As recommended by gov.uk

Home Learning Pack

Year 5

Guidance and Answers

Week 6
01/06/2020

Classroom secrets ★ KIDS

Take a picture while you work through this booklet and tweet us **@ClassroomSecLtd** using the hashtags **#CSKids** and **#HomeLearningHero** to be in with a chance of winning a month's subscription to **classroomsecrets.co.uk**.

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply Unit Fractions by an Integer (page 2)

An **integer** is a whole number, which is either positive or negative.

A **unit fraction** has a numerator of 1 and represents one part of the whole.

Question 1 – This question asks your child to match the calculations to the images and complete the answers. When multiplying unit fractions by an integer, the **denominator** always remains the same and the **numerator** is multiplied by the whole number. For example:

A numerator is the top part of a fraction. It shows how many parts of the whole are being considered.

$$\frac{1}{4} \times 3 \leftarrow \text{integer}$$

Only the numerator is multiplied by the integer, the denominator remains the same.

A denominator is the bottom part of a fraction. It shows how many equal parts the whole has been split into.

$$\frac{1}{4} \times 3$$
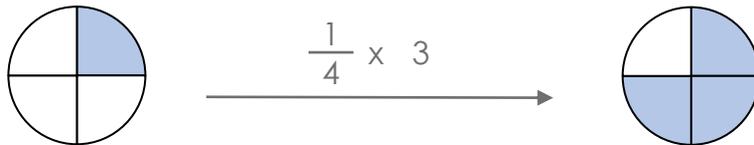
This represents $\frac{1}{4}$ because one part out of four is shaded.

This represents $\frac{3}{4}$ because three parts out of four is shaded.

Look carefully at the images to match the calculation and complete the answers. The correct answers are:

C $= \dfrac{6}{9}$ A $= \dfrac{6}{8}$ B $= \dfrac{6}{12}$
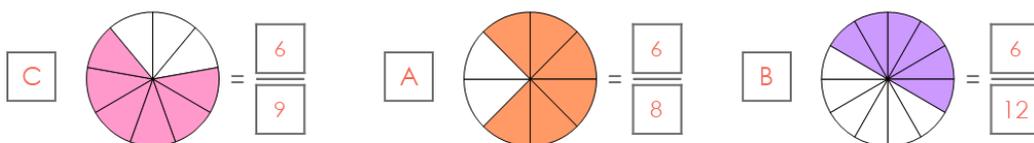
(accept simplified fractions A. $\frac{3}{4}$; B. $\frac{1}{2}$; C. $\frac{2}{3}$)

Visit **kids.classroomsecrets.co.uk** for online games to support learning.

Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020   2

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply Unit Fractions by an Integer – continued (page 2)

Question 2 – This question asks your child to circle the correct calculation. This question uses **bar models** to represent the fractions. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. **Bar models** can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.
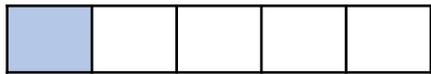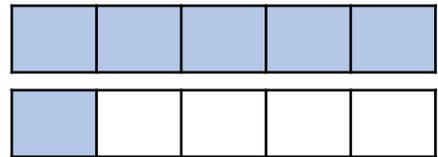
This **bar model** represents $\frac{1}{5}$ because one part out of five is shaded.

This **bar model** represents $\frac{6}{5}$ because six parts out of five is shaded. We can see here that we now have one whole bar model shaded, so we can write our answer as a mixed number. A **mixed number** is a fraction that includes the whole number and the fraction. Therefore our final answer would be $1\frac{1}{5}$.

Look carefully at the images to decide if the calculation is correct. Circle the calculation that corresponds correctly to the image. The correct answer is:
C is correct.

Question 3 – This question asks your child to read two character statements and decide who is correct, explaining their answer.

Complete the calculation $\frac{1}{7}$ x 9 to decide which character is correct. The correct answer is:
Debbie is correct because $\frac{1}{7}$ x 9 $= \frac{9}{7}$. $\frac{9}{7}$ is equivalent to $1\frac{2}{7}$.

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

3

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply Non-Unit Fractions by an Integer (page 3)

A **non-unit fraction** has a numerator of more than 1 and represents more than one part of the whole. It is always less than one whole.

