

Year 5 - Home Learning Project - Week 14 - 20/07/2020: Perilous Peaks

Daily activities:

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>English worksheet and tasks</p> <p>Look at 'The House in The Rainforest' and complete the tasks below.</p> | <p>Maths</p> <p>Complete the White Rose Maths tasks at the end of this document - 1 per day.</p> | <p>Reading Plus</p> <p>Log into Reading Plus and complete your weekly reading comprehension tasks and vocabulary tasks. <i>Site code: rpendea2</i></p> | <p>TTRS</p> <p>Working on Times Table Rockstars - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?</p> | <p>PE session</p> <p>Join Joe Wickes live every Mon, Weds and Fri morning @ 9:00am or access it any time throughout the day.</p> | <p>A Topic activity from the choices below.</p> <p>Try to complete all of the tasks and send your work to your teacher.</p> |
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This week's themed learning is based around our new topic of **Perilous Peaks**.



Geography: The Pennines

Last week we asked you to research The Alps mountain range. This week we'd like you to find out about a mountain range closer to home - The Pennines.

The Pennine mountain range (also known as the Pennine Chain or Pennine Hills) is a range of hills and mountains which separates North West England from Yorkshire and North East England. Often described as the "backbone of England" they stretch 268 miles long. The area is widely considered to be one of the most scenic areas of the United Kingdom attracting many visitors each year.

Research more general information on the Pennines [on Kiddle](#). Find out about tourism [here](#) and wildlife in the area [here](#).

When you've finished your research complete the geography sheet below and think about the similarities and differences between The Alps and The Pennines.

Art: Mountain Landscapes (2)



Last week we found out about the life of Vincent Van Gogh and sketched different parts of his painting "Wheatfield with Mountains in the Background, 1889".

This week we are going to reproduce his painting. Look below to find steps for your art work.



Science: comparing life cycles (2)

Last week we looked at the life cycles of mammals and amphibians. This week we're focusing on the life cycles of reptiles and birds. What do you already know about these life cycles? Do you know of any similarities or differences?

Task 1: Reptiles are cold-blooded vertebrates (have a back bone) which evolved from ancestral amphibians about 340 million years ago. Animals that are cold-blooded don't automatically maintain a constant body temperature so they have to lay out in the sun to keep their body heat up. Find out more about reptiles [here](#). Read about the life cycle of reptiles below and then complete the comparison leaflet for different types of reptiles.

Task 2: Birds have feathers, wings, lay eggs and are warm blooded. There are around 10000 different species of birds worldwide. Find out more about the characteristics of birds [here](#). Read about the life cycle of birds below and then complete the comparison table below.



¿Cómo estás?



Spanish: Saying how you feel

Log on to [the Oak National Academy](#). As this week's starter you'll recap on the phonetic sounds of the Spanish alphabet, practise your knowledge of Spanish numbers and saying the dates in Spanish.

Senorita Harrison will then teach you how to ask how someone is feeling in Spanish and how to answer back with different emotions.



English Grammar: subordinating and coordinating conjunctions

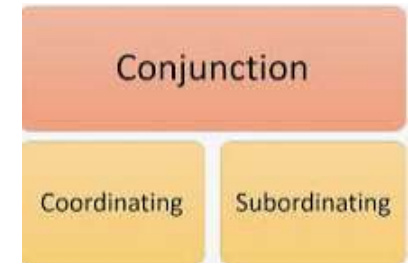
Conjunctions are joining words that link different parts of sentences, usually two clauses in a sentence.

Revise the use of conjunctions [here](#).

We use co-ordinating conjunctions to join two parts of a sentence that are of equal weight or importance for example: I am going shopping and I am getting my hair cut.

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own), for example: Don't go out on the waves until they calm down.

Read the rules for identifying the different conjunctions below and then complete the sentence activity.



Sticky Knowledge (remembering our previous learning):



History: The Battle of Marathon

In 490BC, the size of the Persian Empire was vast. King Darius (King of Persia) wanted to continue to expand the empire so

decided to invade Athens.

The commander - Datis, and his huge fleet of 25,000 sailed to Marathon which was only a short distance from Athens. The Athenian army was massively outnumbered. What would happen next?

Find out more about the battle by reading the information sheet below and recap on the famous Marathon run on [Horrible Histories](#).

Task 1: When you have completed your research, look at the main events of The Battle of Marathon, they're all mixed up. Can you put them in the correct order?

Task 2: Write a paragraph to explain why this battle was so important for Athens and the rest of the Greek city states.

Geography/Science: Galápagos Islands

The Galápagos island network consists of 13 major islands, 6 smaller islands, and many very small islands called islets. They lie along the Equator in the eastern Pacific Ocean, 600 miles (1,000 kilometres) west of Ecuador. The islands are spread out over 23,000 square miles (59,500 square kilometres).

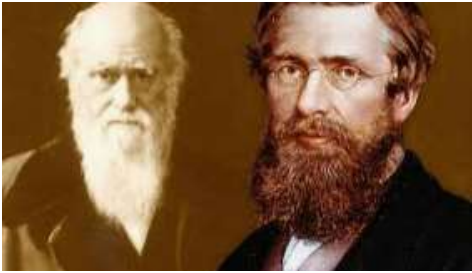
The Galápagos were formed by volcanoes. Some of the volcanoes are still active. The landscape includes many mountains, craters, and cliffs. The islands receive little rainfall, and temperatures are fairly low.

