Teaching overview for the day:

Year 5 Home Learning

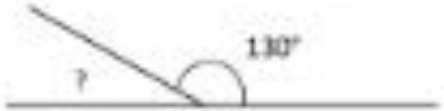
Day 62

Maths

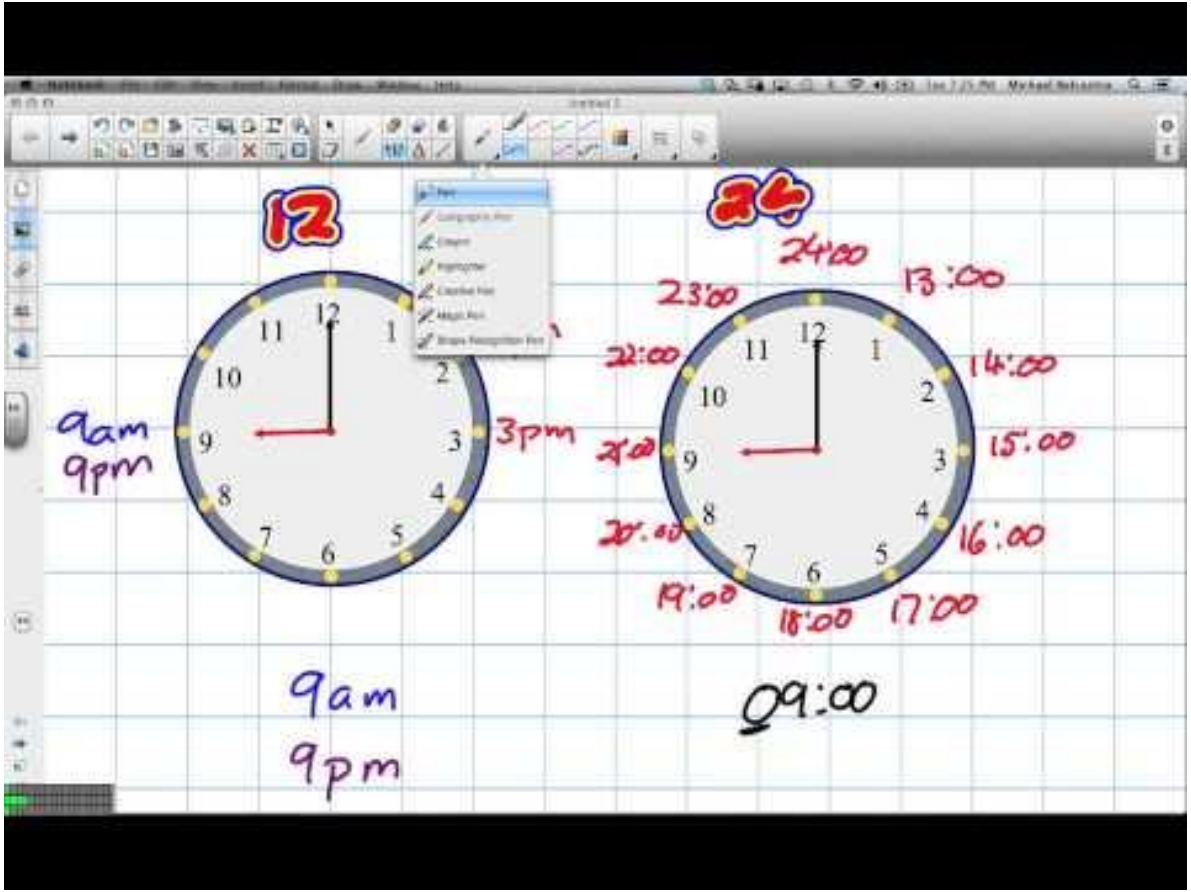
Starter ALL

1)	7 + (8 x 6)	
2)	$\frac{1}{4} - \frac{1}{10}$	
3)	Write 0.7 $\dot{3}$ as a fraction	
4)	½ of 21 = ___ - 10	
5)	Round 4.639 to 1dp	
6)	What is the **range** of: 21, 35, 17, 27, 32, 12 and 30	
7)	Find $\frac{3}{4}$ of 36	
8)	Which of these numbers is **prime**? 33 45 57 69 53 49	
9)	What is the difference between 6000 and 60?	

Starter ALL

10)	Which two measurements add up to 3 feet? 14 inches 2 feet 1 inch 1 foot 7 inches 11 inches	
11)	How many months in ¾ of a year?	
12)	Fill in the missing operations (+, -, x or ÷) to make this correct: 5 ☐ 6 ☐ 3 ☐ 2 = 8	
13)	A rectangular swimming pool measures 6 meters by 4 meters. What is the **area**?	
14)	What 3d shape does this net make? 	
15)	What is the missing angle? 	
16)	Two numbers have a sum of 15 and a product of 26. What are they?	
17)	I eat a third of a box of chocolates. There are now 16 left. How much were in the box at the start?	
18)	If $2x + 1 = 7$ what is the value of x?	

Maths video

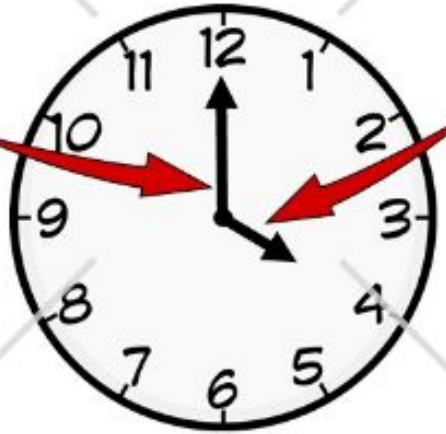


https://www.youtube.com/watch?v=kd-PgDKz0N0

Analogue Clocks

An **analogue clock** is a circular clock with numbers **1** to **12** around the outside and two hands.

