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Home Learning Pack Year 5

Guidance and Answers

Week 10

29/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Monday

Maths – Measuring with a Protractor (page 2)

Please note that a protractor is required to complete this worksheet.

An **angle** is when two edges of a shape meet or intersect. Angles are measured in **degrees**.

Question 1 – This question asks your child to match the **angles** to the correct labels. To do this, they will need to measure each **angle** using a protractor.

Measure each angle with a protractor then match them to the correct label. The correct answers are: $A = 65^\circ$, $B = 15^\circ$, $C = 75^\circ$, $D = 35^\circ$

Question 2 – This question asks your child to measure each **angle** in the shape provided. They will need to measure the **angles** using a protractor and write the answers in the boxes provided.

Use a protractor to measure each angle and record them in the boxes provided. The correct answers are: $A = 130^\circ$, $B = 97^\circ$, $C = 73^\circ$, $D = 100^\circ$

Question 3 – This question asks your child to identify who is correct and then explain the error the other child may have made. To do this, they will need to measure each **angle** for themselves using a protractor and think about what errors can be made when measuring **angles**.

Measure the angles using a protractor to identify who is correct and explain what mistake the other child could have made. The explanation part of the answer may vary. Here is an example: **Naomi is correct. Hadassah did not line up the zero with the base line on the protractor. Therefore, his answers were not quite accurate.**

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Monday

English – Paragraphs in Non-Fiction (pages 3 and 4)

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.

A **colon (:)** is used to introduce a list or to separate two clauses where the second clause following the colon explains or gives examples illustrating the first.

A **subheading** 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.

Bullet points can be used to list items.

Question 1 – This question asks your child to mark the **subheading** that could be used as an alternative **subheading** for the second **paragraph** with an 'X'. There are two options to choose from. Your child needs to consider what information is being provided within the **paragraph**.

Mark the suitable alternative subheading for paragraph 2 with an 'X'. The correct answer is: **How are Earthquakes Measured?**

Question 2 – This question asks your child to mark the correct statement with an 'X'. They will need to read each statement carefully.

Read each statement carefully to identify the correct one. The correct answer is: **Subheadings summarise what the paragraph is about.**

Question 3 – This question asks your child to identify whether the statement is true or false. They will need to read the sentence carefully to decide if it could be added to the **paragraph** under the **subheading** 'Destructive Earthquakes'.

Read the sentence carefully to help you decide if the statement is true or false. The correct answer is: **True.**

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Monday

English – Paragraphs in Non-Fiction – continued (pages 3 and 4)

Question 4 – This question asks your child to circle the suitable **subheading** for the text. Once they have done this, they then need to write the opening sentence of this new **paragraph**. To help them, they can use the opening sentences currently within the text to draw inspiration.

Circle an appropriate subheading to continue the text and write the first sentence for that paragraph. There are various answers for this question, for example:

Where are they Now?

Paul and Ringo are the only surviving members of the band.

Question 5 – This question asks your child to rewrite the last **paragraph (paragraph 4)** to include **bullet points**. It is suggested that they should use a colon to introduce the **bullet pointed** list.

Rewrite the last paragraph as a list. Remember to use a colon to introduce the list and bullet points for each item in the list. There are various answers for this question, for example:

The band inspired many people. Here are a few examples of that:

- Young people wanted to play guitars and form their own bands.
- Their fashion sense was copied around the world.
- They were proof that a group of boys, from simple backgrounds, could go on to achieve fame and fortune.

Question 6 – This question asks your child to identify which **subheading** the sentence provided should be placed under and to explain their reasoning. They need to read the sentence carefully and think about the meaning of the sentence.

Using the context of the sentence, identify the subheading the sentence should be placed under and explain your reasoning. The correct answer is: **The sentence should be added under the subheading 'Chart Toppers' as it references a song that topped the charts for seven weeks.**

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Tuesday

Maths – Drawing Lines and Angles Accurately (page 5)

To refresh your memory on the definition of an **angle** or **degrees** please refer back to page 2.

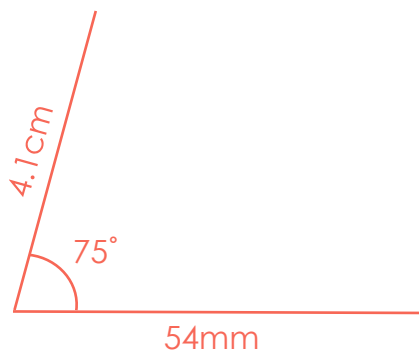
A **horizontal line** is a straight line which runs left to right across the page.