During our science lessons we heard about the famous scientist Charles Darwin making his discoveries on this group of islands. Find out more about the Galápagos on [BBC Home learning](#).

Task 1: Watch the short video and then test your knowledge with the quiz.

Task 2: When you've finished, complete the postcard challenge. You can find a template below as well as on the website.





Science: Evolution and Inheritance

Ideas and theories about evolution have changed over the years. Some of the biggest advancements were made by Charles Darwin and Alfred Wallace in the 1840's and 1850's. Learn more about their discoveries on this [BBC clip](#). Recap on last week's sticky knowledge if you need to on [BBC Bitesize](#) and complete the sticky knowledge revision sheet below. You can find out more about Darwin's observations of Finches [here](#) and recap on the idea of variation within a species [here](#)

Website links mentioned above:

<https://kids.kiddle.co/Pennines> - Geography - Pennine research

<https://explorenorthpennines.org.uk/things-to-do> - Geography - Tourism in the Pennines

https://www.transpenninetrail.org.uk/wildlife/?doing_wp_cron=1594669867.9014799594879150390625 - Geography - Pennine wildlife

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp9pfg8> - Science - reptile information

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc> - Science- bird information

<https://sites.google.com/site/mrsvandenpollifecycles/life-cycle-research-project/garter-snake/garter-snake-life-cycle> - Science garter snake life cycle

<http://josepheven.com/croc/index.htm> - - Science - crocodile life cycle

<https://classroom.thenational.academy/lessons/saying-how-you-feel-in-spanish-06edea> - Spanish saying how you feel Oak National Academy

https://www.youtube.com/watch?time_continue=41&v=w6jWiE7CvSk&feature=emb_title - English Grammar - conjunctions

<https://www.youtube.com/watch?v=gNAXqaoPLOO> - History - Sticky Knowledge - Marathon run

<https://www.bbc.co.uk/bitesize/articles/zgrdq7h> - Geography/Science sticky knowledge - BBC Home learning

https://kids.kiddle.co/Darwin%27s_finches - Science sticky knowledge Kiddle

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-charles-darwin-and-alfred-wallace/zrbxgwx> - Science sticky knowledge

BBC

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw> - Science sticky knowledge - evolution and inheritance

<https://www.youtube.com/watch?v=aG8fMxaSSNw> - Science sticky knowledge - variation



Research information about The Pennines mountain range under the headings below. Remember to put information in your own words.

| | |
|----------------------------------------------------------------------------------------|--|
| <p>What area of England does The Pennine mountain range span?</p> | |
| <p>Geography of The Pennines e.g. highest peak, area in m² etc.</p> | |
| <p>Describe the climate of The Pennines. Is it the same throughout the whole year?</p> | |
| <p>What wildlife would you find there?</p> | |

| | |
|-------------------------------------------|--|
| What kind of plants and trees grow there? | |
| What do tourists enjoy in the area? | |

Art - Van Gogh Mountain Landscape




- 1) Sit quietly and look at the painting. Is there anything *new* that you notice?
- 2) What colours has the artist used to achieve his landscape? How has he mixed them?
- 3) Where would a good starting point be for your own art work?

Begin a first draft of the painting, when you have finished, look carefully at your art, what works well? What areas could you improve? Practise those areas on a separate sheet of paper and then try a second draft of the painting. Have your improvements worked? When you're finished we'd love to see photographs of your art work.

Science Task 1: comparing life cycles


Reptiles

Start




When fully grown the adult reptile will begin to mate.


The hatchling begins to grow and becomes a juvenile. The juvenile looks just like the adult reptile. The juvenile grows slowly over a long period before reaching adulthood.



The female and male mate, then the female reptiles lays fertilised eggs. An embryo starts to grow within the egg. Most reptiles bury their eggs and leave them to hatch alone.



Interesting Fact
Although most reptiles lay eggs, a few species give birth to living offspring.



Reptiles:

- most hatch from eggs.
- are cold blooded.
- have dry, scaly skin

Interesting Fact
Due to the Mother burying her eggs and leaving them to hatch, the hatchlings have to fend for themselves from the moment they leave their egg.


When the embryo is fully formed, it is called a hatchling. It uses an egg tooth to break out of the egg or 'hatch'.

Reptiles

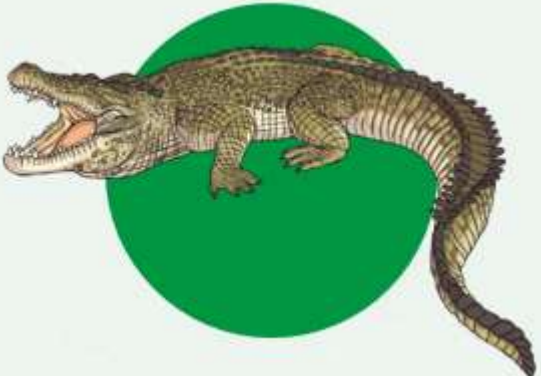
Although they are all classed as reptiles, the life cycles of some of these creatures can be very different from what we have learned so far.