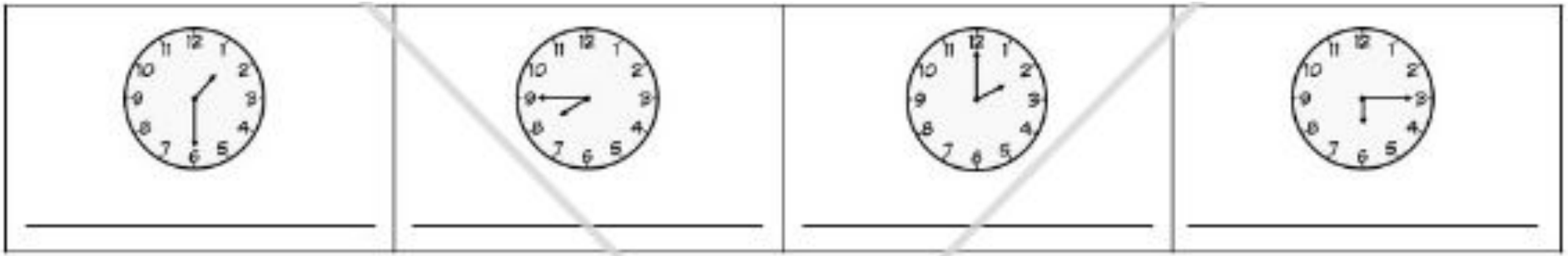
The **long** hand is the **minute** hand and tells you the minutes past or to the hour. When the minute hand points to the **12** it s an **o'clock** time.



The **short** hand is the **hour** hand and tells you what **hour** it is.

Here, the **long** hand is pointing to the **12** and the **short** hand is pointing to the **4**. It is **4 o'clock**.

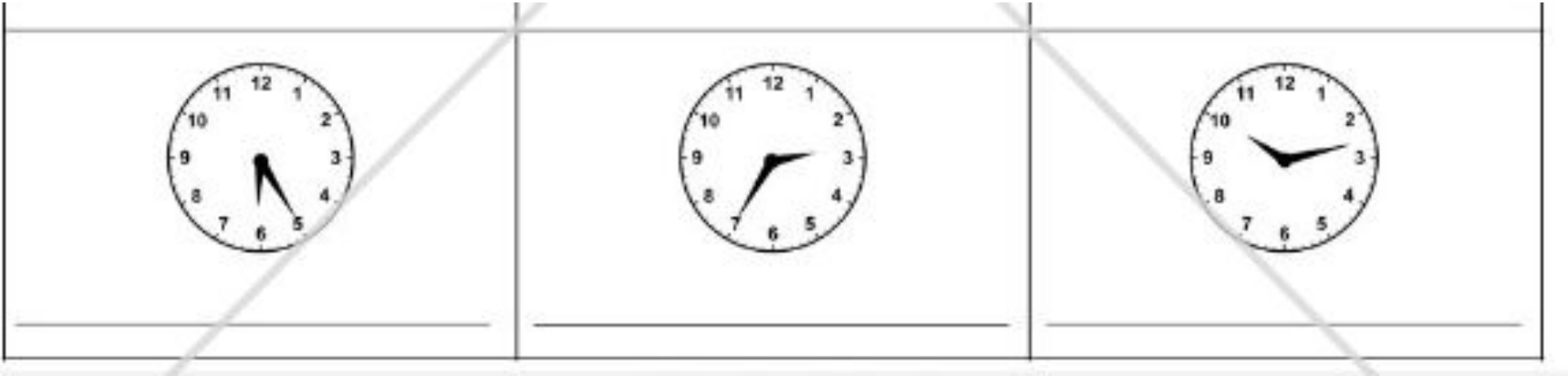
AHNH - Write the time below each clock



PPMT - Write the time below each clock

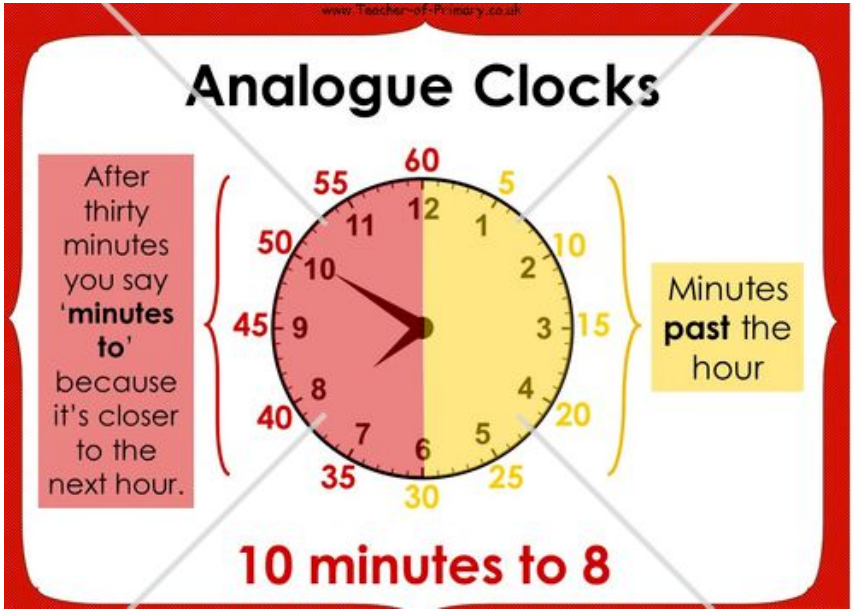
Can you tell the correct time from the clocks below?

