Home Learning Pack

Year 5

Guidance and Answers

Week 7
08/06/2020

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This week's pack supports the <u>Week 7 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Decimals as Fractions (page 2)

Place value is the value of a digit in a number. For example, the '8' digit in 842, has a value of 800, whereas the '8' digit in 384, has a value of 80.

Question 1 – This question asks your child to colour in the **100 squares** to represent the decimal given and then write this as a fraction. A **100 square** is a 10 x 10 grid (100 squares) that can be used in different ways to help with counting or representing numbers. When used with decimals, it represents the number 1 to help demonstrate the place value of a decimal number. To do this, they will need to use their **place value** knowledge of tenths and hundredths know how many squares in the **100 square** to colour in. Once they have done this, they will then need to use the **100 square** to write the decimal as a fraction.

Colour in the 100 squares to help you write the decimal as a fraction. The correct answers are:

A. 25 squares coloured, $\frac{25}{100}$ or $\frac{1}{4}$; B. 70 squares coloured, $\frac{70}{100}$ or $\frac{7}{10}$.

Question 2 – This question asks your child to match the visual representation to the decimal and then to the corresponding fraction.

Use the images to help you find the decimal and fraction that it shows. The correct answers are:

A. 0.5, $\frac{1}{2}$; B. 0.2, $\frac{1}{5}$; C. 0.3, $\frac{30}{100}$

Question 3 – This question asks your child explain whether the statement is true or false. To do this, they will need identify the number of squares shaded in the **100 square**, then convert this to a decimal and a fraction.

Use the 100 square to help you find the decimal and fraction that it shows. The correct answer is:

False. Various answers, for example: The place value of the digits in the decimal is incorrect. It should say 0.25, which is equivalent to $\frac{25}{100}$ or $\frac{1}{4}$.

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Monday

English – Direct and Indirect Speech (page 3)

Direct speech is shown by writing exactly what was spoken between **inverted commas**.

Inverted commas are another term for speech marks and mark the beginning and end of what has been spoken.

Indirect speech reports on what has been said without writing the speech in full. It can also be called **reported speech**.

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

Question 1 – This question asks your child to sort the sentences from the **paragraph** into table depending on whether the sentence contains **direct speech** or **indirect speech**. There are four sentences in total that should be sorted into the table.
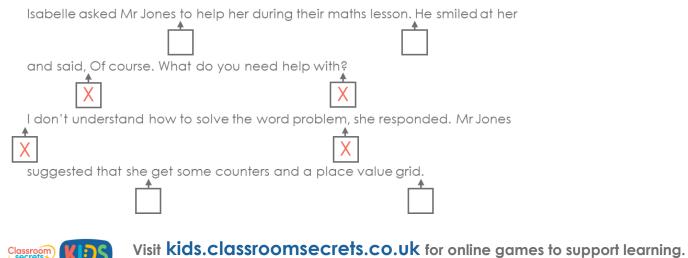
Sort the sentences from the paragraph into the table by looking carefully at the punctuation used. The correct answers are:
Direct Speech – "Definitely! I'll be there in ten minutes," replied Oscar. Alfie said, "Great! Don't forget to bring your new football."
Indirect Speech – Alfie's mum told him that he could invite a friend over. He rang Oscar and asked him if he wanted to play in the garden.

Question 2 – This question asks your child to put an 'X' in the boxes where **inverted commas** are needed. To do this, they will need to read the **paragraph** carefully to identify the **direct speech**, as it is the **direct speech** that will need the **inverted commas** at its beginning and end.

Mark with an 'X' where the inverted commas should go by identifying the direct speech. The answers are:

Isabelle asked Mr Jones to help her during their maths lesson. He smiled at her

□   □

and said, Of course. What do you need help with?

X   X

I don't understand how to solve the word problem, she responded. Mr Jones

X   X

suggested that she get some counters and a place value grid.

□   □

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Monday

English – Direct and Indirect Speech – continued (page 3)

Question 3 – This question asks your child to identify the sentence that is the odd one out in the **paragraph** and explain their reasoning. Your child needs to look at what type of speech each sentence contains to be able to find the odd one out.

Identify the different types of speech within each sentence to find the odd sentence out. The correct answer is:
The second sentence is the odd one out because it contains direct speech. The other sentences contain indirect speech.