Make a leaflet to showcase the differences between the life cycles of these two reptiles:

Garter Snake



Crocodile



Garter Snake life cycle: <https://sites.google.com/site/mrsvandenpollifecycles/life-cycle-research-project/garter-snake/garter-snake-life-cycle>

Crocodile life cycle: <http://josepheven.com/croc/index.htm>

Science Task 2: comparing life cycles

Birds

Start



Independent adult usually seeks company from the opposite sex and mates.

Birds:

- have feathers and wings
- warm-blooded
- lays eggs

Eggs are laid by the mother and the mother and father care for the egg until it hatches.



Mother and father feed the young bird until it is old enough to fly and find its own food.



Compare the life cycle of birds and mammals

| <u>Similarities</u> | <u>Differences</u> |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• e.g. both have three main stages | <ul style="list-style-type: none">• Mammals give birth to live young |

English Grammar: Subordinating and Coordinating conjunctions

Co-ordinating Conjunctions: The Rules

Conjunctions are words that **link together clauses**. There are **two** types of conjunctions.

Co-ordinating conjunctions link main clauses together to form compound sentences e.g.

The sun was scorching. We wore our hats.



The sun was scorching **so** we wore our hats.

Co-ordinating Conjunctions: The Rules

You can easily remember all the co-ordinating conjunctions by using the acronym **FANBOYS**.



Co-ordinating Conjunctions: Examples

I love to read fiction books **for** I like a good story.

The dog jumped up **and** he began to bark.

I don't like sprouts **nor** do I like carrots.

My brother wants a dog **but** I'd prefer a cat.

I might order a pizza **or** I might get a burger.

Joey ran as fast as he could **yet** Jill won the race.

I saw a massive spider **so** I hurtled out of the room.

Subordinating Conjunctions: The Rules

A **subordinating conjunction** connects a **main clause** and a **subordinate clause**.

A subordinate clause is **dependent** on the main clause because it **doesn't make sense on its own**. When main clauses and subordinate clauses are used together to form a sentence, it is called a **complex sentence**.

main clause
↑
He managed to reach the summit of the mountain although suffering from frostbite.
↓
subordinate clause beginning with the subordinating conjunction 'although'



Subordinating Conjunctions: The Rules

Here is a list of commonly used **subordinating conjunctions**...

after

though

because

so that

before

until

while

provided

if

since

once

even though

whether

unless

although

when

as



Complete the sentences using the correct conjunction below.
Can you write some of your own examples?

Choose the correct type of conjunction from the box to complete these sentences.

Coordinating Conjunctions

for and nor but or yet so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Use a coordinating conjunction to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films. We enjoy going bowling.
2. He wants to win the race. He is running more slowly than the others.
3. My mum loves cake. I am going to bake a cake for her birthday.

Use a subordinating conjunction to rewrite these pairs of sentences.

4. My hands are freezing cold. I forgot to bring my gloves today.
5. My mum takes me to the match every week. She doesn't like football.
6. I take the dog for a walk every day. Sometimes it is raining.

History sticky Knowledge: The battle of Marathon

In 30 seconds...

The Persians, angry at Greek support of Ionia (present-day Turkey) in a revolt against their rule, landed on Greek soil in their first invasion of Greece. Heavily outnumbered, the Greeks chose to fight and, in a surprise manoeuvre, charged at the much bigger Persian army. The Persians overwhelmed them in the heart of the battle, but the Greeks fortified their surrounding flanks and then closed around the Persian army, moving in on them and slaughtering thousands. The Persians broke off and fled back to their ships, aiming to sail to Athens to take the city while all the Greek troops were still at Marathon. The Greeks raced back to Athens and arrived before the Persians, who, upon seeing the Greek army behind the city walls, sailed back to Asia. The Greeks were victorious.

What do I need to know?

Why did it happen?

The Greeks had helped Ionia in their struggle against Persian rule. Although the revolt had failed, the Persian king, Darius I, had sworn revenge on Greece and planned an invasion. His fleet landed near the town of Marathon, north of Athens, in 490 BC. The fleet was made up of 600 ships and around 20,000 troops, split between infantry and cavalry (soldiers on horseback). The Greeks met up to discuss what to do; some were fearful of the Persians and the size of their army and didn't want to fight. However, the decision was made to engage the huge enemy force and the Greek generals got together to decide on the best approach.

A bold approach

Opinion was split between the generals on whether to wait for reinforcements from Sparta or to attack the Persians. Sparta's reinforcements were delayed due to a religious festival and would arrive after the next full moon, in around ten days. Eventually, the Greek general Miltiades persuaded Callimachus, who was in overall charge, to attack. This was indeed a bold approach as the Persian army was still twice the size of the Greek force. With further reinforcements from the fearsome Spartans due to arrive, many of the generals wanted to hang on and wait for their arrival before facing the Persians. Nevertheless, the decision was made to engage the larger force and, after five days of facing one another, the Greek army charged.

How the two sides fought

The Greek army was made up of hoplites, who together formed a phalanx, where they protected each other with their shields, thus creating a wall that was difficult to penetrate. The Persians had mostly infantry, including archers, but also about 1,000 cavalry. The Greeks split their force into three main sections: left, centre and right. The flanks were eight ranks deep and the centre four; this meant they were weaker in the middle. The Persians were very surprised when the Greeks charged at them, with the hoplites running at full sprint into battle.