An **integer** is a whole number, which is either positive or negative.

Question 1 – This question asks your child to identify the missing numbers in the calculations. The images in this question are represented using a **bar model** (for a recap on bar models, refer to page 3).
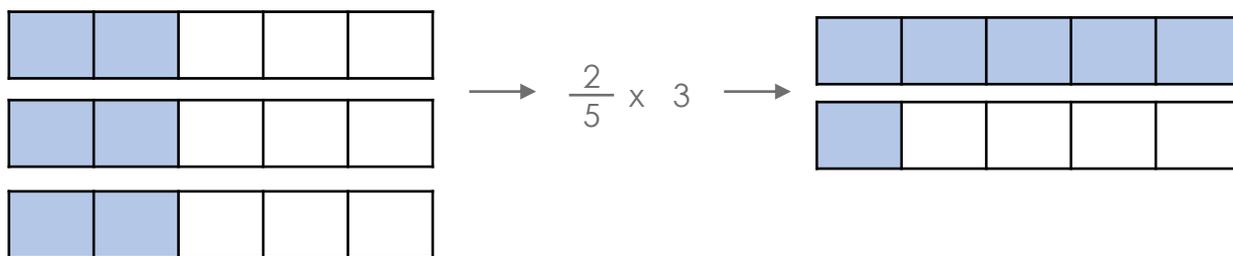
This bar model represents $\frac{2}{5}$ multiplied by 3.

This bar model represents $\frac{6}{5}$. We can see here that we now have one whole bar model shaded, so we can write our answer as a mixed number (to recap on mixed numbers refer to page 3). Therefore the final answer is $1\frac{1}{5}$.

Use the bar models to complete the missing numbers in the calculations. The correct answers are:

A. $\frac{2}{3}$ x 5 = $3\frac{1}{3}$ B. $\frac{2}{9}$ x 8 = $1\frac{7}{9}$

Visit **kids.classroomsecrets.co.uk** for online games to support learning.

Join our **f** **Group: Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

4

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply Non-Unit Fractions by an Integer – continued (page 3)

Question 2 – This question asks your child to complete the calculations and then sort the letters into the Venn Diagram. A **Venn diagram** consists of overlapping circles and can be used to sort sets of data. The data might fit into one category (circle) or into the overlapping area if it fits into more than one category.

Complete the calculations and then sort the letters into the Venn Diagram. The correct answers are:

More than one   Can be simplified

A. $1\frac{4}{11}$

B. $\frac{6}{8} = \frac{3}{4}$

D. $1\frac{1}{5}$

C. $\frac{10}{12} = \frac{5}{6}$

F. $2\frac{2}{7}$

E. $\frac{4}{6} = \frac{2}{3}$
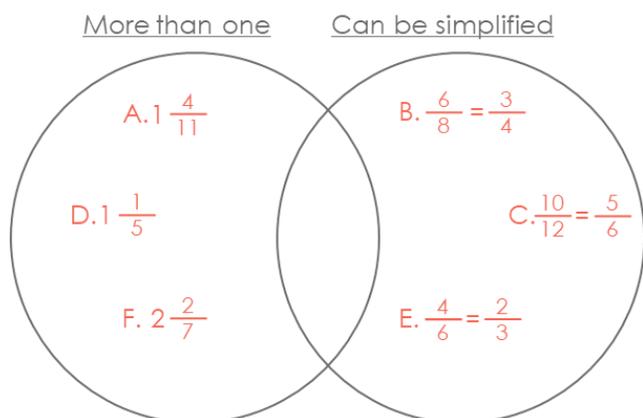
Question 3 – This question asks your child to use the clues to work out what Eduardo's fraction is. Your child may need to break the clues up into steps:

1. Consider the denominator (it must be single digit)

2. Write down equivalent fractions to $\frac{3}{4}$.

3. Try different options of fractions that when you multiply by 3, equal an equivalent fraction of $\frac{3}{4}$.

4. Try different options of fractions that when you multiply by 5, it will equal a mixed number.

Read the clues carefully to work out what Eduardo's fraction could be. The correct answer is:
Eduardo's fraction is $\frac{2}{8}$.

English – Synonyms and Antonyms (page 4)

Synonyms are words that have the same meaning. For example: Unhappy is a synonym of sad.