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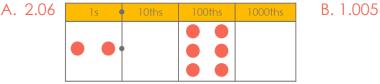**This week's pack supports the <u>Week 7 timetable</u> on Classroom Secrets Kids.**

Tuesday

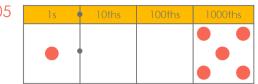### Maths – Thousandths as Decimals (page 4)

Question 1 – This question asks your child to put an 'X' next to the numbers that are **equivalent** (have the same value) to the fraction given. To do this, they need to think carefully about the **place value** of each digit. Please refer to page 2 for a definition of this term.

Put an 'X' next to the numbers which are equivalent to the fraction given. The correct answers are: A. 0.130 and 0.13; B. 0.032; C. 3.007

Question 2 – This question asks your child to show the **mixed numbers** (a whole number and a fraction) given in the **place value chart** and then to write the decimal in the box provided. A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on. They will need to use their knowledge of **place value** to help them draw counters in the correct place value column to find their decimal. They also need to remember to use a **place holder** (0) between any other digits if there is a place value between them.

Show the mixed number in the place value chart and write it as a decimal. The correct answers are:

A. 2.06

1s	10ths	100ths	1000ths
● ●		● ●	
		● ●	
		● ●	

B. 1.005

1s	10ths	100ths	1000ths
●			● ●
			●
			● ●

Question 3 – This question asks your child to correct and explain the error(s) in Hanna's work. To do this they will need to check each fraction and decimal pair using their knowledge of **place value**. They can use **place value** language to help them explain the mistakes that Hanna has made.

Find and correct the error(s) in Hanna's work using your knowledge of place value and explain her mistakes. The correct answer is: Hanna has converted B and C incorrectly. B should be 3.052; she has written 5 tenths and 2 hundredths instead of 5 hundredths and 2 thousandths. C should be 1.004; she has written 4 tenths instead of 4 thousandths.

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Tuesday

English – Fact or Opinion (page 5)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

This activity asks your child to mark each statement as a **fact** or an **opinion** with an 'X'. They will need to read the statements carefully and decide whether is something that is true or it is something somebody thinks.

Put an 'X' next to each statement in either the fact or opinion column. The correct answers are:

	Fact	Opinion
A fun day was had by all.		X
On Saturday 29th April, a local Scout group raised a grand total of £560.	X	
The children, aged between 10 and 14, organised a bake sale.	X	
I'm so proud of everyone involved.		X
The Scouts worked exceptionally hard to make the day a success.		X
The money will be divided between two local charities.	X	
The Scouts are now busy planning their next charity fundraiser.	X	
The Scouts did an excellent job of getting it clean again.		X

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Wednesday

Maths – Rounding Decimals (page 6)

Rounding means to change a number slightly by making it larger or smaller, depending on the original number, to give a more approximate value.

A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on.

Decimal places refer to the number of digits after the decimal point. For example, a decimal which has two decimal places (2dp) will have two digits after the decimal points, e.g. 1.25.

A **number line** is a horizontal, straight line which has numbers placed at equal points. Number lines can be used to show either positive or negative numbers. Most number lines begin at 0, however this is not always the case.

Question 1 – This question asks your child to circle the answer. To find the answer they need to identify the number in the **place value chart** and round it to the nearest **whole number** (a number that is not a decimal).

Round the number to the nearest whole number and circle the answer, thinking about whether is closer to the same whole, or the next whole. The correct answer is: B

Question 2 – This question asks your child to identify if the statement is true or false. They have been provided with a **number line** to support them. For the **number line** to support them, they should mark the number on the number and look to see which side it is closest to.

Read the statement carefully and use the number line to identify if the statement is true or false. The correct answer is: True

Question 3 – This question has two parts to it. Your child needs to **round** the first number to the nearest tenth, and the second number to the nearest whole. A **number line** has been provided to them, so they can mark the number on the **number line** to visualise which number it is closest to.

Round the numbers given, using the number line to help you. The correct answers are: 7.8 and 8.

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Wednesday

Maths – Rounding Decimals – continued (page 6)

Question 4 – This question asks your child to **round** the decimals to the nearest tenth and match it to the correct answers. To do this, your child will need to use their knowledge of **place value** (please refer back to page 7) to understand which number it is closest to. They may wish to draw a number line to help them.