Why did the Greeks charge at a numerically superior force?

There are a few reasons why the Greeks may have used this tactic:

1. The Persians had archers and, if the Greeks remained in a defensive position, they could have been picked off in time.
2. The Persian infantry wore light armour and would struggle to match the armoured hoplites, who specialised in close-quarter combat, in a hand-to-hand battle.
3. Some accounts state the Persian cavalry had left the field and headed back to their ships, ready to advance to the unprotected city of Athens. The Greek hoplites would have been vulnerable to a cavalry charge if they had left the battlefield; it would have made sense to attack.

What happened in the battle?

The Greeks raced towards the Persians, who were surprised that the army used such an aggressive tactic. The two armies came together and the Greeks were pushed back in the centre, where their ranks were thinner. As they fell back, the stronger Greek flanks beat back the Persian flanks, and then closed in on the Persian soldiers in the middle, attacking them from the sides. Many Persians were slaughtered and survivors fled back to their ships. Once the Greeks had finished cheering the victory, they realised that the Persians could be sailing around to Athens - an unprotected city, full of women and children, as all the men were fighting in Marathon! So began a frantic march back to their city, hoping to get there before the Persians. They covered the 25 miles (40 km) in around eight hours, arriving before the Persian ships. When the Persians saw the Greek warriors on the walls of Athens, they sailed back to Asia. The Persians had lost around 6,400 men, while the Greeks lost just 192.

Key words

Marathon: A town north of Athens, where the battle was fought, on a moor.

Hoplites: Greek soldiers who fought shoulder to shoulder, using their shields to protect each other.

Phalanx: Formation by the hoplites.

Important people

Miltiades: Greek general.

Darius I: Persian king.

Pheidippides: Greek herald who, according to legend, ran 150 miles (240 km) in just two days to reach Sparta to request help, and then ran from the battlefield in Marathon all the way to Athens, 25 miles away, to announce the Greek victory. Legend has it he died after uttering the message 'Niki!' ("victory").

Interesting fact

Marathon was about 25 miles (40 km) north of Athens. After the battle, the Greeks raced back to Athens, eager to get there before the Persian navy. With the first modern Olympic Games being held in Athens in 1896, organisers arranged for a race to commemorate the history of Athens; the original marathon distance was 25 miles, being the distance the Greeks marched from Marathon to Athens. However, the race distance eventually extended to the 26 miles (42 km) that it is today.

Can you put these historical events in the correct order?

The Athenians were worried but ran right into the Persian army lines as they were trying a new strategy.

Pheidippides then sadly died.

Pheidippides' last job was to take the victory message back to Athens. He told the city that they had won the battle.

The Athenians began to prepare after seeing King Darius' ships approaching.

The Persians knew they were losing so withdrew, but determined not to leave completely defeated, they went to Athens to attack the unprotected city. The Athenians managed to get back in time to defend their city.

Pheidippides ran to Sparta and asked for help as they often supported Athens, but Sparta said they could not help for two more days as they were celebrating a religious festival.

The Persians were not prepared for this new strategy. They nearly pushed through the Athenian lines but did not succeed. They lost many soldiers.

King Darius of Persia wanted to invade Athens to increase his empire.

6400 Persian soldiers died, but only 192 Athenians died in the famous battle.

The Persian soldiers arrived at Marathon ready to attack. The much smaller Athenian army waited anxiously for help from their allies, the Spartans. When no help arrived, they had to think of a new plan.

Geography/Science: Galápagos Islands postcard task



Galápagos Islands Postcard

Let's pretend you have visited the Galápagos Islands! Write a postcard home explaining what it is like.

The postcard template features a background image of a Galápagos tortoise in a natural, hilly landscape. The tortoise is in the foreground, facing right. The background shows a dirt path, some vegetation, and hills under a blue sky. The postcard has a white rectangular area for writing, divided into two sections. The top section is for the recipient's name, starting with "To". The bottom section is for the sender's name, starting with "Love from,". There are several horizontal lines provided for writing in both sections.

To

Love from,

Name:

Date:

Science Sticky Knowledge: Evolution and Inheritance

Variation in a species can be **environmental** (the conditions around us) or **inherited** (from our parents).

Draw lines to match the characteristic to its correct category.

- eye colour
- tattoo
- ear-piercing
- blood group
- scar

- inherited
- environment

Describe how the Galapagos finches help to support Darwin's theory.

Underline the words that are spelt wrong, then rewrite the sentence correctly.

Aminals and palnts have special features that make them better adpated to their enviroment so they are more likely to surviv.

List three ways a penguin is adapted to live in a cold climate.

1.

2.

3.

English Home Learning Y5

20/07/2020 -

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on the picture and question time task, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

You can explore

www.lovereadings4kids.co.uk or www.newsela.com to find more extracts to read and write about.

The Tree Door



Monday 20th July 2020 Question Time

Year 5 - The Tree door - Day 1

Read through the story starter below and then answer the questions

Who might live inside the tree?

What would the house look like? Who put the sign on the door?