Lines that cross each other are called **intersecting lines**.

Please note that the answers below are provided as an example. Accept angles and lines of various orientation.

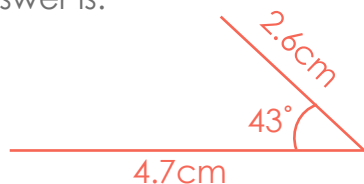
Question 1 – This question asks your child to draw two lines (one **horizontal**) to complete the criteria provided. They will need to read all the criteria carefully before starting and use a ruler and protractor to help them measure accurately. They should measure the **angle** before drawing the second line.

Use a ruler and protractor to draw two lines which meant the criteria provided. The correct answer is:



Question 2 – This question asks your child to draw an **angle** to represent the journey Maxine has taken. They will need to use the clues given to complete the activity. One line has been completed.

Use a rule and protractor to draw Maxine's journey from the clues provided. The correct answer is:



This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Tuesday

Maths – Drawing Lines and Angles Accurately – continued (page 5)

Question 3 – This question asks your child to join the points A and E, then use a protractor to find two other points that could join to create an **intersecting** line at 60° . They are also asked to measure the second line that they have drawn.

Draw a line from A to E and then use a protractor to find two other points to join so that the lines cross at 60° . Measure the second line you have drawn. The correct answer is: **C and D intersect A and E at 60° . The line that joins C and D is 5.3cm long.**

English – Avoiding Repetition (pages 6 and 7)

Nouns are naming words. It is a person, animal, thing or place.

A **pronoun** is a word that replaces a noun in a sentence. A **personal pronoun** takes the place of a person or object, such as him, her, it. A **possessive pronoun** indicates possession, such as his, hers, theirs. A **relative pronoun** refers back to a noun already mentioned in a sentence.

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 list all the **person pronouns** that appear in the first **paragraph**. If it appears more than once, they do not have to write it a second time. They will need to read the **paragraph** carefully. It may help to underline the **personal pronouns** as the read.

Read the first paragraph carefully to identify all the personal pronouns that have been used. The correct answers are: **I, you, he**

Question 2 – This question asks your child to identify who the **relative pronoun** 'which' is referring to in **paragraph** three. Your child should read **paragraph** three carefully to help them.

Read the third paragraph carefully to identify who the relative pronoun 'which' is referring to. The correct answer is: **Arthur's feet**

This week's pack supports the [Week 10 timetable](#) on Classroom Secrets Kids.

Tuesday

English – Avoiding Repetition – continued (pages 6 and 7)

Question 3 – This question asks your child to circle the appropriate **relative pronoun** for the sentence provided. The need to read the sentence carefully to identify the **relative pronoun** which makes the most sense within the sentence.

Read the sentence carefully to identify and circle the appropriate missing relative pronoun. The correct answer is: **who**

Question 4 – This question asks your child to identify whether the statement is true or false and explain their answer. To do this, they need to read **paragraph** six carefully to identify who the **personal pronoun** 'he' is referring to.

Read the sixth paragraph carefully to identify who the personal pronoun 'he' is referring to and explain your answer. The correct answer is: **False. The word 'he' has been used to replace the noun 'Matty' to avoid repeating it throughout the paragraph.**

Question 5 – This question asks your child to change the underlined **nouns** in the sentence provided to **pronouns** to avoid repetition. They can rewrite the sentence or write the **pronouns** underneath the underlined **nouns**.

Read the sentence carefully to help you change the underlined nouns to pronouns. The correct answer is: **The orangutans were like family to her and she was sad at the thought of losing any.**

Question 6 – This question asks your child to add extra information into the sentence using the **relative pronoun** 'which'. They will need to read the information already provided so that they add relevant information into the sentence.

Use the relative pronoun 'which' to add extra information into the sentence given. There are various answers for this question, for example: **The old truck, which wasn't always reliable, sparked into life.**

Question 7 – This question asks your child to identify if Sasha has used **personal pronouns** accurately and to explain their answer. They will need to read the sentence carefully and it may help them to underline any mistakes they might hear as they read. They can use any corrections needed to help them explain their answer.

Read the sentence carefully to identify if Sasha has used personal pronouns correctly and explain your answer. The correct answer is: **No, Sasha has used the personal pronoun 'them' incorrectly and 'their' is a possessive pronoun. Sasha needs to replace 'them' and 'their' with 'they'.**

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Wednesday

Maths – Angles on a Straight Line (page 8)

To refresh your memory on the definition of an **angle** or **degrees** please refer back to page 2.