FM - Write the time below each clock

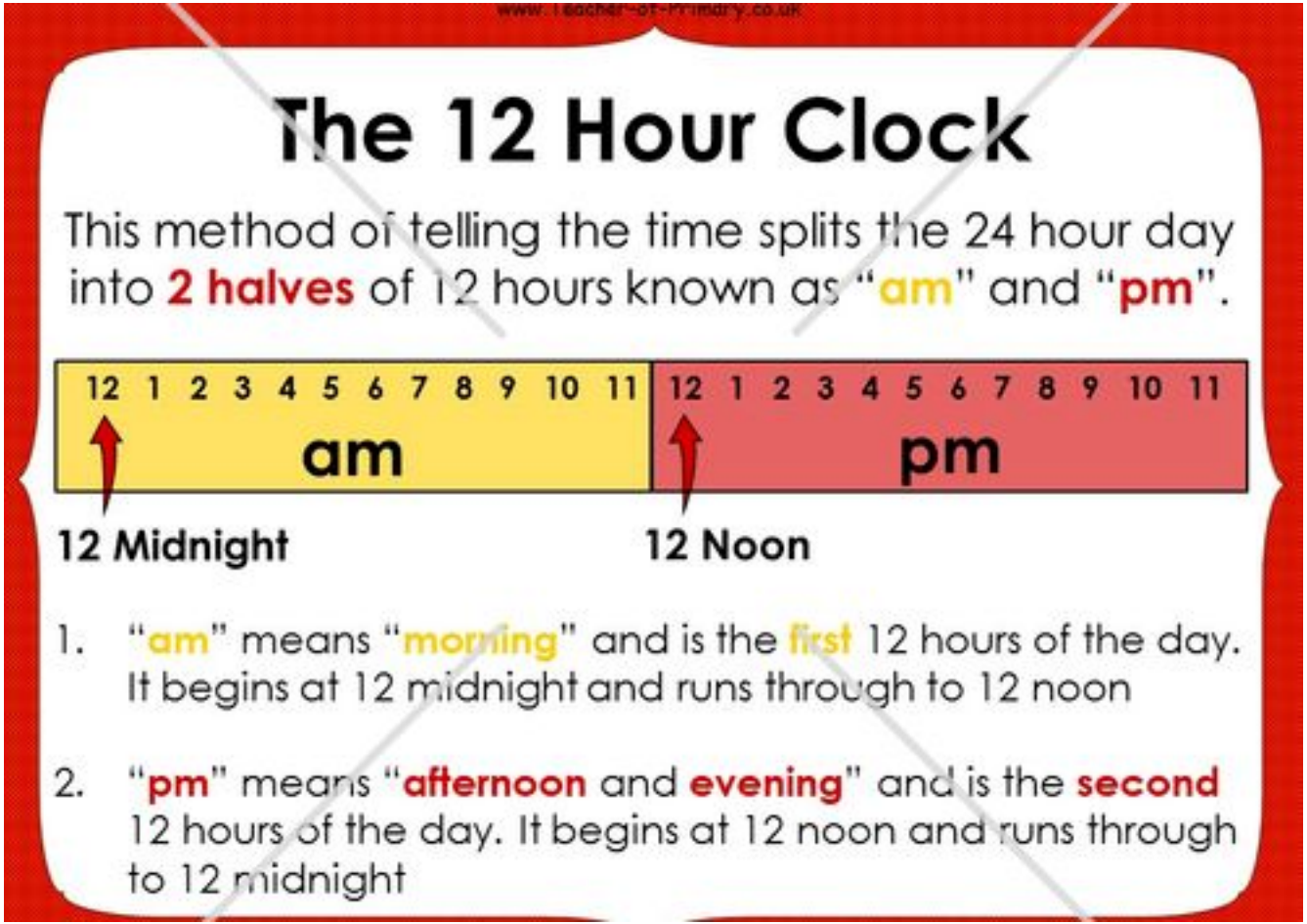


All read

www.Teacher-of-Primary.co.uk
Let's count in fives around the clock.
Click here
60
5
10
15
20
25
30
35
40
45
50
55
12
1
2
3
4
5
6
7
8
9
10
11


www.Teacher-of-Primary.co.uk
Analogue Clocks
After thirty minutes you say '**minutes to**' because it's closer to the next hour.
Minutes **past** the hour
10 minutes to 8

Task - all



Are these AM or PM?

00:45

15:30

3:30

12:45

Task all

Teacher-of-Primary.co.uk

Converting between 12 and 24 Hour Clocks Worksheet

Convert the time on the analogue clocks below to the 12 hour clock and the 24 hour clock.

In the morning...	In the evening...	In the afternoon...	In the morning...	In the morning...
12 hour clock	12 hour clock	12 hour clock	12 hour clock	12 hour clock
24 hour clock	24 hour clock	24 hour clock	24 hour clock	24 hour clock
In the evening...	In the morning...	In the afternoon...	In the morning...	In the evening...
12 hour clock	12 hour clock	12 hour clock	12 hour clock	12 hour clock
24 hour clock	24 hour clock	24 hour clock	24 hour clock	24 hour clock

Guided Reading

Reading the Gateway Way

1. Read the question
2. Circle the imperative verbs (the bossy verbs that tell you what to do e.g. tick, underline)
3. Underline the key information (What is the question asking you to do, what do you need to focus on to find the answer)
4. Identify the question type (Retrieval, inference, writer's choice of words, summary)
5. Read the text and highlight key information
6. Answer the question
7. Check your answer actually answers the question fully and that you have supplied evidence from the text to support your answer if they question requires it

PP Group

Sabryna and the River Spirit

The day began as usual. The little ones scampered about while Pa complained of the aches in his back and the tingles in his toes.

Sabryna heated bread and pottage over the fire in their old iron pot. The family didn't have the money for a new alchemical stove like other families in the village, but Sabryna didn't mind. She liked the smell of a real fire better. It smelt honest.

Before the family ate breakfast, they stood before the shrine: three clay figures, nestled in the nook above the fireplace. Their paint was flaky and their limbs cracked but, since Pa had injured his back and lost his job on Strongarm's farm, there was no money for repairs. Sabryna nudged the little ones to remind them to bow their heads as Pa cleared his throat.

PP Group

"Thank you, Barl, for the grain and the beans. Thank you, Sana, for light to bless the leaves. Thank you, Dia, for water to bless the roots."

Sabryna broke off breadcrumbs to give to each of the figurines: stout Barl, tall Sana and dainty Dia with her long, flowing hair.

"We are only a poor family – a lowly family," Pa went on. "We try our best but we are cold and hungry and our bellies always rumble. Please bless us, spirits. Send us barrels of grain, baskets of fruit and lots and lots of fish." Recently, Pa's pleas had become more and more desperate, and Sabryna had become more and more certain that the spirits weren't listening.

PP Group

After breakfast, Sabryna tied on her apron and filled her pocket with salt for a day's luck. "Time for school," she said, leading the little ones outside.

"Have a good day," said Pa, "and don't run off with a passing merchant!"