What do the local people think about the beast living inside?

Is the lamp ever lit?

Does the beast have neighbours?

Does the beast live alone?

If you lived in a village nearby, would you approach the door and meet the beast?

What do you think the beast is like?

What does the saying 'don't judge a book by its cover' mean? Could this apply to the beast?

If you were the beast, would you want to go out and meet people or would you prefer to hide away?

Tuesday 21st July 2020 Sick Sentences

Year 5 - The Tree door - Day 2

Sick sentences

These sentences are 'sick' and need your help to get better. Can you help?

The door opened and the beast came out. The big beast had scary teeth and big claws. He looked scary He was kind.

Wednesday 22nd July 2020 Grammar Sentence Challenge

Year 5 - The Tree door - Day 1

Sentence challenge

Write one of these conjunctions in each space to complete the sentences.

Use each word once.

as however and

Ben _____ Claire said the beast was terrifying. Jane,

_____, liked him _____ he was kind to her.

Thursday 23rd July 2020 Story Starter

Year 5 - The Tree door - Day 1

Read the beginning of the story based on 'A Mysterious Shadow' can you complete the story in the same style? Don't forget to include the grammar you have been learning the last few weeks e.g. subordinate clause and prepositions.

Story starter

The creaky, old doors had not been opened for years. The beast had always lived inside, but nobody dared to visit. Noises that echoed from the gaps in the door had haunted those who heard them. Nobody knew what the narrow, mossy steps led to. Nobody knew what was lurking within.

One day, the heavy, wooden doors slowly began to open with a groan...

Can you continue the story of the mysterious door?

Friday 24th July 2020 Spellings

Year 5 - The Tree door - Day 1

especially

existence

foreign

government

exaggerate

explanation

forty

guarantee

excellent

familiar

frequently

harass

Year 5 Home Learning – Maths Lesson 1: Multiply 4-digit by 1 digit - Monday 20th July 2020

1 Complete the sentences to describe the multiplication.

| Th | H | T | O |
|-----|-----|---|-------|
| ● ● | ● ● | ● | ● ● ● |
| ● ● | ● ● | ● | ● ● ● |
| ● ● | ● ● | ● | ● ● ● |

There are ones altogether.

There are tens altogether.

There are hundreds altogether.

There are thousands altogether.

$2,213 \times 3 =$

2 Complete the multiplication.

Use the place value chart to help you.

| Th | H | T | O |
|----|---|---|---|
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3 A football stadium holds 2,214 people.

The stadium is full for 4 matches in a row.

What was the attendance for all 4 matches?

| Th | H | T | O |
|-----|-----|---|-------|
| ● ● | ● ● | ● | ● ● ● |
| ● ● | ● ● | ● | ● ● ● |
| ● ● | ● ● | ● | ● ● ● |
| ● ● | ● ● | ● | ● ● ● |

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The attendance for all 4 matches was

4 Nijah is calculating $2,430 \times 3$

She makes this place value chart to help her.

| Th | H | T | O |
|----|-----|-------|-------|
| | ● ● | ● ● ● | ● ● ● |
| | ● ● | ● ● ● | ● ● ● |
| | ● ● | ● ● ● | ● ● ● |

She gets the answer 729

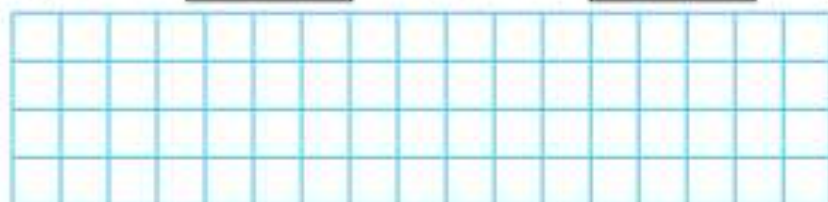
What mistake has Nijah made?

What is the correct answer?

5 Complete the multiplications.

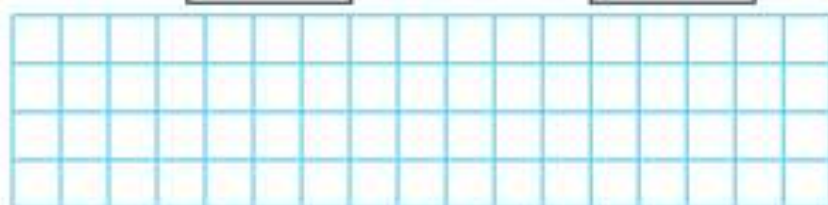
a) $3,126 \times 3 =$

c) $4,132 \times 6 =$



b) $4,812 \times 2 =$

d) $1,502 \times 5 =$



6 Ron is working out $7,423 \times 0$

$$\begin{array}{r} 7\ 4\ 2\ 3 \\ \times \qquad 0 \\ \hline 7\ 4\ 2\ 3 \end{array}$$



Do you agree with Ron? _____

Did Ron have to use a column method? Is there a quicker way?