Angles within a **straight line** always total 180° .

Question 1 – This question asks your child to use their knowledge of **angles** on a **straight line** to identify if both x and y **angles** are equal to 57° . **Angles** on a **straight line** always total 180° , so they should use subtraction to find the value of the missing **angles**.

Calculate the value of the missing angles to identify if the statement is true or false. The correct answers are: **A is false because the missing angle on line A is 56° .**
B is true as the missing angle on line B is 57° .

Question 2 – This question asks your child to identify which diagram has a missing **angle** of 22° and put an 'X' in the correct box. To do this, they need to calculate each of the missing **angles** using their knowledge of **angles** on a **straight line**.

Use your knowledge of angles on a straight line to find the diagram that has a missing angle of 22° . The correct answer is: **C**.

Question 3 – This question asks your child to identify whether Florence is correct and to explain their answer. To do this, they should calculate each missing **angle** using their knowledge of **angles** on a **straight line**, which will help aid their explanation.

Calculate each missing angle to identify if Florence is correct and explain your answer. The correct answer is: **Florence is correct. The missing angle on Florence's line is 129° as $22^\circ + 29^\circ = 51^\circ$ and $180^\circ - 51^\circ = 129^\circ$. Whereas, Freya's missing angle is 105° as $30^\circ + 45^\circ = 75^\circ$ and $180^\circ - 75^\circ = 105^\circ$.**

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Wednesday

English – Organising Paragraphs within Texts (pages 9 and 10)

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

An **adverbial phrase** is a group of words that act in the same way as an adverb.

A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

A **determiner** is a word that comes before a noun or a noun phrase, for example 'the'. A **possessive determiner** tells the reader who an item belongs to, for example, his car.

Question 1 – This question asks your child to write the **adverbial** used to open the final paragraph then mark with an 'X' the type of **adverbial** it is. To help them, they need to think about the meaning of the **adverbial**.

Write the adverbial used to open the final paragraph and identify what type of adverbial it is using the context of the word. The correct answer is: **Eventually – this is an adverb of time.**

Question 2 – This question asks your child to identify which word is repeated in the second paragraph to emphasise it as a key word in the narrative. They will need to read the second paragraph carefully to find the repeated word.

Read the second paragraph carefully to identify the word that has been repeated to emphasise that it is a key word in the narrative. The correct answer is: **Dark**

Question 3 – This question asks your child to identify if the statement is true or false and explain their answer. To do this, they will need to read paragraphs two and three carefully and consider the meaning within each paragraph.

Read the paragraphs carefully to identify whether the statement is true or false. The correct answer is: **False, the order of events would not make sense. The dark mentioned in paragraph two is linked to paragraph one. So paragraph one and two must follow each other.**

Question 4 – This question asks your child to write the **pronouns** and **possessive determiners** that the writer has used in the final paragraph. To do this, they will need to read the paragraph carefully, and it may help them to underline them as they read.

Read the final paragraph carefully to identify the pronouns and possessive determiners used. The correct answers are: **His, he and her**

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Wednesday

English – Organising Paragraphs within Texts – continued (pages 9 and 10)

Question 5 – This question asks your child to rewrite the sentence given with a different adverbial but not a different meaning. They will need to consider the meaning of the adverbial and identify another adverbial with a similar meaning.

Consider the meaning of the adverbial in the sentence provided and rewrite the sentence using a different adverbial, whilst keeping the meaning the same. There are various answers for this question, for example: **Previously, Angelo had painted many things without trouble.**

Question 6 – This question asks your child to write the next sentence in the story using the sentence opener provided. They will need to consider what has already happened in the story to write a suitable sentence.

Consider what has happened so far in the story to use the sentence starter provided to write the next sentence in the story. There are various answers for this question, for example: **Later, he would live to regret what he did next.**

Question 7 – This question asks your child to explain why the writer might have chosen to repeat the word tragedy throughout the text. They will need to consider what impact repeating the word might have on the reader.

Explain why the writer might have chosen to repeat the word tragedy throughout the text. There are various answers for this question, for example: **To ensure the reader expects this to be a sad story. To emphasize the main theme of the paragraphs.**

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Thursday

Maths – Calculating Angles Around a Point (page 11)

To refresh your memory on the definition of an **angle** or **degrees** please refer back to page 2.

A **clockwise turn** is the motion of moving in the same direction of a clock, therefore the right.