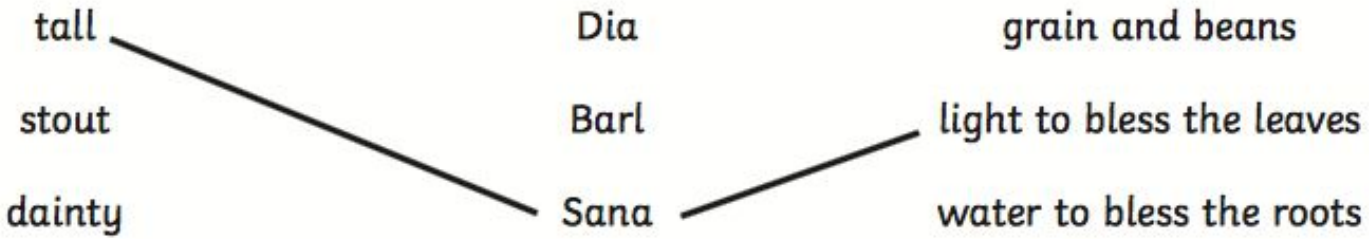
"I won't," Sabryna promised. Sabryna had never travelled further than the next village but she knew that the merchants came from towns and cities far away. They brought tales of temples and domes, mighty machines and magic shows. Sabryna would love to see all that they described, but she knew that it was impossible. Her family depended on her.

PP Group

1. Look at the opening paragraph.
   According to the text, what does Pa feel in his back and his toes?

   _____ in his back _____ in his toes

2. Match the descriptions and reasons for which Pa was thankful to each of the three figurines. The first one has been done for you.



PP Group

3. What type of food do the family ask the spirits to send them? Tick **three**.

- ○ grain
- ○ fruit
- ○ beans
- ○ vegetables
- ○ bread
- ○ fish

4. Which of these did Sabryna take out for a day's luck? Circle **one** answer.

her apron breadcrumbs a figurine a pocket full of salt

5. Where was Sabryna taking 'the little ones'?

_____

PP Group

6. Number the events below to show the order in which they happen in the story:

- [ ] The family ate breakfast.
- [ ] Pa said a prayer before they ate.
- [ ] Sabryna tied on her apron ready to leave the house.
- [1] The little ones scampered about while Pa complained of his aches.
- [ ] Sabryna heated bread and pottage for the family for breakfast.

7. How did Sabryna feel about not being able to travel further away than the next village?

_____

_____

_____

Sabryna and the River Spirit

The day began as usual. The little ones scampered about while Pa complained of the aches in his back and the tingles in his toes.

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AH/MT/FMNH Group

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After breakfast, Sabryna tied on her apron and filled her pocket with salt for a day's luck. "Time for school," she said, leading the little ones outside.

AH/MT/FMNH Group

"Have a good day," said Pa, "and don't run off with a passing merchant!"

"I won't," Sabryna promised. Sabryna had never travelled further than the next village but she knew that the merchants came from towns and cities far away. They brought tales of temples and domes, mighty machines and magic shows. Sabryna would love to see all that they described, but she knew that it was impossible. Her family depended on her.

AH/MT/FMNH Group

Sabryna and the River Spirit

The village school only cost a penny each for the morning and taught sums and letters. Alongside this, the children were taught about alchemy: lessons involved mixing simple formulas and drawing diagrams of alchemical contraptions. It was only the basics, but it was a start. Sabryna hoped that her brothers and sisters would achieve great things one day.

It was a long walk from their cottage, high on the hillside, to the schoolhouse in the valley below. As usual, they were the last to arrive and Sabryna, who was already fourteen, hurried her siblings through the gate as the bell rang.

"Work hard – and don't upset the teacher!" she called, before heading into the village to collect the day's laundry work.

AH/MT/FMNH Group

The village bustled. Farmhands jostled and gossiped as they headed to the fields. Apparently, the river was low, but the farmhands said that there was no need to worry because Mr Strongarm had bought a new alchemical fertiliser and it made the grain pop up like a rabbit from a hole.

The farmhands might not have been worried about the low river but Sabryna was – she could hardly make a living as a laundress without water.

AH/MT/FMNH Group

1. Look at the opening paragraph.
   According to the text, in what parts of his body is Dad feeling aches or tingles? Circle **two**.

   head back legs toes

2. Find and copy a word to describe each of the three figurines.

Barl	
Sana	
Dia	

AH/MT/FMNH Group

3. What type of food does Pa ask the spirits to send them? Give two examples.

1	
2	

4. According to the text, what did Sabryna take out with her for a day's luck?

_____

AH/MT/FMNH Group

5. Look at the section beginning:

   "I won't," Sabryna promised. Sabryna had never travelled further than the next village but she knew that the merchants came from towns and cities far away.

   Why did Sabryna wish to travel further than she had done before and what was stopping her?

_____

_____

_____

_____

AH/MT/FMNH Group

6. Number the events below to show the order in which they happen in the story:

- ☐ The family ate breakfast.
- ☐ Pa said a prayer before they ate.
- ☐ Sabryna walked her brothers and sisters to school.
- ☐ Farmhands gossiped and went to work in the village.
- ☐ Sabryna heated bread and pottage for the family for breakfast.

7. In what ways does Sabryna take responsibility for her family and her siblings?

   Give evidence to support your answer.