Round the decimals to the nearest tenth using your place value knowledge and match them to the correct answers. The correct answers are: 8.07 – 8.1; 8.67 – 8.7; 8.76 – 8.8

Question 5 – This question asks your child to find their way through the maze by circling the numbers that when **rounded** to the nearest tenth, it will have 4 tenths, for example: 1.<u>4</u>, 2.<u>4</u>, 3.<u>4</u>. To do this, they will need to look at each number in the maze and use their **place value** knowledge to round each number to the nearest tenth.

Use your place value knowledge to find the way through maze by circling the numbers where the tenth is rounded to 4 tenths. The correct answer is:

3.36	2.56	4.29	1.09
5.42	6.39	7.49	8.65
8.48	7.38	9.44	6.33
9.62	5.04	3.37	6.41

Question 6 – This question asks your child to use the clues to find the number that has 2 **decimal places** (please refer back to page 7). They need to use their place value knowledge of rounding and the terms **even** (divisible by 2 to get a whole number) and **odd** (not divisible by 2) to find what the number could be.

Use the clues and your place value knowledge to find what the number could be. For this question there are two possible answer, these are: 7.56 or 7.58

Question 7 – This question asks your child to find out if the statement is correct and prove their answer. To do this, your child need to complete the **rounding** themselves. They will first need to **round** the number to the nearest tenth, and then to the nearest whole number, using their **place value** knowledge. If their answers match the statement, 'Bruce' is correct.

Round each number to prove whether or not Bruce is correct. The correct answer is: Bruce is correct. The 5 hundredths means that the 9 tenths is rounded to the next whole number.

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Wednesday

English – Recognising Relative Clauses (page 7)

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **relative clause** adds extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and so therefore must be related to the noun.

Question 1 – This question asks your child to create 3 complete sentences by matching a **main clause** to a **relative clause**. To do this, they should read each clause, looking at the context of each **clause** to see which ones match. It would be helpful for them to read the sentences aloud to check that the sentences 'sound right'.

Create a full sentence by matching a main clause to a relative clause, remembering to read back you sentences to hear whether they make sense. The correct answers are:
The girl visited London, where her sister was born.
Jordan caught the ball that had been thrown into the air.
Lee, who is only three, started to cry.

Question 2 – This question asks your child to write 'M' for **main clause** or 'R' for **relative clause** next to each sentence. To do this they need to read each **clause** carefully. If it makes sense by itself it is a **main clause**, but if it not a complete sentence, it is a **relative clause**.

Write 'M' or 'R' next to each sentence depending on whether it is a main clause or a relative clause. The correct answers are:
Main clauses: A, B,
Relative clauses: C, D, E

Question 3 – This question first asks your child to circle the **relative clause** in the sentence given. They then need to explain what the **relative clause** refers to and how they know. To do this, they need to thinking about who the **relative clause** refers to and how it links to the rest of the sentence.

Circle the relative clause in the sentence and explain what it refers to and how you know, thinking about the how the information in the relative clause links to the rest of the sentence. The correct answer is: The relative clause Zach has used is 'who had not been paid'. This relative clause refers to the taxi driver because it tells us that he had not been paid, which gives us more information about why he was unhappy on Saturday.

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Thursday

Maths – Order and Compare Decimals (page 8)

Question 1 – This question asks your child to circle the number that has been placed incorrectly on each of the **number lines** (refer to page 6). To do this, they will need to look work out what each interval on the **number line** represents and use their **place value** knowledge (refer to page 6).

Use your place value knowledge to circle the number which has been placed incorrectly on each of the number lines. The correct answers are:
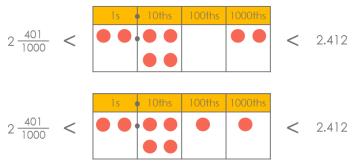
A. 1 and 518 thousandths; B. $2\frac{435}{1000}$

Question 2 – This question asks your child to find a way through the maze. They can only move vertically or horizontally, but each number they go through must be larger than the number before it on the pathway. To do this, they will need to convert the fractions and whole numbers into decimals.