7 Work out these multiplications.

$2,846 \times 2 =$

$2,846 \times 4 =$

$2,846 \times 8 =$

8

$248 \times 10 = 2,480$

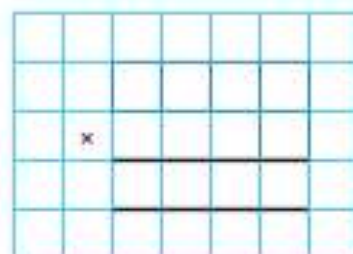
Without using the formal method, how could you use this fact to calculate 248×9 ?

Check your answer using the formal method.

Which method was easier?

9

Use each digit card once to write a multiplication.



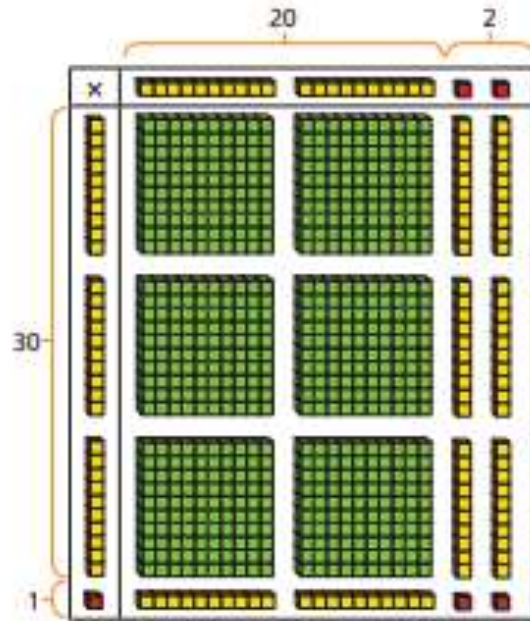
How many different products can you find?

What is the closest product to 8,000?

Year 5 Home Learning – Maths Lesson 2: Multiply 2 digits (area model) - Tuesday 21st July 2020

- 1 Kim is using base 10 to work out 31×22

Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

$31 \times 22 =$

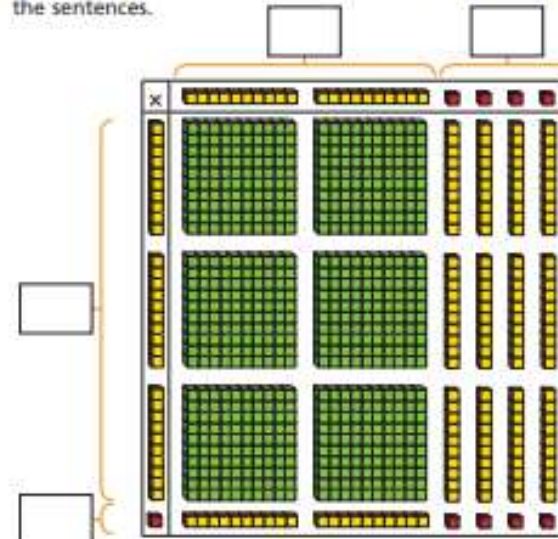
- 2 Use base 10 to work out the multiplications.

a) $12 \times 14 =$

b) $23 \times 13 =$

- 3 Amir is using base 10 to calculate 31×24

a) Add the missing information to the area model and complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

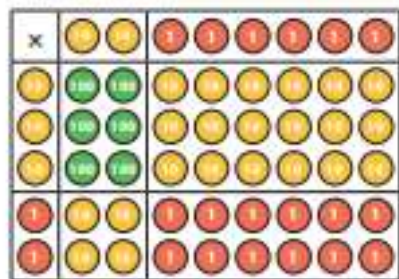
$31 \times 24 =$

- 4 Use base 10 to work out these multiplications.

a) $25 \times 15 =$

b) $36 \times 12 =$

- 5 Use the place value counters to complete the multiplication grid and sentence.



| | | |
|----|----|---|
| x | 20 | 6 |
| 30 | | |
| 2 | | |

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a) $28 \times 14 = \square$

c) $35 \times 22 = \square$

| | | |
|----|----|---|
| x | 20 | 8 |
| 10 | | |
| 4 | | |

b) $27 \times 16 = \square$

d) $45 \times 36 = \square$

| | | |
|---|--|--|
| x | | |
| | | |
| | | |

- 7 Complete the multiplications.

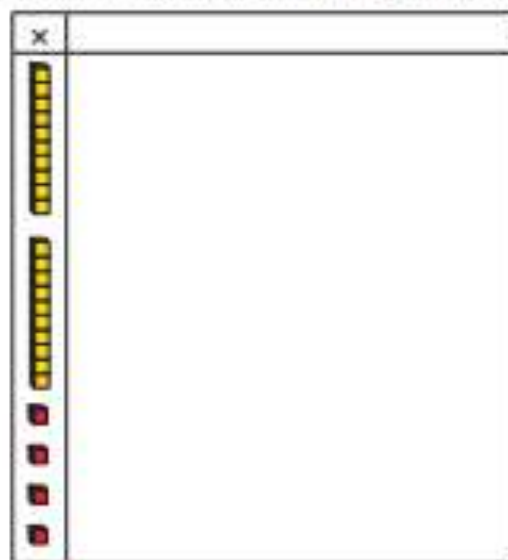
$21 \times 24 = \square$

$31 \times 25 = \square$

$18 \times 26 = \square$

8 $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

How many products are there between 1,000 and 1,500?