Antonyms are words that have an opposite meaning. For example: Cold is an antonym of warm.

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

English – Synonyms and Antonyms (page 4)

Question 1 – This question asks your child to identify the words that are a synonym or an antonym of 'difficult'.

Look at the three options carefully. Any that have the same meaning as 'difficult' can be identified as a synonym. Any that have the opposite meaning of 'difficult' can be identified as an antonym. The correct answers are:
Synonyms: hard, tricky
Antonyms: easy

Question 2 – This question asks your child to identify if each word it the table is a synonym of, an antonym of, or unrelated to the word 'strange'. Your child is asked to complete the table by marking with an 'X' the correct places in the table.

Look at the three options carefully. For each one, decide whether it is a synonym, antonym or unrelated to the word 'strange' and mark your choice with an 'X'. The correct answers are:
odd: synonym
cold: unrelated
normal: antonym

Question 3 – This question asks your child to write a synonym and antonym of the word 'complete'.

Consider the meaning of the word 'complete' and write a synonym and antonym for it. The correct answers are:
There are a variety of correct answers here, for example:
synonyms – finish, whole, done
antonyms – incomplete, lacking, partial

Question 4 – This question asks your child to circle the pair of synonyms and their antonym in the given paragraph.

Read the paragraph carefully and circle the two synonyms and their antonym. The correct answers are:
Synonyms: arriving, coming
Antonym: going

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Monday

English – Synonyms and Antonyms – continued (page 4)

Question 5 – This question asks your child to state whether Dirk is correct and prove it.

Read Dirk's statement and decide whether he is correct. State your choice and explain your answer. The correct answer is:
No, because there are other words for which 'sad' is a synonym e.g. gloomy, downcast.

Question 6 – This question asks your child to rewrite the sentence twice: once changing the underlined word for a synonym and once for an antonym.

Consider the meaning of the word 'continue'. Rewrite the sentence by changing the word 'continue' for a synonym of it. Then rewrite the sentence again, but this time change the word 'continue' for an antonym of it. The correct answers are:
Accept any contextually appropriate synonym e.g. carry on, resume and antonym e.g. stop, cease.

Question 7 – This question asks your child to state whether or not changing the word 'inactive' to 'lively' in the sentence alters the meaning and explain their answer.

Read the sentence and consider the meaning of the word 'inactive' in the context it is given. Now re-read the sentence, replacing the word 'inactive' to 'lively'. Decide if the meaning of the sentence has now changed, and explain your answer by stating how the meaning has changed. The correct answer is:
Yes. 'lively' is an antonym of 'inactive', so its use reverses the meaning of the sentence.

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **Group: Coronavirus Home Learning Support for Teachers and Parents**

7

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Tuesday

### Maths – Multiply Mixed Numbers by Integers (page 5)

A **mixed number** is a fraction that includes the whole number and the fraction.

An **integer** is a whole number, which is either positive or negative.

Question 1 – This question asks your child to write and complete the multiplication sentence that matches the image. When multiplying a mixed number by an integer, there are multiple steps.
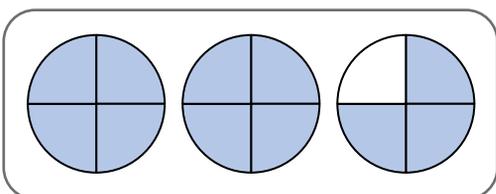
This image represents the mixed number $2\frac{3}{4}$
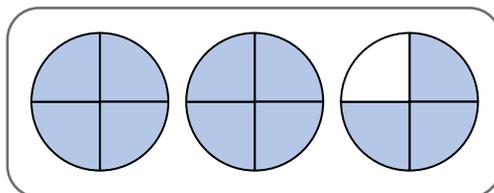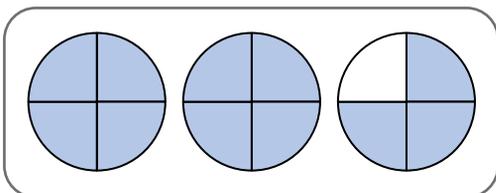
This image represents the calculation $2 \times 2\frac{3}{4}$.

To calculate $2 \times 2\frac{3}{4}$ we can use the image to multiply the integers first. In this case it is 2 x 2 which equals 4.

