
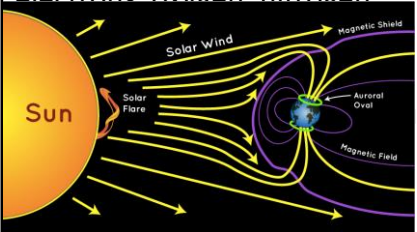







Year 5	Maths	English	Science	Art	Geography
<p><b>Wc 13th July</b></p>	<p>White Rose daily activities to be completed in maths books  <a href="http://www.whiterosemaths.com/home/learning/year-5/">www.whiterosemaths.com/home/learning/year-5/</a>            (Week 12 on website)  <b>Lesson 1:</b> Metric units  <b>Lesson 2:</b> Imperial units  <b>Lesson 3:</b> Converting time  <b>Lesson 4:</b> Timetables  <b>Lesson 5:</b> Maths mat (page 12)            Watch the videos and answer the questions in your books.            Worksheets will be provided on the pages below for you to use.</p> <hr/> <p>White Rose is also linked to BBC Bitesize so you could choose to complete the daily activities (in your maths book) from this website instead.  <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <hr/> <p>TT Rockstars            MyMaths            SAMLearning            Sumdog</p>	<p>IDL activities            SPAG.com activities            SAMLearning activities</p> <hr/> <p><b>Monday:</b> Watch the video and read information about writing a letter.  <a href="https://www.bbc.co.uk/teach/skillswise/writing-a-letter/zbc8vk7">https://www.bbc.co.uk/teach/skillswise/writing-a-letter/zbc8vk7</a></p> <p><b>Plan what you will write in your letter for your new year 6 teacher.</b>            What are you looking forward to?            What are you nervous for?            Tell your new teacher something interesting.</p> <p><b>Tuesday:</b> Write a letter to your new year 6 teacher.</p> <p><b>Wednesday:</b> Edit and improve your letter – it must be perfect for your new teacher!            Check for: Spellings, grammar (do your sentence make sense).</p> <p><b>Thursday:</b> See page 14 and choose one or both activities to complete.</p> <p><b>Friday:</b> Complete SpaG mat on page 15.</p> <hr/> <p><u>Reading (5 days a week)</u>            Read J.K Rowling’s new fairy-tale novel, The Ickabog. New chapters will go live daily.  <a href="https://www.theickabog.com/read-the-story/">https://www.theickabog.com/read-the-story/</a></p> <hr/>	<p>This week’s topic from BBC bitesize is: <b>‘Life cycles in humans and animals.’</b>  <a href="https://www.bbc.co.uk/bitesize/articles/zjppf4j">https://www.bbc.co.uk/bitesize/articles/zjppf4j</a></p> <div data-bbox="1352 753 1635 1353" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p>If you need to speak to Miss Porter, Mrs King or Mrs Bateman please email us on <a href="mailto:yr5teacher@unity.fcat.org.uk">yr5teacher@unity.fcat.org.uk</a></p> <p>We look forward to seeing your work either by email or on twitter @UnityPhase3</p> </div>	<p>See page 13 for a bigger preview of the art.</p> <div data-bbox="1849 201 2048 429" style="text-align: center;">  </div> <div style="background-color: red; color: white; text-align: center; padding: 5px;"><b>History</b></div> <p><b>How Ancient Greeks shaped our lives today</b></p> <p>Use this web page to research important people of Ancient Greece.  <a href="http://www.ancientgreece.co.uk/knowledge/explore/exp_s_e_t.html">http://www.ancientgreece.co.uk/knowledge/explore/exp_s_e_t.html</a></p> <p>Activity: Create a poster of some of the researched people, explaining what they were famous for and how it is still relevant today.</p>	<p>Watch this video of the Northern Lights.  <a href="https://www.youtube.com/watch?v=eJV_wlCm6ms">https://www.youtube.com/watch?v=eJV_wlCm6ms</a></p> <p>Activity: Create a diagram explaining how the northern lights were created.</p> <p>Bronze vocabulary: sun, energy, light, solar wind</p> <p>Silver vocabulary: magnetic fields, high energy particles, energy, solar wind, particles of light (photons)</p> <p>Gold vocabulary: magnetic field, magnetosphere, plasma, ions, electrons, oxygen, nitrogen</p> <div data-bbox="2084 939 2499 1168" style="text-align: center;">  </div>

## Home learning wc 13<sup>th</sup> July 2020

This week's Home Learning focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.



