



Learning Project Week 3 - Infinity and Beyond

Age Range: Year 5

Work can be submitted via TEAMS to your class teacher and feedback will be given.

TEAMS will run from 9:00 - 3:00pm Monday to Friday.

Weekly Maths Tasks (Aim to do 1 per day)

- Complete the [White Rose Maths](#) tasks at the end of this document - 1 per day. Ensure you watch the video before you complete the task. You can write the answer to the questions in your workbook then your teacher
- 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?
- Complete some challenges on the 'Numbots' applications on [Times Table Rockstars](#). It is the same login as TTRS.
- Play on [Hit the Button](#) - focus on times tables, division facts and square numbers.
- Daily arithmetic focus. Login to [Purple Mash](#) and complete 2Dos set on specific maths topic.

Weekly Reading Tasks (Aim to do 1 per day)

- Complete the [English Reading tasks](#) at the end of this document - 1 per day. Read the prologue of the book POG then complete the tasks for reading, writing, spelling and grammar.
- Log into [Reading Plus](#) and complete your weekly reading comprehension tasks and vocabulary tasks. **Site code: rpendea2**
- Read a chapter from your favourite book and note down any unfamiliar words. Explore the meanings of these words by using a dictionary, reading around the sentence or finding synonyms and antonyms for those new words.
- Watch [Newsround](#) with your family and discuss what is happening in the wider world.

Weekly Spelling Tasks (Aim to do 1 per day)

- Complete the spelling section of the [English Reading Tasks](#) below.
- Practise the Year 5/6 [Common Exception Words](#) below by writing them in different ways or ask someone to test you.
- Practise your spelling on [Spelling Frame](#).

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Weekly Writing Tasks (Aim to do 1 per day)

- Write a news report about the first man on the moon using the template set on [Purple Mash](#).
- Create a planet profile on a planet of your choice using the template on [Purple Mash](#).
- Research the movement of the Earth and record your findings on the template on [Purple Mash](#).
- If you could live on any planet which one would it be and why? Remember to research your chosen planet to justify your answer. Write this in your home learning exercise book.
- Have you took part in a writing [master class](#) yet? **You'll need to create a free parent account to access this great library.**

The project this week aims to provide opportunities for your child to gain a better understanding of Earth and Space which is linked to our current topic: Infinity and Beyond.

- **Let's Wonder:**

Talk and research together: What is Earth's place in the Solar System?

Use BBC Bitesize to investigate the solar system

<https://www.bbc.co.uk/bitesize/topics/zdrrrd2p>. Once you have researched the Solar System create a solar system scene of [Purple Mash](#) to write about your findings.



- **Let's Create:**

Create an outer space galaxy using any art resources you can find. A simple idea is to find a dark piece of paper and spray paint on it using a spray bottle or paint brush to get the galaxy effect. Other ideas can be found on this website: <https://artsycraftsymom.com/10-outer-space-art-ideas-that-are-out-of-this-world/>

Take a look at our artist we began to look at Peter Thorpe!



- **Be Active:**

Take part in PE with Joe on Joe Wick's YouTube channel

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>.

Fancy a dance? There are many dance videos they could try. [Dance](#). Maybe try some [Yoga](#).

Consider how astronauts in space may exercise. Why do they need to exercise? What challenges do they face when exercising? Find out more [here](#).



- **Time to Talk:**

Perhaps they could play a board game, FaceTime/WhatsApp call a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner. Discuss the benefits and challenges of lockdown. How would that compare to astronauts completing a mission?



- **Understanding Others and Appreciating Differences:**

The International Space Station is tied together by a complex set of rules and ideas from 15 different countries. Astronauts from all over the world live and work together for 6 months on the ISS. How do the different space agencies work together? Do some have different rules? What language is spoken on the ISS? Do different space agencies from around the world have different jobs to do? See what you can find out on

https://www.nasa.gov/audience/forstudents/k-4/more_to_explore/International-Space-Station.html



- **Reflect:**

Scientists want to send humans to Mars in 2030 and predict that we will live there in the future. What do you think life would be like on Mars? What would be different? What would you miss from Earth? Would you go if you had the chance?



Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



**PADRAIG
KENNY**

*Chicken
House*

2 Palmer Street, Frome, Somerset BA11 1DS
www.chickenhousebooks.com

PROLOGUE

It was night when Pog heard weeping in the forest.

He'd been patrolling for an hour, and the only sounds had been the occasional cries of foxes, or the low hooting of owls.

Pog sniffed the air. There was a scent.

Human scent.

Pog followed the smell. He skipped over tree roots, his eyes finely attuned to the night, his furry ears twitching as he got closer to the sound. It was coming from the trees encircling the dark forbidden heart of the forest. Pog's hackles immediately stood on end. He paced back and forth fretfully, listening to the weeping before plunging into the undergrowth.

Pog peeked out from behind a bush and into the circular clearing which was dotted with stunted tree trunks. There was a human child sitting on one of the old stumps. A girl with dark curly hair. She was sobbing inconsolably into her hands. Pog knew her instantly and nodded in understanding. He'd already seen tall ones that very morning. They'd arrived at the house in their metal box on wheels.

This was something entirely new for Pog. He was used to protecting and patrolling, not coming across the children of tall ones crying in the forest. He didn't know what to do. He didn't want to reveal himself, but the girl was clearly lost. *What to do? What to do?* he thought, chewing on his thumb.

The decision was made for him as he saw the girl suddenly look up towards the ancient twisted tree that lay at the centre of the clearing. It was as if she'd heard something. She stood up, frowning curiously at the tree, and then started to walk carefully towards it.

'Pssst! No!' Pog hissed, drawing his sword and staff without thinking.

The girl wheeled round. 'Who's that? Who's there?'

Pog hid behind the bush, his chest tight, muscles tensed.

'A friend,' he said. 'Is you lost?'

The girl wiped her eyes and nodded. 'Yes,' she whimpered.

'Come then, and Pog will show you the way home.'

The girl hunched her shoulders and didn't move. Behind her, a sliver of moonlight shone on the tree, and the black bark rippled for a moment, as if a serpent were twisting beneath it. Pog smelt something fetid and rotten. He licked his lips. He needed to get the girl away from the tree, but he couldn't reveal himself. It was forbidden.

'Come now,' he said, trying to keep his tone light and friendly.

The girl clutched her hands to her chest and retreated a couple of steps closer to the tree. Pog saw that supple insidious movement again beneath the skin of the tree, and he fancied he heard a hissing whisper. The girl was frightened, and hiding from her was only making things worse. There was only one thing for it.

Pog stepped into the clearing.

The girl blinked in disbelief. 'Who are you?' she asked, her lower lip trembling. 'Pog Lumpkin. A friend.' Pog smiled at the girl to show her he meant no harm. The warmth he felt when she smiled in response was a surprise to him.

'You're all furry,' said the girl.

'Pog is of the First Folk. We's all furry. Not like you tall folk.' He beckoned the girl forward, smiling at her while keeping one eye on the tree. 'Pog will show you the way home. Come, follow Pog.'

As the girl came towards him, Pog sighed inwardly with relief. He cast one eye over his shoulder as they left the clearing behind. Pog thought he heard that whisper again, but perhaps it was his imagination. The tree was still, but its bark had a reptilian sheen.

Clouds cleared and the moon came out and lit their way. Pog bounded through the forest, the girl keeping pace with him. Pog started to speed up and the girl laughed as she chased after him. Pog laughed too, but he took care not to go too fast in case he lost her.

It didn't take them long to reach the large house that lay at the edge of the forest. Pog and the girl went up the driveway and stopped outside the door. There was a light on in one of the windows.

'There now,' he said.

The girl smiled up at him. 'Thank you, Pog.'

Pog felt strange. There was a fluttering in his chest. No one had spoken his name in years.

'Pog must go now.'

'Will I see you again?' asked the girl.

'Maybe,' said Pog.

'Are you alone?'

The question took Pog by surprise. He felt an ache in his throat. He shook his head. 'Not now,' he smiled.

The girl waved goodbye and Pog slipped around the corner of the house, and watched as she knocked on the door. A tall man with grey hair opened the door. He and the girl embraced, and the sight of it made Pog feel sad and happy at the same time.