Next we multiply the integer by the fraction $2 \times \frac{3}{4}$ which equals $\frac{6}{4}$. We can now convert this to a mixed number; $1\frac{2}{4}$ or $1\frac{1}{2}$ (because $\frac{2}{4}$ is equivalent to $\frac{1}{2}$).

Finally we add our two answers together. $4 + 1\frac{1}{2} = 5\frac{1}{2}$.

Carefully look at the image given in Question 1. Write the calculation that is represented by the image and then complete the calculation. The correct answer is:

$2\frac{7}{11} \times 3 = 7\frac{10}{11}$

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Multiply Mixed Numbers by Integers – continued (page 5)

Question 2 – This question asks your child to complete the statement using **<, > or =. > < =** are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Carefully look at the images given. They are represented by **bar models** (for a recap on bar models refer to page 3). Complete each calculation and then compare the two answers by choosing and inserting the correct symbol. The correct answer is:
>

Question 3 – This question asks your child to use the digit cards given to complete the calculation. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers. They are especially useful when investigating the value of digits within a number on a place value chart.

Place three of the digit cards into the missing parts of the calculation to make the calculation correct. Your child may need to try various options until they get the correct one. They may prefer to make the digit cards with paper so that they can move them into different parts to try various calculations. The correct answer is:

$1\frac{3}{7} \times 4 = 5\frac{5}{7}$

English – Using Semi-colons to Mark Boundaries (page 6)

A **semi-colon (;)** is used to separate a list when commas are used as part of the objects in the list. A semi-colon can also be used to join two independent clauses which are closely linked or related.

Question 1 – This question asks your child to match the independent clauses that can be joined together with a semi-colon. A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are **main clauses** and **subordinate clauses**.

Read each sentence carefully and match one sentence from the left column, to the best related sentence on the right column. Match them by drawing a line from one to the other. The correct answer is:
A. 3; B. 2; C. 1

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: Coronavirus Home Learning Support for Teachers and Parents

© Classroom Secrets Limited 2020

9

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Tuesday

English – Using Semi-colons to Mark Boundaries – continued (page 6)

Question 2 – This question asks your child to circle the **coordinating conjunction** in each sentence that can be represented with a **semi-colon**. A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

Read each sentence carefully. Circle the **coordinating conjunction** that can be replaced with a **semi-colon**. The correct answer is:
A. but; B. and; C. and

Question 3 – This question asks your child to rewrite the sentences, making sure they are punctuated correctly.

Read each sentence carefully and consider where the separate clauses are. Rewrite the two clauses within the sentence using a semi-colon to join them. Consider the other punctuation as well, ensuring that you use all necessary punctuation to make the sentence correct. The correct answer is:
A. The mouse stared at me with wide, frightened eyes; he was trapped in a corner and had no means of escape.
B. Behind the forest, there is a patch of land that is forbidden to visit; I desperately want to go and explore it.

This week's pack supports the <u>**Week 6 timetable**</u> on Classroom Secrets Kids.

Wednesday

Maths – Problem Solving with Fractions (page 7)

Question 1 – This question asks your child to solve the problem based on multiplying a unit fraction by an integer (to recap on this skill refer to page 2). Your child will need to use their knowledge of **equivalent** fractions to solve the problem. **Equivalent** means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

$\frac{1}{6}$ is equivalent to $\frac{2}{12}$
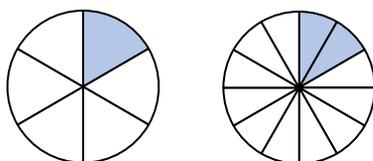
Read the problem carefully. Complete the two calculations based on the problem given. Then compare the two answers to decide if Jasmine is correct. State your answer and prove it by showing your calculation. The correct answer is:

Jasmine is incorrect as $\frac{1}{6}$ x 5 = $\frac{5}{6}$ and $\frac{1}{12}$ x 4 = $\frac{4}{12}$. (If you use your knowledge of equivalent fractions, $\frac{5}{6} = \frac{10}{12}$. Therefore Tom cycles further than Jasmine because $\frac{10}{12}$ is greater than $\frac{4}{12}$.