_____

_____

_____

_____

AH/MT/FMNH Group

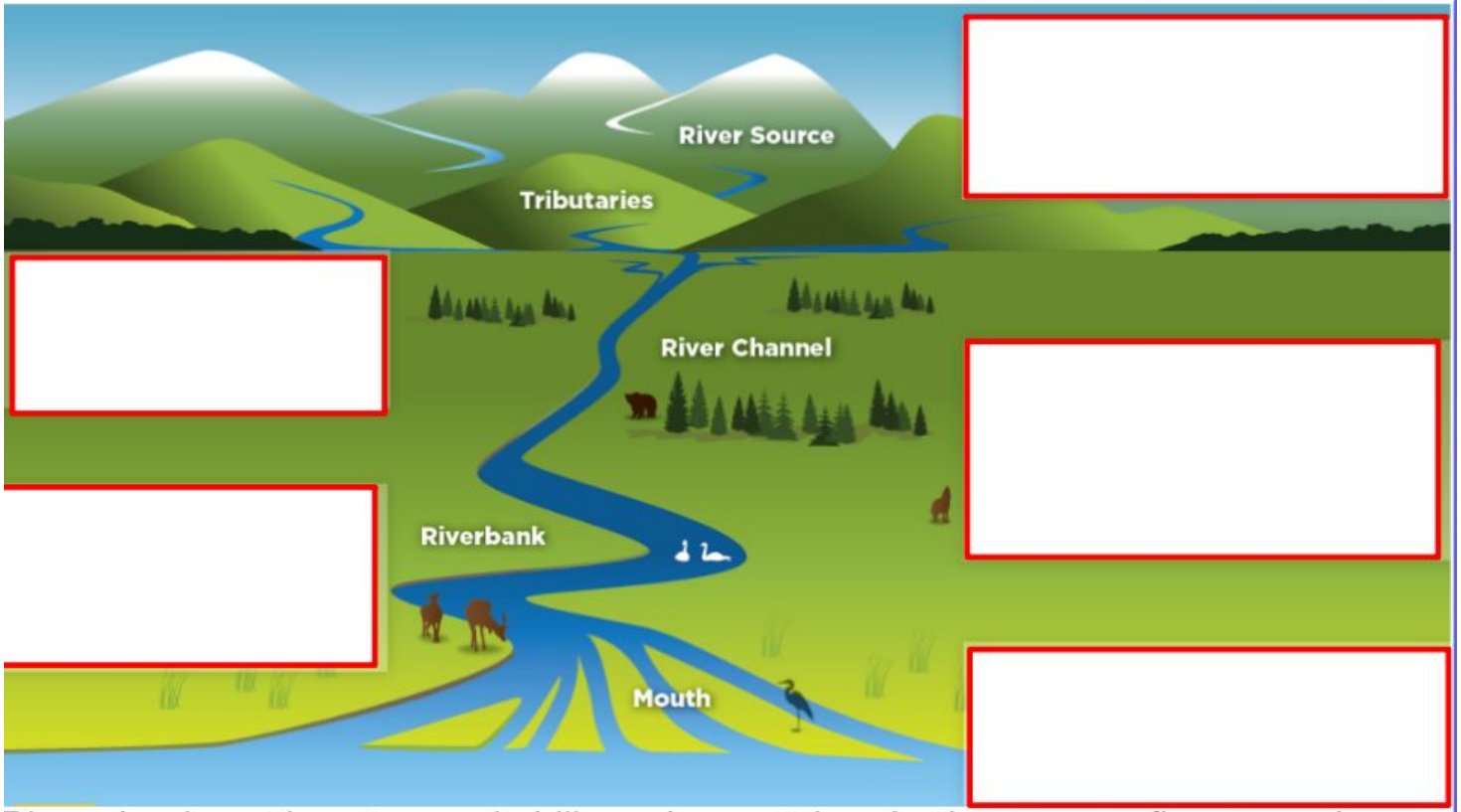
8. The story is not in a real or modern setting. What evidence is there to support this statement?

Geography

WAL about rivers and landscapes

WAL about rivers and landscapes - Key vocabulary

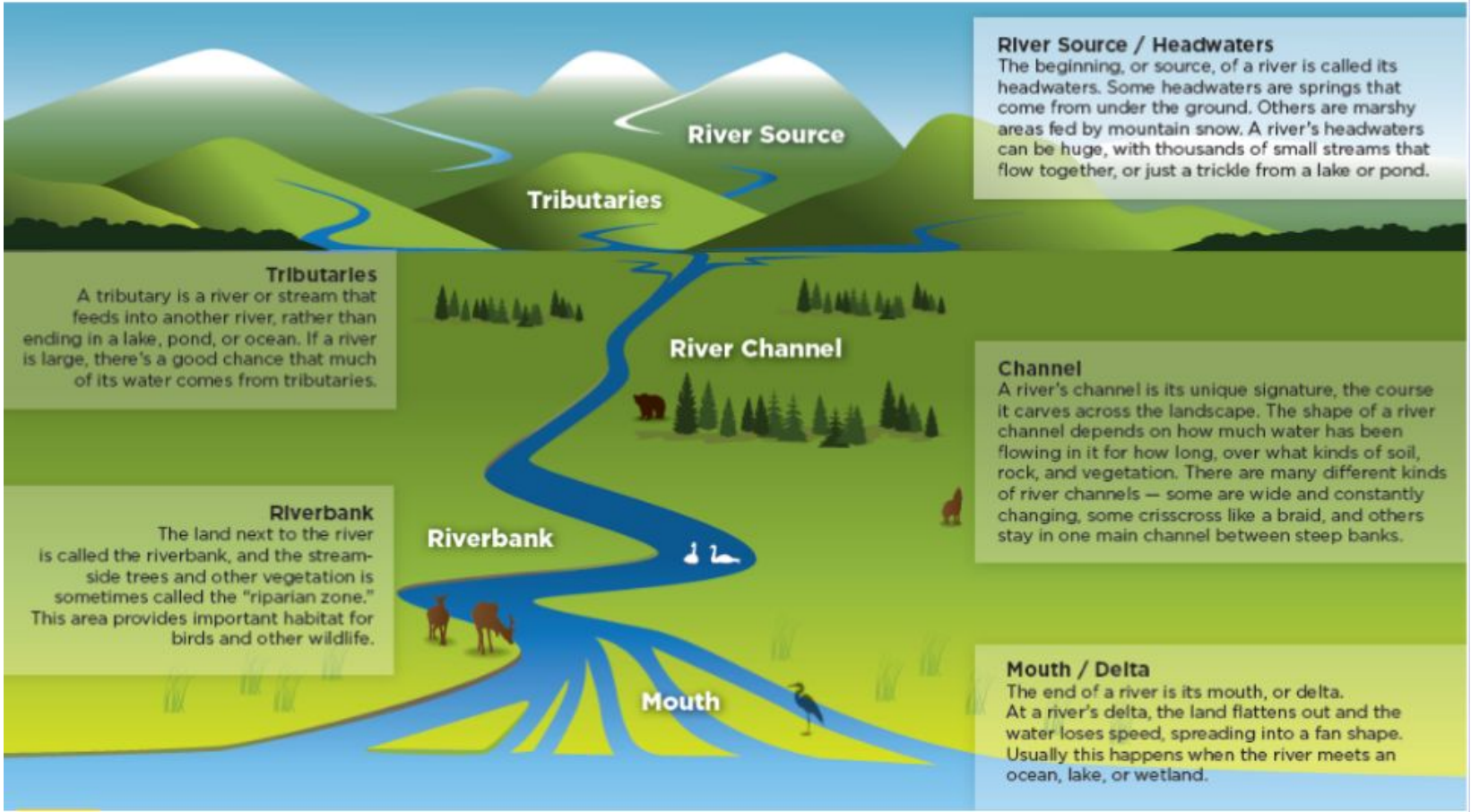
Look at the key words here. What do you think they mean?