They both went inside and Pog felt almost disappointed as the door closed. He shimmied up the drainpipe and squeezed in through the hole that led into the attic. Pog landed deftly on the attic floor and started to remove his sword and staff.

Are you alone? Pog thought about the question. Yes, he had been. He had been alone in the dark for a very long time, but he wasn't alone now.

But what Pog didn't know was that in two weeks' time the girl would be gone. Her grandparents would soon follow, and the house would be empty. And there Pog would stay in the attic, patrolling at night, keeping to a long-held promise. And spring would come, summers would pass, many autumns, many winters. It would just be Pog then, alone in the dark, for what seemed like for ever.

Until they came.

English Home Learning Y5

Week 1 - 20th April

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 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.

During the first week you will:

Week 1

I have carefully read and thought about the chapter.

I have written using lots of description and adjectives.

I have read and answered the grammar questions carefully.

I have practised the spellings and used some in my own sentences.



Colour the stars when you think you have achieved this.

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.

Or explore

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

Monday 20th April 2020

Year 5 -Week 1 - POG Prologue - Day 1

Reading

Reading

Before reading:

Predict. What you think the story might be about based on its title ('POG')?

During reading:

Write a list of the names of every new character you meet in the Prologue.

After reading:

Which character do you think is the most important and why?

Tuesday 21st April 2020

Year 5 -Week 1 - POG Prologue - Day 2

Writing

Write a description of Pog. Use the details we learn about Pog in the Prologue to help you.

For example, how Pog moves, or the texture of Pog's skin. Use this space to jot down any adjectives or phrases you will use in your writing.

Wednesday 22nd April 2020

Year 5 -Week 1 - POG Prologue - Day 3

Grammar

Complete the sentence with an appropriate subordinating conjunction.

Tracey decided to walk _____ it was a lovely day.

Circle the possessive pronoun in the passage below.

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

Complete the sentence with an appropriate adverb.

She completed her homework _____.

Circle the object in this sentence.

My friend bought a cake from the bakery.

Insert one comma in the correct place in this sentence.

Thursday 23rd April 2020

Year 5 -Week 1 - POG prologue - Day 4

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

individual

interrupt

leisure

marvellous

muscle

interfere

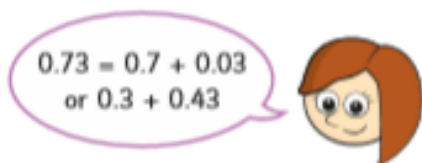
language

lightning

mischievous

necessary

- 6 Rosie is finding different ways to partition 0.73

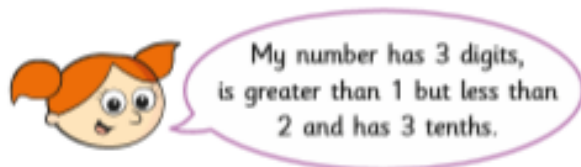


Ones	Tenths	Hundredths
0	7	3

In what other ways can 0.73 be partitioned?

List as many ways as you can below.

- 7 Alex is thinking of a number.



- a) What number could Alex be thinking of?
Talk about it with a partner.
- b) Write all the possible numbers Alex could be thinking of.

- c) Write another clue that would mean Alex's number is 1.34

- 8 Match the words to the numerals.

5 ones, 6 tenths and 5 hundredths	0.56
5 tenths and 6 hundredths	60.05
5 ones, 5 tenths and 6 hundredths	5.56
6 tens and 5 hundredths	5.65

- 9 Annie has three digit cards.



Are the statements true or false? Explain your answers.

- a) The largest number Annie can make is 5.02

- b) The smallest number Annie can make is 0.25

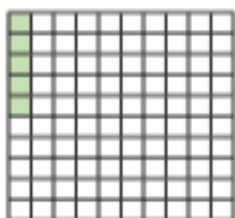
- c) Annie can make six different numbers.



Decimals as fractions (1)



- 1 The hundred square represents 1 whole.

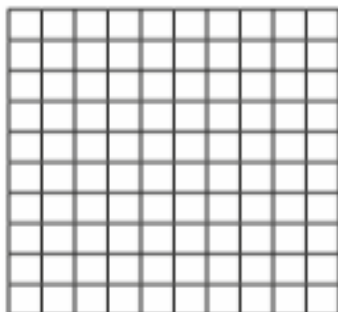


a) What fraction is represented by the shaded squares?