5 Some children are asked to work out 308×19

a) Which is the best estimate to use to check their answers?

Circle your choice and work out the answer to your estimate.

300×10 300×20 310×20 300×19

estimate answer =

b) Explain the reasons for your choice.

c) Here are answers given by three children.

Nijah 28,028 Filip 5,852 Whitney 2,080

From your estimate, who do you think is correct? _____

d) Work out the correct answer.

e) What mistakes might the others have made?

6 A football pitch is 128 m long and 52 m wide.

a) What is the area of the pitch?

b) A field is 25,000 m².

How many football pitches could fit in it?

7 Write $>$, $<$ or $=$ to complete each statement.

a) 146×64 164×46

135×53 153×35

b) What do you notice?

Does this always happen?

8 Miss Rose is ordering some pencils.

She orders 17 of pack A, 14 of pack B and 4 of pack C.

Pack A



Pack B



Pack C



How many pencils does Miss Rose order?

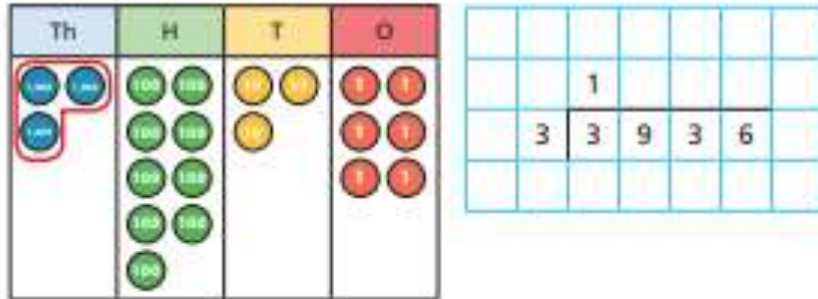
Each pencil costs 16p.

How much does Miss Rose spend on pencils?

Year 5 Home Learning – Maths Lesson 4: Divide 4 digits by 1 digit – Thursday 23rd July 2020

- 1 a) Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

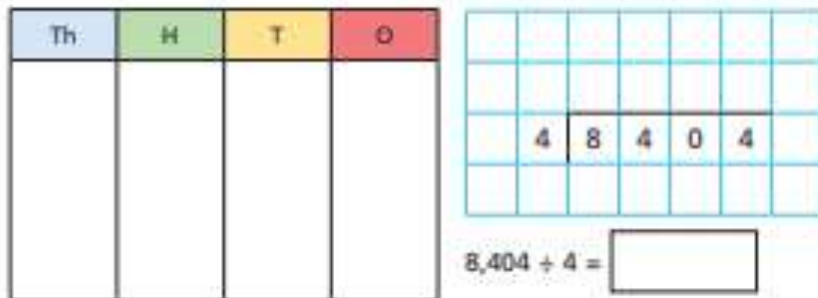
There are groups of 3 hundreds.

There is group of 3 tens.

There are groups of 3 ones.

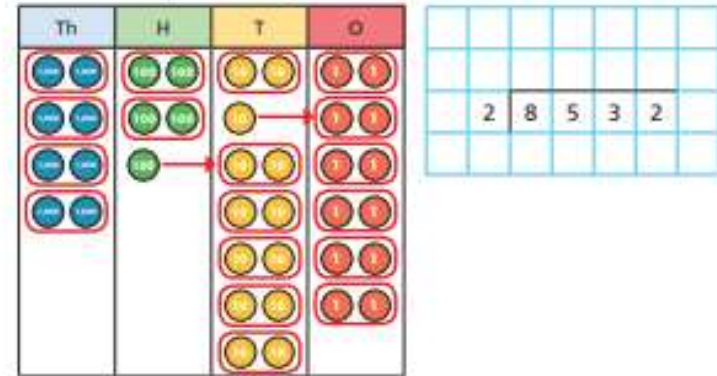
$3,936 \div 3 =$

- b) Use the place value chart to work out $8,404 \div 4$

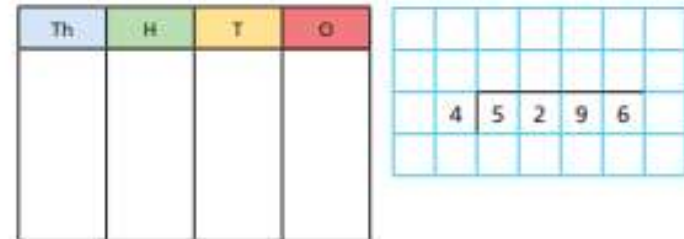


- 2 Use the place value charts to work out the divisions.