Question 2 – This question asks your child to use the **digit cards** to solve the calculation in two different ways (to recap on digit cards refer to page 9). Your child will need to use their knowledge of multiplying non-unit fractions by an integer. To recap on this skill, refer to page 4.

Place four of the digit cards into the missing parts of the calculation to make the calculation correct. Each digit card can only be used once in each calculation. Your child may need to try various options until they get the correct one. They may prefer to make the digit cards with paper so that they can move them into different parts to try various calculations. The correct answers are:

$\frac{3}{11}$ x 5 = $1\frac{4}{11}$ and $\frac{3}{11}$ x 6 = $1\frac{7}{11}$

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Wednesday

Maths – Problem Solving with Fractions – continued (page 7)

Question 3 – This question asks your child to calculate the missing integer of two calculations. The integer is the same for both. This question requires your child to apply the skill of multiplying a mixed number by an integer. To recap on this skill, refer to page 8.

Carefully study the two calculations. Consider the integers, and what the first integer may have been multiplied by to total a number that is near to the integer in the answer as a way of estimating. Solve the calculations you have estimated to see if you are correct. The correct answer is:
3 is the missing integer.

English – Subordinating Conjunctions (page 8)

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

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

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

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Question 1 – This question asks your child to circle the **subordinating conjunction** in the sentence.

Read the sentence carefully. Circle the **subordinating conjunction** in the sentence. The correct answer is:
Although

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: Coronavirus Home Learning Support for Teachers and Parents

© Classroom Secrets Limited 2020

12

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets.

Wednesday

English – Subordinating Conjunctions – continued (page 8)

Question 2 – This question asks your child to consider if the underlined words in two sentences are **subordinating conjunctions** and answer true or false.

Read the sentence carefully and consider if the underlined words are **subordinating conjunctions**. Write true if you identify that they are, or false if you identify them not to be. The correct answer is:
False, 'and' is not a subordinating conjunction; true

Question 3 – This question asks your child to choose the most likely **subordinating conjunctions** to complete the sentences.

Read each sentence carefully and consider the most suitable **subordinating conjunction** that will fit into the gap. Write your choice on the line provided within each sentence. The correct answers are:
before; although

Question 4 – This question asks your child to state which sentence has a **subordinating conjunction**.

Read each sentence carefully and choose the sentence which has a **subordinating conjunction**. Answer by writing your choice: 1, 2 or 3. The correct answer is:
2

Question 5 – This question asks your child to write two sentences using two different **subordinating conjunctions**. One sentence must start with a **subordinating conjunction**.

Using 'the roads were busy' as a starting point, write two sentences with two different **subordinating conjunctions.** One sentence must start with a **subordinating conjunction**.
There are a variety of correct answers here, for example:
The roads were busy <u>because</u> it was rush hour.
<u>Due to</u> the terrible weather, the roads were busy.

Question 6 – This question asks your child to rewrite each pair of sentences as one sentence that starts with a **subordinating conjunction.**

For each pair of sentences, rewrite them as one sentence with a **subordinating conjunction** at the beginning. The correct answers are:
There are a variety of correct answers here, for example:
<u>If</u> it is sunny, I will wear sunscreen.
<u>Before</u> the tide came in, we left the beach.

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Wednesday

English – Subordinating Conjunctions – continued (page 8)

Question 7 – This question asks your child to state whether the underlined **clause** is a **main clause** or a **subordinating clause**.

Read the sentence carefully and decide whether the underlined **clause** is a **main clause** or a **subordinating clause**. Explain your answer. The correct answer is:
"We bought a bucket and spade" is the main clause because it makes sense as a sentence on its own.

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Thursday

Maths – Fractions of Amounts in Contexts (page 9)

Question 1 – This question asks your child to tick the calculation which matches the image. The image shows a 1 metre length ruler. There are 100 centimetres (cm) in 1 metre (m). The ruler has a scale of 10cm intervals, which are then divided into a scale of 1cm intervals. There is a **bar model** shown on the ruler (to recap on **bar models** refer to page 3).

Look at the image of the ruler and the **bar model** which shows two out of five parts shaded. Tick the calculation that matches the image. The correct answer is: B

Question 2 – This question asks your child to complete the calculation and **bar model** for the amount of money shown.