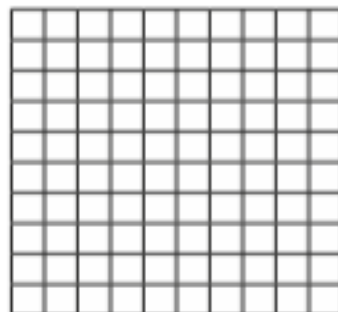
b) Convert the fraction to a decimal.

- 2 Colour the grid to represent the fraction and the decimal.

a) $\frac{7}{100}$



b) 0.17



- 3 What fractions and decimals do the counters represent?



fraction = decimal =

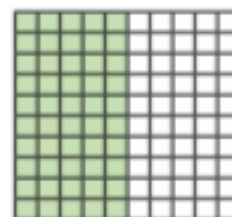


fraction = decimal =



fraction = decimal =

- 4 Amir has coloured part of a hundred square.



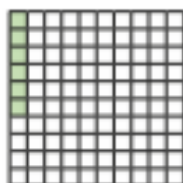
a) What fraction is represented by the coloured squares?

100

b) Write this fraction in a different way.

c) Write the fraction as a decimal.

- 5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

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

a) 0.4 $\frac{40}{100}$

d) 0.5 $\frac{5}{100}$

b) 0.02 $\frac{20}{100}$

e) 0.88 $\frac{88}{100}$

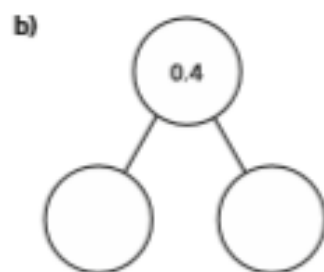
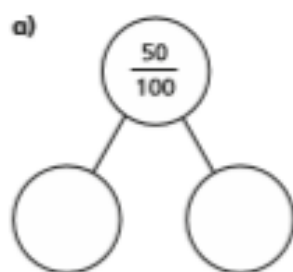
c) 0.6 $\frac{6}{10}$

f) 0.88 $\frac{89}{100}$

- 7 Complete the table.

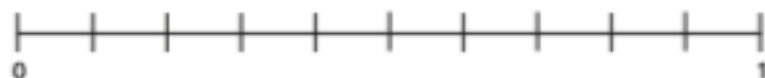
Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{\square}{10}$	0.2
$\frac{\square}{5}$	$\frac{4}{10}$	
		0.6
$\frac{4}{5}$	$\frac{8}{\square}$	

- 8 Complete the part-whole models using fractions or decimals.



Compare answers with a partner.

- 9 Here is a number line.



0.3

0.75

0.15

1.0

Draw arrows from the numbers to show their place on the line.

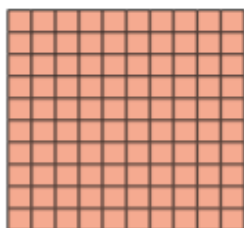


Year 5 Home Learning – Maths Lesson 3: Decimals as fractions – Wednesday 22nd April 2020

Please watch the video first: <https://whiterosemaths.com/homelearning/year-5/>

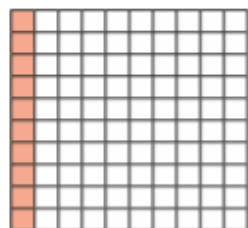
Decimals as fractions (2)

1 This grid represents 1



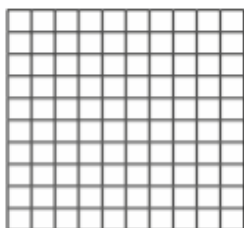
This grid represents 0.1 or

$$\frac{10}{100} \text{ or } \frac{1}{10}$$

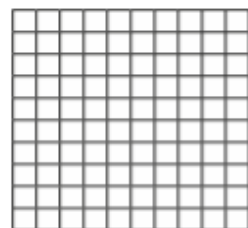


Colour the hundred squares to represent the fractions.

