problems Katherine faced	How did she overcome them?	How did this inspire others?

Katherine Johnson helped with the moon landing by:

1) _____

2) _____

3) _____

Katherine Johnson has inspired me because now _____

Thursday

English - BBC bitesize English –25th June- Twelfth night

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

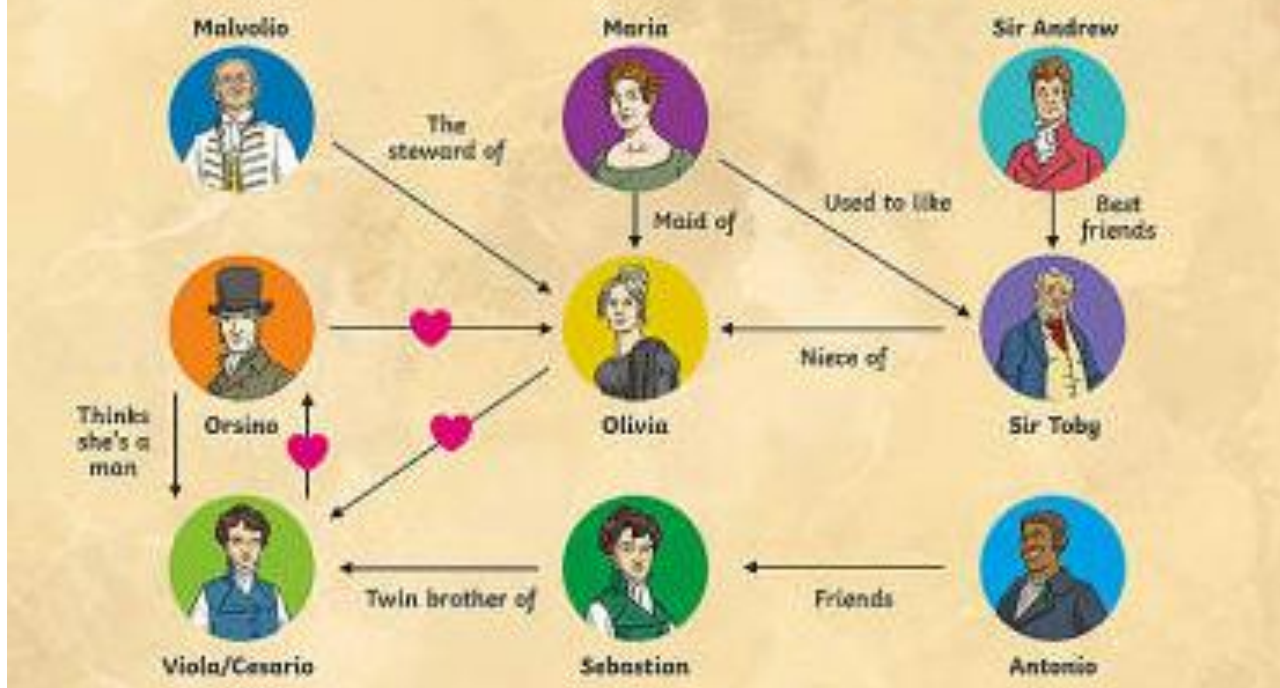
<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-ks3-twelfth-night-by-william-shakespeare-animation/zh6kjhv>

Research the characters in Twelfth night and create a poster about the characters in this play.

What do you predict will happen to the characters?



Characters in the Twelfth Night



Maths - BBC bitesize Maths – 25th June- Divide a one or two digit number by 10, 100, 1000 and identify the place value

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Use the place value grid to divide 14.4 by 10, 100 and 1,000

T	O	Tths	Hths	Thths	TThth
●	●●●●	●●●●			

When you divide by ____, you move the counters ____ places to the right.

Fill in the missing numbers in the diagram.



Fill in the missing numbers in these calculations.

$$34.2 \div \boxed{} = 0.342 \quad \boxed{} \div 10 = 54.1$$

$$\boxed{} \div 10 = 1.93 \div 100$$

If you multiply a number by 1,000, you can just divide the answer by 1,000 to get back to your original number.