Rivers begin as tiny streams in hills and mountains. As the streams flow towards the sea, they join together to make a river. Some rivers are quite short but others are hundreds of kilometres long.

WAL about rivers and landscapes

Answers



The Life of a River

Rivers can be divided into three stages:

The Upper Course

Rain falling in highland areas flows downwards and collects in channels, forming a stream. As the stream continues to run downhill, it is joined by other streams and increases in size and speed. The point where two rivers join is called a confluence.

The Middle Course

As a river reaches its middle course, the fast flowing water causes erosion, which makes it deeper and wider. The river erodes left and right, forming horse-shoe like loops called meanders.

The Lower Course

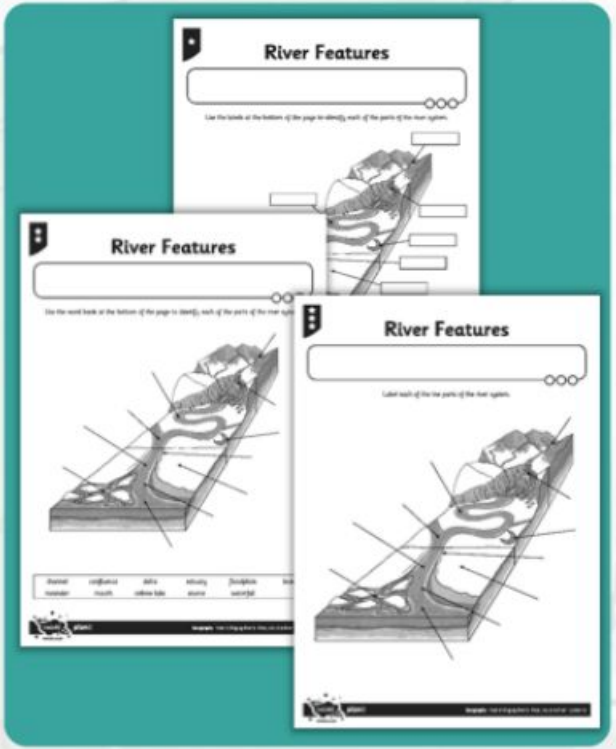
In the lower course, a river is in flatland and flows slowly. The force of the water is lower than in the other stages, so the river deposits all the bits of eroded land it has been carrying with it.

River Features

Activity

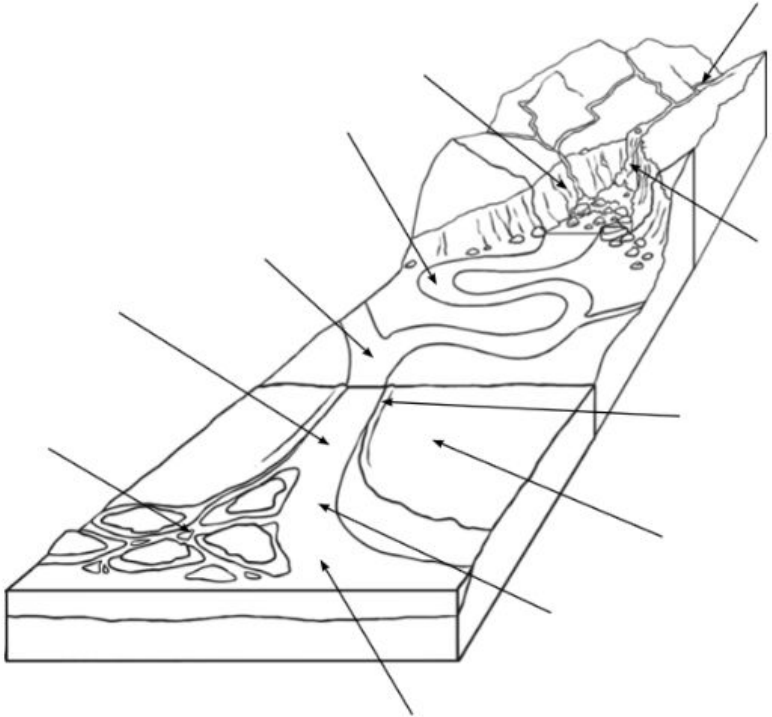
Use the features of rivers vocabulary to label the river system.

Challenge: can you describe the river during the upper, middle and lower courses? How does it change?



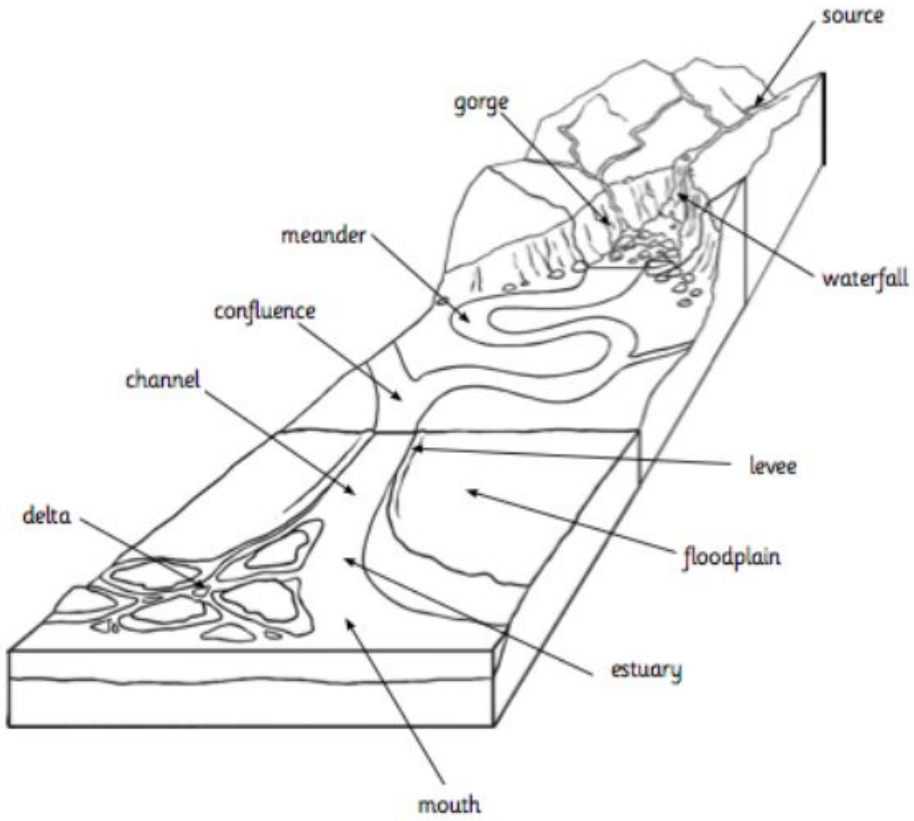
TASK

Use the word bank at the bottom of the page to identify each of the parts of the river system.