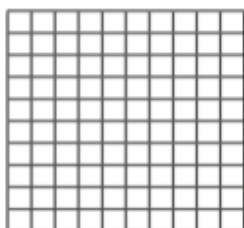
a) $\frac{2}{100}$



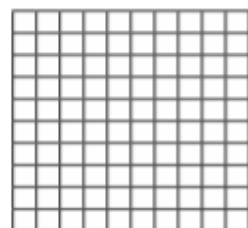
c) $\frac{20}{100}$



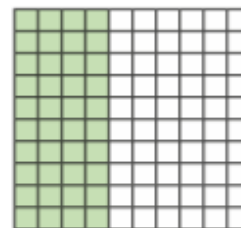
b) $\frac{2}{10}$



d) $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



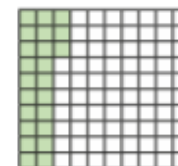
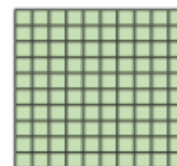
$$\frac{\square}{100}$$

$$\frac{\square}{10}$$

0....

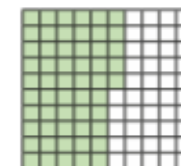
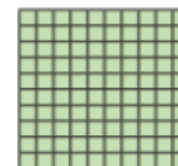
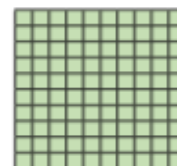
3 What fractions and decimals are represented?

a)



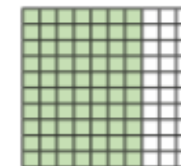
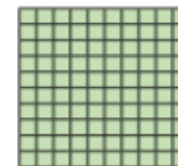
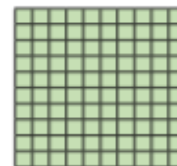
$$1 \frac{23}{100} = \square$$

b)



$$\square \frac{\square}{100} = \square$$

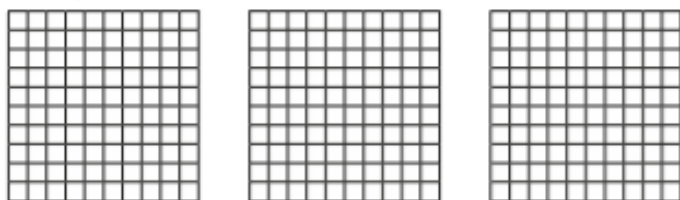
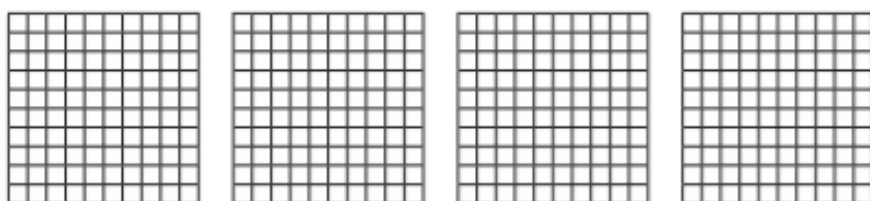
c)



$$\square \frac{\square}{10} = \square$$

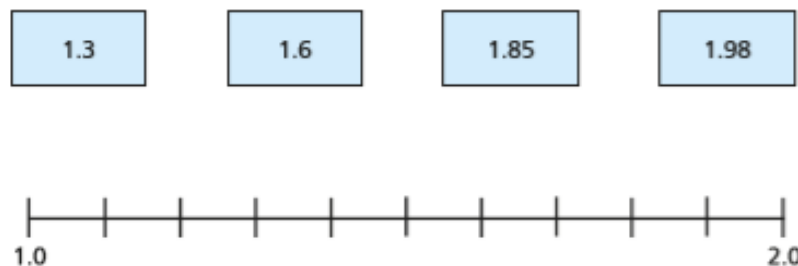
4

a) Represent 2.15

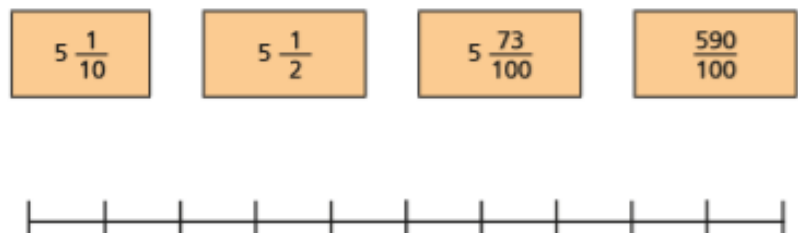
b) Represent $3\frac{7}{10}$ 

5

a) Label the number line with the decimals.



b) Label the number line with the fractions.