Move from smaller decimals to a larger decimal each time to find your way through the maze, using your place value knowledge to help you. The correct answer is:

1.607km	$1\frac{610}{1000}$km	2,098m	2.097km	$1\frac{9}{10}$km
$1\frac{99}{1000}$km	1,601m	2.112km	$2\frac{3}{10}$km	2.299km
2,980m	1.399km	$2\frac{1}{10}$km	2,450m	$2\frac{501}{1000}$km

Question 3 – This question asks your child if the statement is correct and to prove their answer. To do this, they will need to complete the question themselves by drawing or placing **counters** in the **place value chart** (refer to page 7).

Identify if Polly is correct and prove it, by showing your working for the question. The correct answer is: Polly is correct because she can make 2.402 and 2.411 with the 8 counters she has.

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Thursday

English – Sorting Features of a Newspaper Report (page 9)

For this activity, your child needs to sort the different text features into two groups – whether it is a feature they would find in a newspaper report and those that they would not find in a news paper report. The text features include:

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. <u>after</u>), place (e.g. <u>where</u>) and cause (e.g. <u>because</u>).

Bribery is when there is an offer of something valuable given in order to get the reader to do something. For example, a free gift if the reader subscribes to the newspaper weekly.

A **sub-heading** is a mini headline that can capture the readers interest and allow the text to be divided into subjects. It is usually smaller in size than the main headline and underlined.

The **main body** is the main part or content of the text.

A **by-line** is a line in the newspaper naming the writer of an article.

The **resolution** is the part of the text where the problem is resolved.

Alliteration occurs when the same sound is used repeatedly in a phrase or sentence. For example, "she sells seashells by the sea-shore."

The **orientation** in a newspaper article refers to the opening paragraph. This introduces the story and should grab our attention. It will set the scene and summarise the main points of the article. It is often only one sentence.

The **reorientation** in a newspaper article ends the retelling of events. It brings us up to date and tells us what is happening now. It will move from the past tense to the present tense.

A **quote** is direct speech written within the article. It is written within speech marks and is the exact words of the speaker. In a newspaper article it is often a witness or person involved in the subject of the article.

Please see the next page for answers.

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Thursday

English – Sorting Features of a Newspaper Report – continued (page 9)

The correct answers are:

I would find these in a newspaper report	I would NOT find these in a newspaper report
orientation	bullet points
main body	personal comments
by-line	numbered paragraphs
bold font	build-up
reorientation	equipment list
headline	resolution
photo	sender's address
quotes	title
facts	bribery
opinions	diagram
past tense	imperative verbs
catchy	second person
present tense	adverbs
conjunctions	flattery
alliteration	
humour	
sub-headings	

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Friday

Maths – Arithmetic

Click on the link to play an arithmetic game which revises some of the skills covered in Year 5 so far. https://kids.classroomsecrets.co.uk/resource/year-5-arithmetic-test-practice-2/

English – Revision

Click on the link to play an interactive game which revises some of the spellings from the Year 5 spelling list. https://kids.classroomsecrets.co.uk/resource/year-5-and-year-6-spelling-word-search-1/

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Assembly Activity

Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

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Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

KIDS

Classroom secrets

Signed

Date

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Additional Resources

English – Guided Reading – City Life, Countryside Living (page 10 - 12)

Children should read the **non-fiction report** (a piece of writing giving information about a topic) and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What does the writer mean by the phrase, 'your forever home'?
   Various answers, for example: It is somewhere you will want to live for the rest of your life.

2. Find a synonym for 'move' in the first paragraph.
   Relocate

3. Give 3 reasons why Dover is an important settlement.
   It has a large harbour; it links England to France and Europe; it has the channel tunnel.

4. Find the word which tells you that tourists would enjoy looking around Crail.
   Picturesque

5. Why is Dudley described as a 'market town'?
   Various answers, for example: It has a popular market; its original function was a centre for a market.

6. Why was the West Midlands called 'the black country' in the industrial revolution?
   Various answers, for example: The air in the area was very dark with smoke and pollution due to the factories in operation at the time.

7. Give 3 features you are likely to find in town settlements.
   Railway stations; cinemas; hospitals

8. Look at the 'City' paragraph. Find 3 negative aspects of living in a city.
   Noise; traffic; pollution

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Additional Resources

English – Guided Reading – City Life, Countryside Living – continued (page 10 - 12)

9. What is the key difference between a city and a mega city?
   Over 10 million people live in a mega city, whereas a city is smaller.