channel	confluence	delta	estuary	floodplain	levee
meander	mouth	gorge	source	waterfall	

River Features Answers



Art

Mixing Water and Oil

Do Water and Oil Mix?

In a jar, pour a quarter of a cup of water and a quarter of a cup of oil.

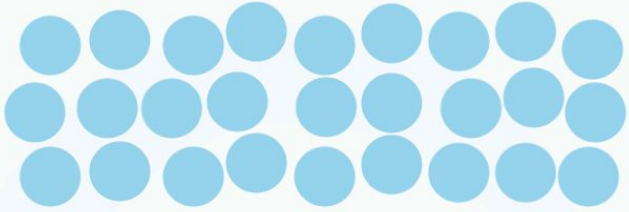
Do Water and Oil Mix?

What happens?

Do Water and Oil Mix?

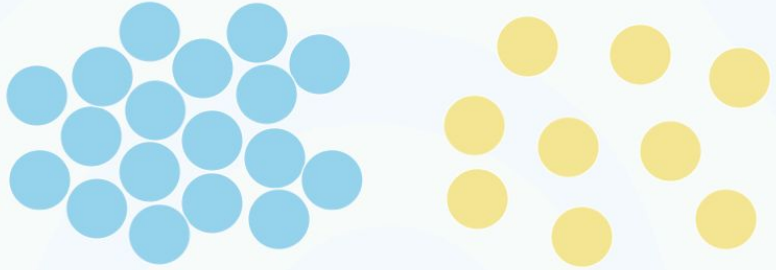
You can mix water and oil together but they will separate again.

Why Don't Water and Oil Mix?



Everything is made up of tiny particles we call **molecules**.

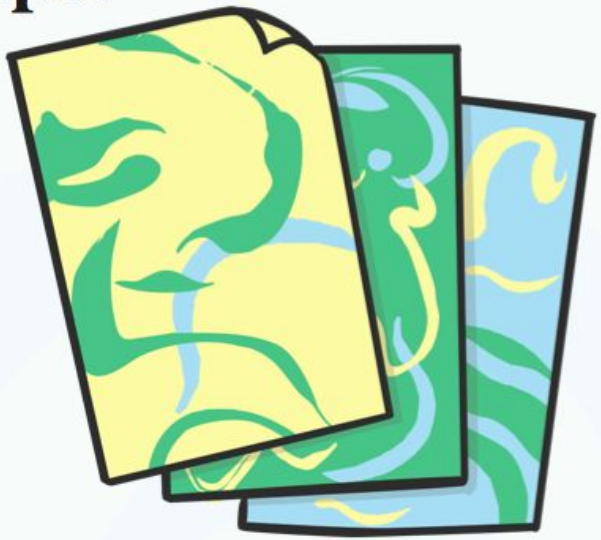
Why Don't Water and Oil Mix?



The molecules in water are quite packed in (dense) but in oil, they are less crowded.

This means that when we have equal amounts of water and oil, we actually have more water molecules than oil molecules, meaning they will sink to below the oil.

Marble Paper



We are going to be making marble paper today.

Marble Paper

How do you think we could get the ‘marble look’ on paper?

What colours do you think we should use?

How could we make sure the paper won’t become all wet and fall apart?

What will happen if we put the coloured oils onto the water?

What will happen when we swirl the colours around?

You Will Need:

- Jars with sealable lids
- Shallow pans (larger than your paper)
- Vegetable oil
- Newspaper
- Skewers
- White card
- Spoons
- Food colouring
- Range of plain objects of different materials to test marble effect on

Instructions

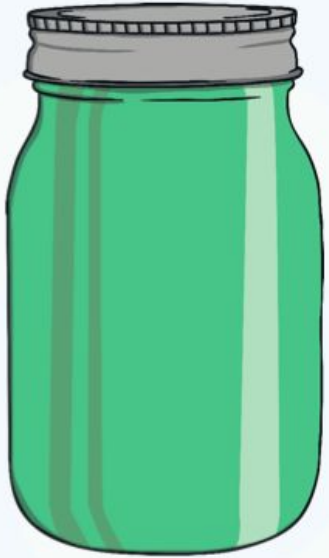
In each of the jars, pour in half a cup of vegetable oil.

Instructions

Add food colouring to the oil.

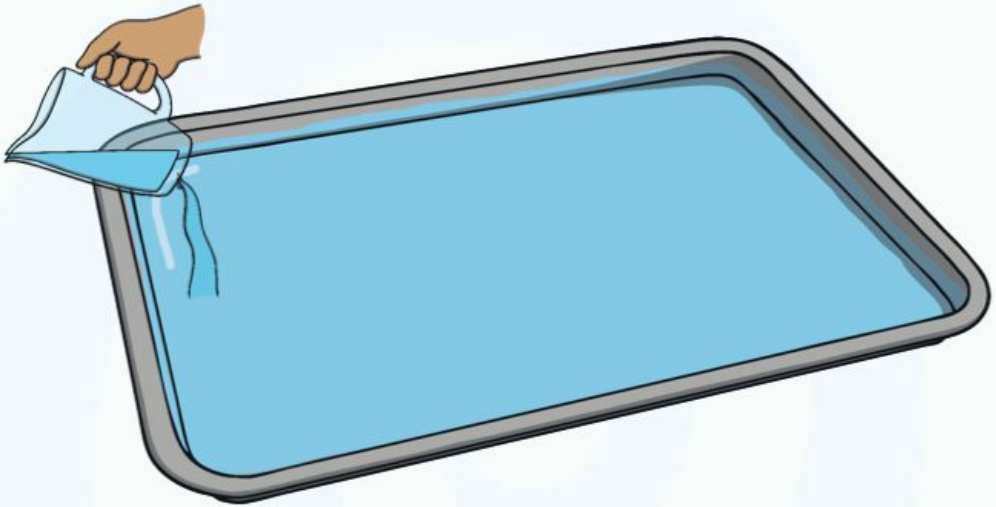
Instructions

Put the lid on the jars and shake, until mixed.