6

Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	$5 + 0.6 + 0.02$			
				8 ones and 2 hundredths

7

Write the decimals as fractions.

Give your answer as a mixed number.

a) $32.6 = \square\frac{\square}{10}$

c) $13.08 = \square\frac{\square}{100}$

b) $2.03 = \square\frac{\square}{100}$

d) $3.98 = \square\frac{\square}{100}$

8

Use the digits 3, 4 and 5 to complete the decimal number.



How many different numbers can you make?

Year 5 Home Learning – Maths Lesson 4: Understand thousandths – Thursday 23rd April 2020

Please watch the video first: <https://whiterosemaths.com/homelearning/year-5/>

Understand thousandths



1 Tommy is using base 10 to represent decimals.


He uses  to represent 1 whole.

He uses  to represent $\frac{1}{10}$ or 0.1

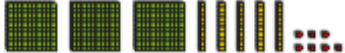
He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001

What decimals are represented?

a) 

b) 

c) 

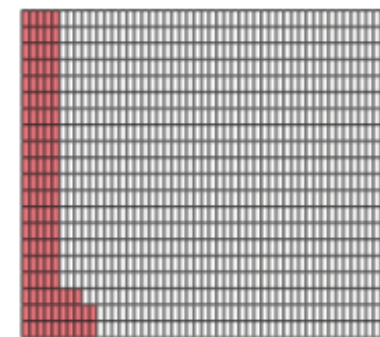
- 2 a) Represent each number using base 10
 0.512 1.352 2.003
- b) Use your representations to help you complete the statements.

$0.512 = 0.5 + 0.01 + \square$

$1.352 = 1 + \square + \square + \square$

$2.003 = \underline{\hspace{2cm}}$

- 3 Here is a thousand square.
 Part of the square has been coloured.



a) Why do you think it is called a thousand square?

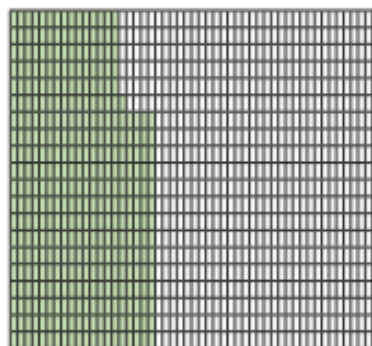
b) What fraction of the square has been coloured? /

c) Write the fraction as a decimal.

- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

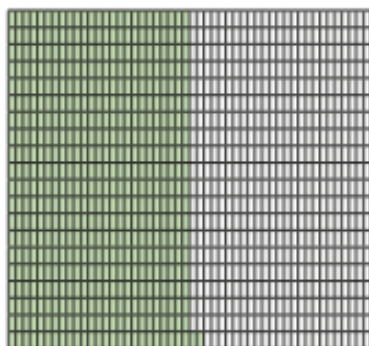
a)



fraction =

decimal =

b)

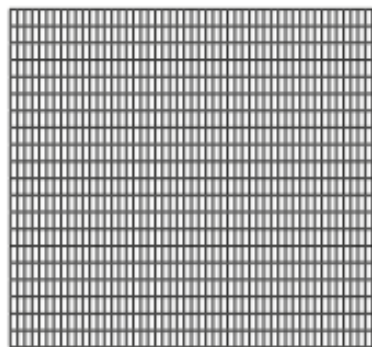


fraction =

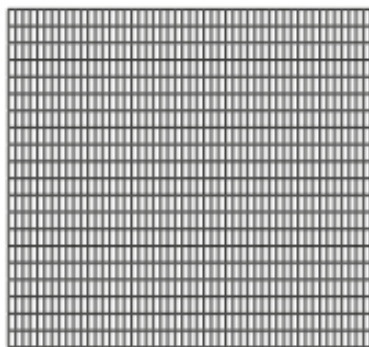
decimal =

- 5 Colour the grids to represent the fraction and decimal.