Whitney



Eva

That's not true, you would need to divide the answer by ten three times.

Who do you agree with?
Explain your thinking.

Here are three rectangles.



The lengths of rectangle B are 10 times larger than rectangle A.
The lengths of rectangle C are 100 times smaller than rectangle B.

The perimeter of rectangle A is 1,000 times greater than the perimeter of rectangle C.



Do you agree with Mo?
Explain your thinking.

French

- Play one of the French Vocabulary games on language angels, you can find your log in in your exercise book.



WHICH BLACK PERSON INSPIRES YOU?

VIDEO, WRITE OR CREATE A POSTER ABOUT A BLACK PERSON WHO INSPIRES YOU AND WHY.

IT COULD BE SOMEONE FAMOUS OR SOMEONE YOU KNOW PERSONALLY.

THE BEST WORK WILL BE RECEIVING A PRIZE.

DEADLINE: 13TH JULY

SEND IN YOUR WORK TO
WEBSITE@STJOHNANDJAMES.ENFIELD.SCH.UK

Thursday afternoon –

Which black person inspires you?

Friday

English – Reading



BBC bitesize English – 26th June – Reading

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 – 26th June- Word problems

Please complete the tasks assigned to you on Mathletics, then complete:

9.48 9.52 9.56 9.6 ...

The number 9.7 will be in this sequence.



Do you agree with Jack?
Explain your answer.

	1 st sequence	Relationship →	2 nd sequence
1 st term	0.1		1
2 nd term	0.2		2
3 rd term	0.3		3
4 th term	0.4		4
5 th term			

Eva compared the two sequences above. What do you notice about the differences between the terms in the two sequences?

Investigate Eva's sequences below and explain your thinking.



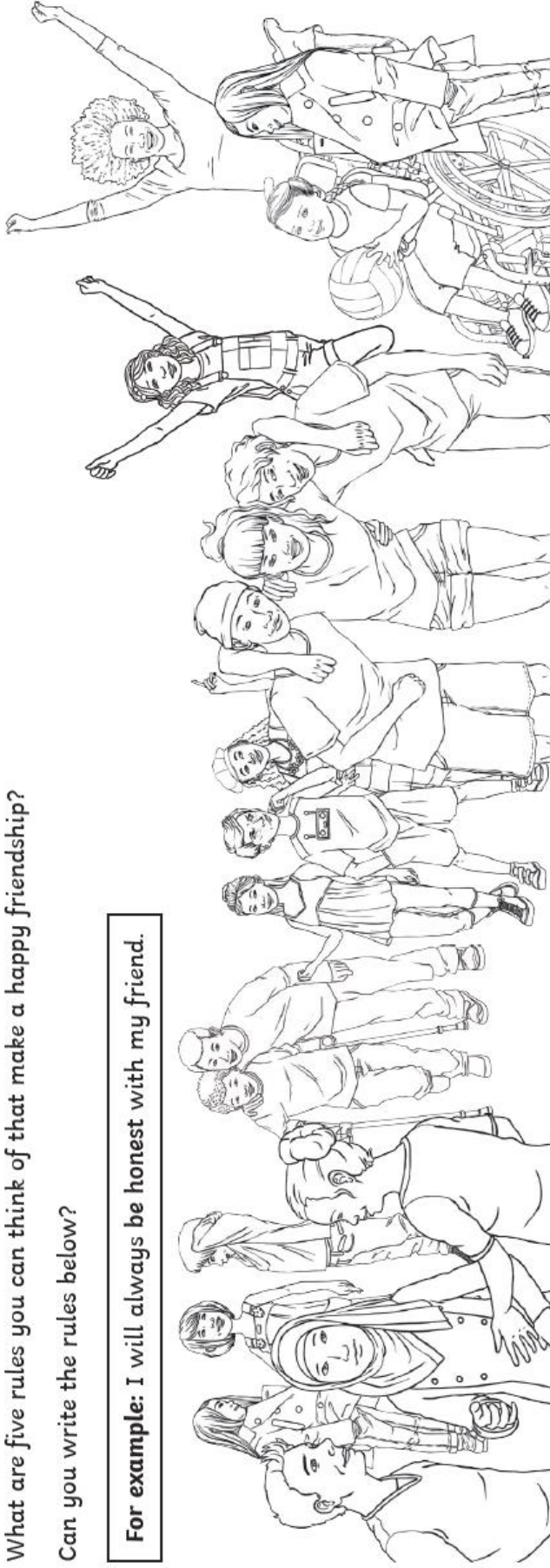
I wonder what the differences would be between sequences that go up in $+ 0.01$ and $+1$ sequence...