Instructions

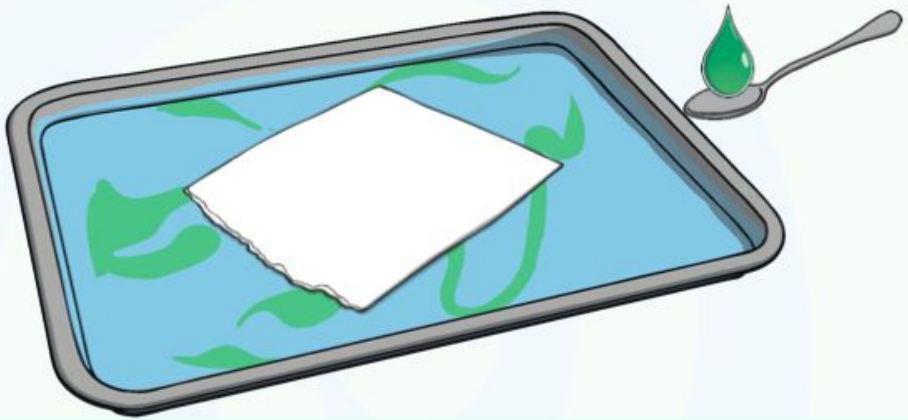
Half fill shallow pans with water.



Instructions

Using a spoon, spoon each colour onto the water and swirl with a skewer until the desired design is met.

Gently place paper over the top and leave for 3 seconds.



Lift the paper out gently.

Instructions

Leave paper to dry.

Insert a photo of your work here (on Google slides click insert>image>upload from computer)

Reflection

Did you use warm colours or cool colours?

How do the colours make you feel?

Did the colours mix when you put them into the water? Why/why not?

What happened when you used the different tools to swirl the colours?

My book about

i-e

9 nine

This book belongs to

_____

Phonics

Can you see **i-e**?

Find all the words with **i-e** sounds and circle them.

shine pin nine

bike ride

hose five whale

pipe coke pine

tune wine

same

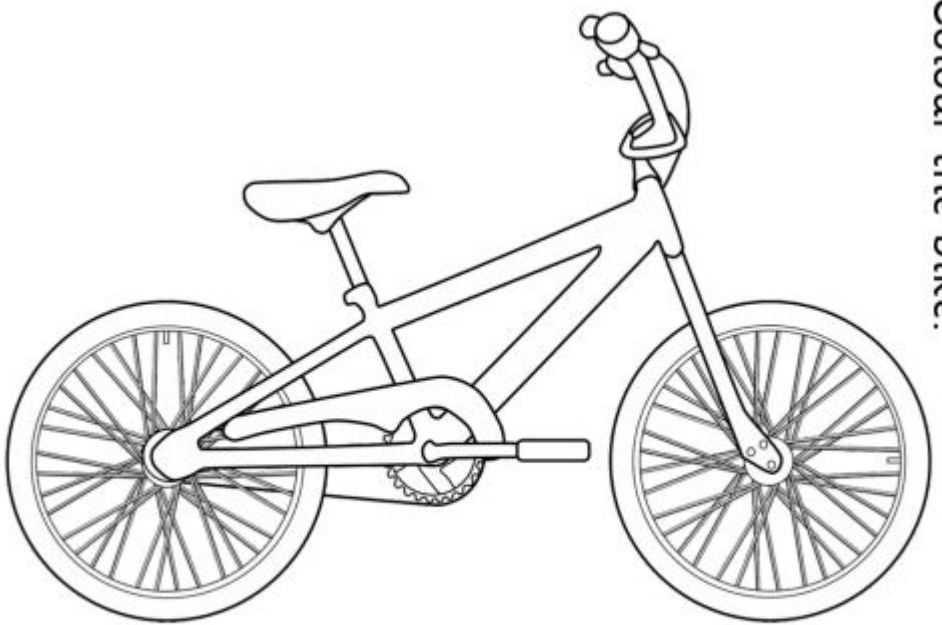
Colour the number five.

Finish the words.

Fill in the gaps to make **i-e** words below.

fi__e	ni__e
pi__e	ti__e
li__e	bi__e
wi__e	ki__e
si__e	di__e

Colour the bike.



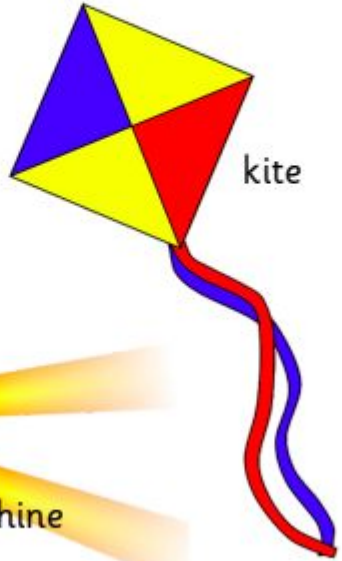
Things that have i–e

Put a line through the one that does not have i-e.

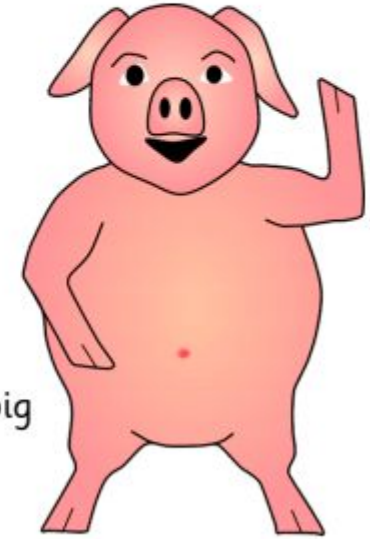
dice

nine 9

bike



kite



pig

five 5

shine