a) $\frac{73}{1000}$



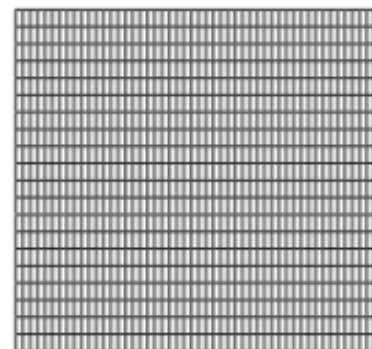
b) 0.302



- 6 Represent these numbers on a place value chart.

a) 1.372 b) 0.091 c) 3.542

- 7 Show that $\frac{400}{1000}$ is the same as 0.4



- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
<div style="display: flex; justify-content: space-around;"> 1 1 1 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1 </div>	<div style="display: flex; justify-content: space-around;"> 0.1 0.1 </div>	<div style="display: flex; justify-content: space-around;"> 0.01 0.01 0.01 0.01 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.01 0.01 0.01 </div>	<div style="display: flex; justify-content: space-around;"> 0.001 0.001 0.001 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.001 0.001 0.001 </div>

b)

Ones	Tenths	Hundredths	Thousandths
	<div style="display: flex; justify-content: space-around;"> 0.1 0.1 0.1 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.1 0.1 </div>		<div style="display: flex; justify-content: space-around;"> 0.001 0.001 </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 0.001 0.001 </div>

Year 5 Home Learning – Maths Lesson 5: Thousandths as decimals – Friday 24th April 2020

Please watch the video first: <https://whiterosemaths.com/homelearning/year-5/>

Thousandths as decimals

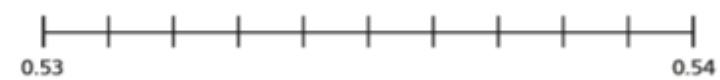


- 1** Represent the numbers on a place value chart.
Write the decimal.
- a) 5 ones, 7 tenths, 0 hundredths and 2 thousandths
- b) 0 ones, 6 tenths, 2 hundredths and 9 thousandths
- c) 7 ones, 0 tenths, 1 hundredth and 3 thousandths
- d) 5 ones, 6 tenths, 7 hundredths and 0 thousandths
- e) What would these numbers be as fractions?
Talk about it with a partner.

- 2** Write the mixed numbers as decimals.
- a) $4 \frac{514}{1000} =$ d) $1 \frac{50}{1000} =$
- b) $6 \frac{325}{1000} =$ e) $4 \frac{5}{1000} =$
- c) $2 \frac{250}{1000} =$ f) $\frac{2}{1000} =$

- 3** Mo is placing decimal numbers on a number line.
Draw an arrow from each number to its position on the number line.

0.532 0.535 0.538 $\frac{539}{1000}$



- 4** What number is the arrow pointing to?
Write each number as a decimal and as a fraction.

a)
 decimal = fraction = $\frac{\text{input}}{1000}$

b)
 decimal = fraction = $\frac{\text{input}}{1000}$

c)
 decimal = fraction = $\frac{\text{input}}{1000}$

- 5 Complete the table to continue the pattern.

$\frac{57}{1000}$	$\frac{58}{1000}$	$\frac{\square}{1000}$	$\frac{\square}{1000}$				
0.057							

- 6 Write a decimal to complete the statement.

a) $\frac{7}{10} + \frac{3}{100} + \frac{9}{1000} = \square$

b) $\frac{9}{10} + \frac{7}{100} + \frac{1}{1000} = \square$

c) $\frac{7}{100} + \frac{9}{10} + \frac{1}{1000} = \square$

d) $\frac{2}{10} + \frac{7}{1000} = \square$

e) $\frac{6}{100} + \frac{3}{1000} = \square$

- 7 Eva has 12 plain counters.

She makes numbers using the place value chart.

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

- a) List five numbers that Eva could make.

- b) What is the greatest and smallest number she can make with all 12 counters?

greatest smallest

- 8 Whitney is representing 0.536

$$\frac{50}{100} + \frac{18}{1000} + \frac{18}{1000}$$

- a) Is Whitney correct? _____

Explain your answer.

- b) Partition Whitney's number another way.