### Transition activities

<p>MEMORIES</p> 	<p>Monday- Starting a new academic year is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing or art piece of their special memory and frame it in a hand-made photo frame. They may choose to draw a favourite lesson, a funny moment with friends during play time, our school trips such as the Christmas panto (The Grinch) or the Warton Crag trip, their favourite teacher or a job role they were proud of. They may choose to decorate the photo frame provided or to craft their own using card.</p>
<p>ACHIEVEMENTS</p> 	<p>Tuesday- Every child is unique and special. Over the course of the last year, your child will have achieved so much. Whether that's learning their times tables, learning to ride a bike during Bikeability or having the confidence to put their hand up in class and offer an answer. Remind your child that an achievement is something that has been accomplished through great effort, skill, perseverance or courage then ask them to mind map all of their achievements this year, both in school and outside of school. Look at the mind map together and ask your child to identify their greatest achievement? Encourage your child to write about this special achievement. How did they accomplish this? What barriers did they face? Who helped them? They could record this as a story featuring themselves as the main character, a newspaper report or even write a personal certificate or speech!</p>
<p>SAYING FAREWELL</p> 	<p>Wednesday- Ending the academic year can be a time that is full of mixed emotions for many children. However, whilst many aspects of school life change, many remain the same too. Spend some time with your child discussing all of the similarities and differences between their current class and the new class that they will be going into. For example, their lunchtime may remain the same or they will now get to learn how to play the ukulele. Following this, ask your child to record the similarities and differences using the table below.</p> <p>A new year is also a great time to make new friends. Can your child create a poster that illustrates top tips for making friends and showing kindness? They could speak to family members or their own friends to gather some ideas first.</p>
<p>INDIVIDUAL QUALITIES</p> 	<p>Thursday- Art can be a great tool for self-exploration and self-expression. Encourage your child to create a piece of artwork which represents their personality and highlights their individual qualities. This could be a picture or something more abstract using materials available at home. Your child may find listening to their favourite music encourages their own expression. Once completed, ask your child to discuss their artwork with you. What did they want to represent in this piece? How did they try to show off their personality through their artwork?</p>
<p>GOAL SETTING</p> 	<p>Friday- Setting goals is an excellent way for your child to try and achieve things that they might not think is possible. Goal setting will also help your child to improve their confidence and self-esteem when they see that they can achieve the target they've set. Create a 'Wheel of Fortune' together (see below). Use the headings: Learning, Friendships, Physical Challenge, Wellbeing and Family. Under each heading, ask your child to write a goal thinking carefully about how long it will take to achieve each goal, who or what can help them and any difficulties they may have to overcome.</p>

Below are some ideas of how your child could set out their work

**MEMORIES**



**ACHIEVEMENTS**



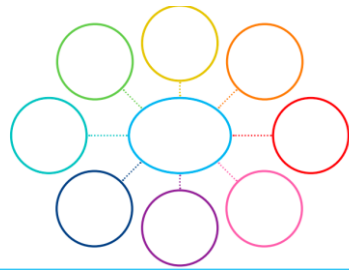
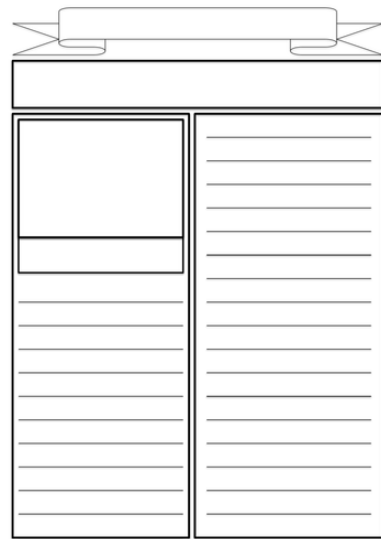
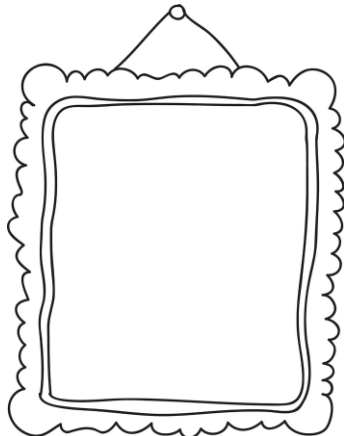
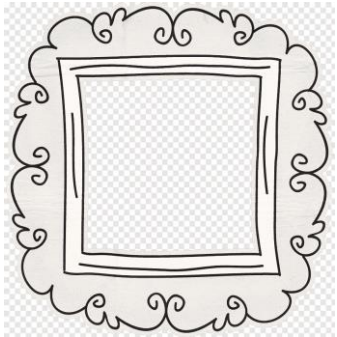
**SAYING FAREWELL**