Five Rules for a Happy Friendship

What are five rules you can think of that make a happy friendship?

Can you write the rules below?

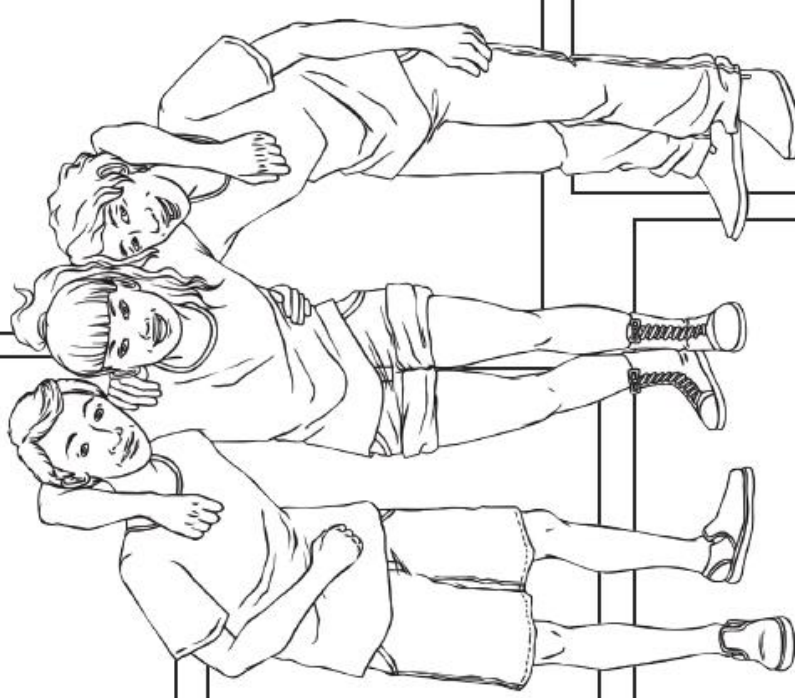
For example: I will always be honest with my friend.



- | | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

A Good Friend

<p>Does...</p>	<p>Does not...</p>
<p>Thinks...</p>	<p>Always...</p>
<p>Isn't...</p>	



Make sure you know all your times tables and division facts!

1x table	2x table	3x table	4x table	5x table	6x table
$1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	$1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	$1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	$1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$	$1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	$1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$
7x table	8x table	9x table	10x table	11x table	12x table
$1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	$1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$	$1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	$1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$	$1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	$1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$

RE – Incarnation

Who do Christians' believe is
our saviour?



<https://request.org.uk/jesus/introduction-to-jesus/who-is-jesus-2/>

<https://request.org.uk/restart/2017/11/18/bible-quest-the-nativity/>

Order these parts of the
bible

Creation

People of God

Incarnation

Fall

Around the picture of Jesus record all the
things that he represents to Christians.



How do you think Jesus fits in with the 'Big story of the Bible'?

- What did you notice that show that Jesus was not just an ordinary baby?
- Think about all the unusual things that happened to the people in the story-e.g. visited by Angels, had amazing dreams, and had to do things they did not understand the reason.
- Is there anything you find puzzling in the story?
- Do you think this is an important part of the Bible? Why?