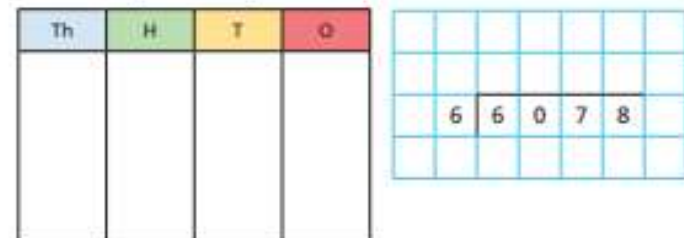
a) $8,532 \div 2 =$



b) $5,296 \div 4 =$



c) $6,078 \div 6 =$



3 Complete the divisions.

a)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 5 | 3 | 5 | 6 | 0 |
| | | | | | |

d)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 6 | 9 | 7 | 8 | 6 |
| | | | | | |

b)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 9 | 2 | 7 | 3 | 6 |
| | | | | | |

e)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 3 | 4 | 6 | 8 | 3 |
| | | | | | |

c)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 4 | 6 | 5 | 2 | 4 |
| | | | | | |

f)

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | 1 | 2 | 0 | 7 | 9 |
| | | | | | |

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a , b and c .

| | | | | | | |
|-------|-----|-----|-----|-----|-----|-----|
| 9,415 | | | | | | |
| a | a | a | a | a | a | a |

$a =$

| | | | | | | | |
|-------|-----|-----|-----|-----|-----|-----|-----|
| b | b | b | b | b | b | b | b |
| 5,328 | | | | | | | |

$b =$

| | | | |
|-----|-----|-----|-----|
| 120 | 120 | 120 | 120 |
| c | c | c | c |

$c =$

5 Find the missing digits.

a)

| | | | | | |
|--|--|---|---|---|---|
| | | | | | |
| | | 2 | 2 | | 1 |
| | | 8 | 9 | 6 | |
| | | | | | |

b)

| | | | | | |
|--|--|---|---|---|---|
| | | | | | |
| | | 3 | | 6 | |
| | | 6 | 5 | | 4 |
| | | | | | |

6 Books are available to buy in three different deals.

Deal A

£12.99

Deal B

£38.16

Deal C

£25.60

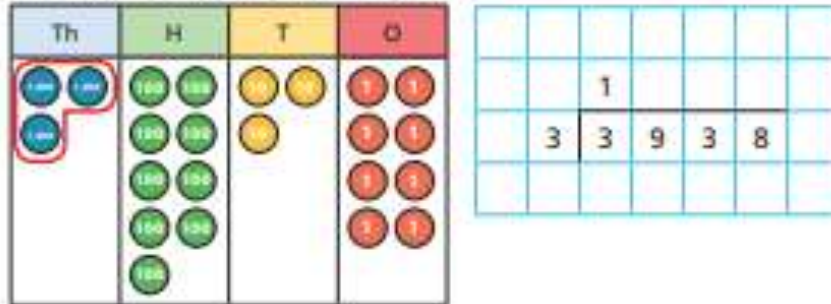
Which is the best deal?

Show your workings.

Year 5 Home Learning – Maths Lesson 5: Divide with remainders – Friday 24th July 2020

- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

There are groups of 3 hundreds.

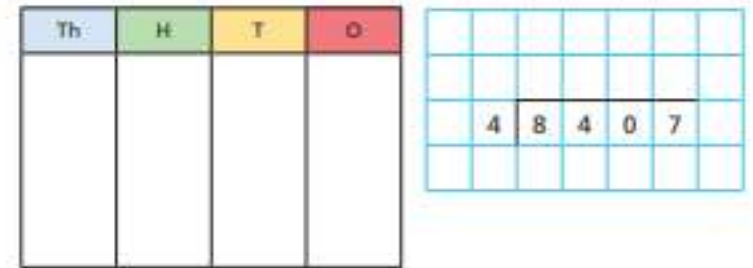
There is group of 3 tens.

There are groups of 3 ones.

There are ones left over.

$3,938 \div 3 =$ remainder

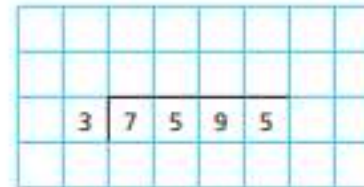
- b) Use place value counters to work out $8,407 \div 4$



$8,407 \div 4 =$ remainder

- 2 a) Complete the divisions.

Use place value counters to help you.



- b) Write $<$, $>$ or $=$ to complete the statements.

$7,595 \div 3$ $8,567 \div 4$

$6,562 \div 5$ $3,935 \div 3$

- 3 Write the calculations in the correct column of the table.

| | | |
|----------------|----------------|----------------|
| $5,066 \div 4$ | $9,513 \div 4$ | $1,234 \div 4$ |
| $6,562 \div 4$ | $6,563 \div 4$ | $9,515 \div 4$ |

| Remainder of 1 | Remainder of 2 | Remainder of 3 | Remainder of 4 |
|----------------|----------------|----------------|----------------|
| | | | |

Are any columns empty? Talk to a partner about why this has happened.

4

| | | | |
|---------|---------|---------|---------|
| $7,816$ | $7,861$ | $6,781$ | $1,786$ |
|---------|---------|---------|---------|

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____
How do you know?

- 5 There are 459 children in a school.
They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____
Explain your answer.

- 6 Bags of crisps are put into multipacks of 6
The multipacks are then packed into boxes of 8
Yesterday, 6,500 bags of crisps were packed.
How many boxes of crisps were packed?

7

| | | | |
|---|---|---|---|
| 2 | 3 | 4 | 5 |
| □ | □ | □ | □ |

□ + □

- a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?
- b) What do you notice?

- 8 Dora is thinking of a number between 500 and 600
When she divides it by a 1-digit number it has a remainder of 4
What could Dora's number be?