An **anti-clockwise turn** is the motion of moving in the opposite direction of a clock, therefore the left.

A **quarter turn** is when a line turns around 90° through a quarter of a circle. This is also known as a right angle.

A **three-quarter turn** is when a line turns three quarters of the way around a circle.

A **full turn** is when a line turns around 360° in a complete circle.

Question 1 – This question asks your child to match the correct **degrees** to the correct number of **right angles** and **turns**. It may help your child to stand and physically turn or calculate them using their knowledge of **right angles**.

Use your knowledge of right angles to match the degrees to the number of right angles and turns. The correct answers are: 90° – 1 right angle – quarter turn

180° – 2 right angles – half turn

270° – 3 right angles – three quarter turn

360° – 4 right angles – full turn

Question 2 – This question asks your child to identify whether the statement is true or false. They have also been asked to show their working out in the box provided. They need to use their knowledge of full turns and right angles to calculate the missing angle.

Use your knowledge of full turns to identify if the statement is true or false. You should show your working in the space provided. The correct answer is: **False, the missing angle is 46° .**

$$134 + 90 + 90 = 314^\circ$$

$$360 - 314 = 46^\circ$$

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Thursday

Maths – Calculating Angles Around a Point – continued (page 11)

Question 3 – This question asks your child to identify the mistake that has been made and explain their answer. To do this, they need to follow Jakub's instructions to find out where he ends up. They should use the protractor provided to help them, using their knowledge of angles.

Identify and explain the mistake that Jakub has made using your knowledge of angles. There are various answers for this question, for example: *If I follow Jakub's directions, I finish at 125°. In order to reach the finish, the final turn should be 160°, not 115°.*

English – Writing Instructions (page 12)

This worksheet is asking your child to write instructions for how to make a paper aeroplane. It may be worthwhile your child creating their own paper aeroplane first, so that they can understand how it is made first. The children have been given a list of features to use at the beginning of the task. These include:

A **title** – This goes at the beginning of a piece of writing to tell the reader what the text is about.

Imperative verbs – Also known as 'bossy' verbs which tell someone to do something, e.g. cut, go, jump. Appropriate examples can be found at the side of the page for support.

Chronological order – Also known as 'time order'. The information needs to be in the same order in which it should occur.

Bullet points (or numbers) – these help to organise work and should be used to separate each instruction.

The child have also been provided with a word bank of spellings and words that they may find useful to use in their instructions.

This week's pack supports the **Week 10 timetable** on Classroom Secrets Kids.

Friday

Maths – Reasoning

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

English – Spelling

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-5-6-common-exception-words-3/>

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

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>

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____



This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – *Nothing but Net* (pages 13 - 16)

Children should read the short story 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. Children 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 practise 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. Find and copy two sentences from the first paragraph which tells you that the incident was sudden and life threatening.
A jolt of shock. Then nothing.
2. Which techniques does the author use to convey the mother's panic? Write two.
Repetition and short sentences.
3. '*Absolutely nailed the landing.*' What does the word 'nailed' suggest in this context?
He landed perfectly.
4. List three positives that Ryan takes from the situation.
Wearing a helmet saved his life; his back and neck injuries were not life changing; he was alive.
5. Look at the paragraph that begins, '*Everyone was being positive...*' Explain why everyone was being positive.
They were trying to be optimistic to keep Ryan upbeat.
6. Write three words that show you the nurse is excited for Ryan to meet Blaise.
Beamed, twinkling and smiling
7. Write three ways that Ryan and Blaise are similar.
They both have prosthetic legs; they both have a passion for basketball; they both love the Toronto Raptors.

This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Nothing but Net – continued (pages 13 - 16)

8. Use the text to help you describe the Invictus Games.
It is a competition involving members of the armed forces who have been injured. Men and women from numerous different countries come together to compete in a variety of different sports.
9. 'Perhaps there really was a silver lining to every cloud after all.' Explain what the author means by this sentence.
The author means that in every bad situation, positives and good outcomes can be found.
10. Explain how Ryan's feelings change throughout the story. Use evidence from the text.
Various answers, for example:
Ryan is confused at the beginning of the story as he asks his mother, 'What happened?'. After his accident, Ryan felt disheartened because he thought he would not be able to fulfil his dream of being a basketball player. The text also says, 'everyone was being positive. But Ryan did not care.' This shows he is feeling miserable. But then Ryan is amazed when he gets to meet Blaise and realises he will be able to play basketball again. The text says, 'He also could not believe there might be basketball in his future after all.'