Count the total amount of money shown. Complete the bar model by placing the total amount of money in the top row, and then dividing it equally in the bottom rows. Use your completed bar model to complete the calculation. The correct answer is:

£18		
£6	£6	£6

$\frac{2}{3}$ of £18 is £12

Question 3 – This question asks your child to consider a character's statement and decide if he is correct, explaining your answer.

Complete the calculations to calculate the amount that each character has drunk. Use this information to decide whether Mason is correct, and explain your answer using your method. The correct answer is:

Mason is incorrect. He has $\frac{5}{8}$ of 320ml which is 200ml. Lara has $\frac{3}{8}$ of 560ml which is 210ml, so Lara has drunk juice more than Mason.

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Thursday

English – Plan a Story (page 10)

For this activity, your child has been asked to plan a story, choosing any topic they wish. A story planning structure has been provided for them to help your child layout their plan correctly. There is a writing checklist at the bottom of the planning format to support your child in including a range of writing features.

Main characters (description) – Describe the main characters in your story. You may be able to get well developed characters and the use of synonyms and antonyms from the writing checklist here.

Setting (where is it taking place) – Describe where the story is taking place. Use a range of punctuation. You may be able to include a fronted adverbial, similes and metaphors here from the writing checklist.

Build up (a problem is starting to be revealed) – Plan a build up to the main problem. You may try to vary the length of sentences here as prompted in the writing checklist. This is a chance to hint to the reader that there is a problem coming and build their suspense, without giving it away.

Climax (the problem) – Describe the problem. Use a range of punctuation as prompted in the writing checklist.

Resolution (how was the problem solved) – This is where you describe how the problem is solved and create an ending to the story.

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: Coronavirus Home Learning Support for Teachers and Parents

16

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Friday

English – Write a Story (page 11)

For this activity, your child has been use their ideas from the story plan completed yesterday and turn them into a story. They need to refer to their plan throughout and try to include as many features from the writing checklist as possible to make it an engaging story.

Maths – Arithmetic

Click on the link below to play an arithmetic game which revises some of the skills covered in Year 5 so far. https://kids.classroomsecrets.co.uk/resource/year-5-arithmetic-test-practice-3/

Assembly Activity

Celebration certificate

On the following page in this pack (page 18), 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
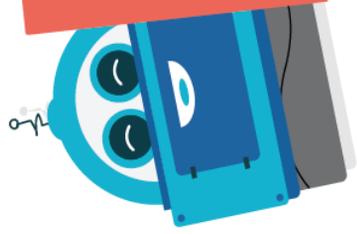
Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Not Even a Whisper (page 12 - 15)

Children should read the **narrative** (a fictional text such as a 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. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What is the name and nickname of the main character?
His name is Harry Nicholls and his nickname is Noisy Harry Nicholls.

2. What is his maths teacher called?
Mrs Khan

3. Who said Harry could win gold at the Olympics for talking?
Grandpa.

4. For how long each day would he be silent?
One hour.

5. Why is he staying silent?
Various answers, for example; to raise money for charity, because it is deaf awareness week.

6. What can we infer about Harry's personality?
Harry is caring because he is raising money for a charity by doing something that he will find quite tricky.

7. List three words that tell you that the operation was wonderful.
Accept any three of the following; extraordinary, incredible, remarkable, amazing, astounding.

8. Why was Harry supporting deaf awareness week?
It gave him the chance to help other people like his brother by raising money.

Visit kids.classroomsecrets.co.uk for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

19

This week's pack supports the <u>Week 6 timetable</u> on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Not Even a Whisper (page 12 - 15)

9. Complete the sentence with the correct day; "Harry was silent at lunchtime on …".
Tuesday

10. What do the dots suggest in the sentence "…….." said Harry.
Harry is being silent.

11. What does "at the top of his lungs" suggest?
He shouted very loudly using all his breath.

12. Identify three features of the sentences "IT'S OVER! IT'S OVER! IT'S OVER!" which show that Harry is happy and excited that he has finished his challenge.
It is written in capital letters, the words are repeated and exclamation marks have been used.

13. True or false? Harry had a cochlear implant.
False (it was his brother Ben who had one).

Visit kids.classroomsecrets.co.uk for online games to support learning.

Join our **f** **Group: Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

20