**INDIVIDUAL QUALITIES**

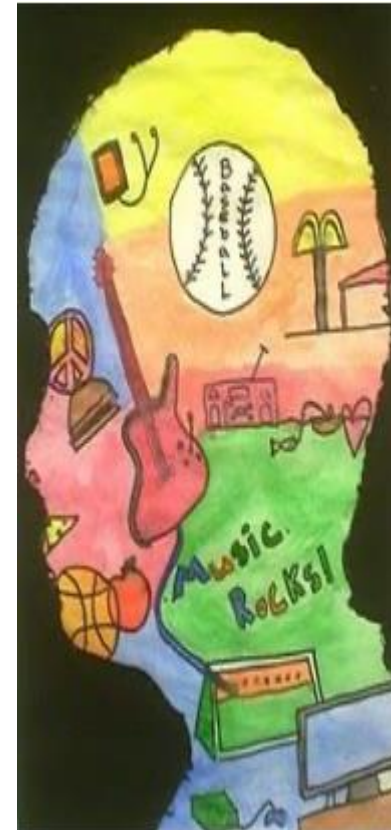


**GOAL SETTING**

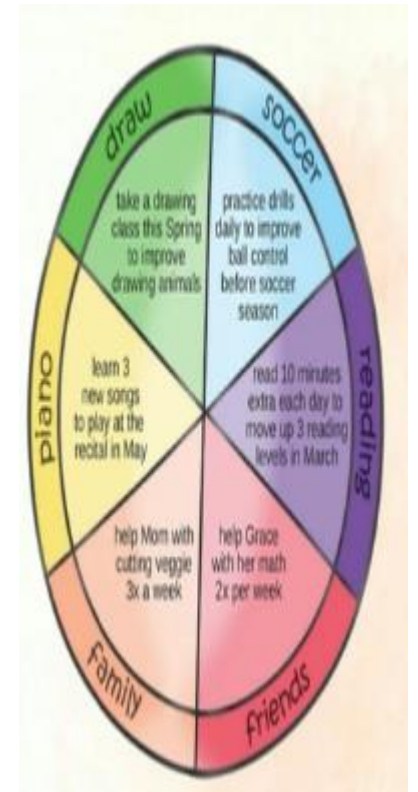


Similarities

Differences



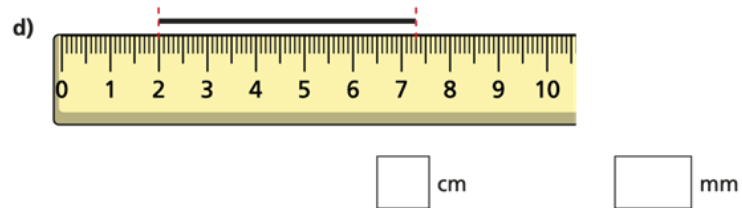
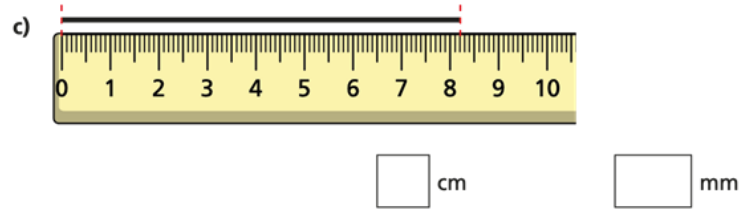
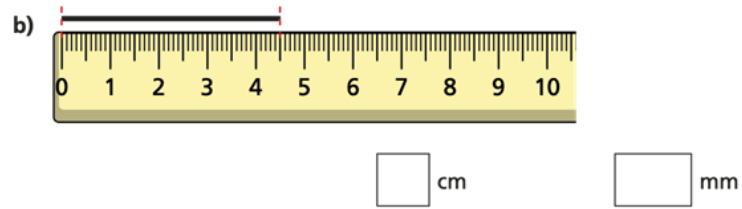
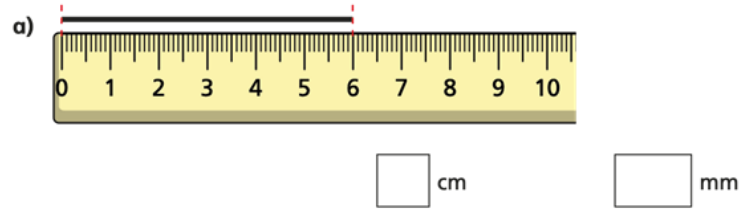
Example of the layout for your own wheel of fortune.



## Metric units

1 How long is each line?

Give your answer in both centimetres and millimetres.



2 Complete the conversion.

1 cm =  mm

3 Dexter is converting units of measure.



If I know how many millimetres are in 1 cm, and how many centimetres are in 1 m, then I can work out how many millimetres are in 1 m.

Complete Dexter's workings to show that he is correct.

$$1 \text{ m} = \text{ } \text{ cm}$$

$$1 \text{ cm} = \text{ } \text{ mm}$$

$$\text{so, } 1 \text{ m} = \text{ } \text{ mm}$$

What other conversions could you work out using Dexter's method?

4 Complete the conversions.

- |                                     |  |
|-------------------------------------|--|
| a) 15 cm = <input type="text"/> mm  | e) <input type="text"/> cm = 0.2 m     |
| b) 12 m = <input type="text"/> cm   | f) 4.65 m = <input type="text"/> cm    |
| c) 16.5 m = <input type="text"/> cm | g) 52,000 mm = <input type="text"/> cm |
| d) <input type="text"/> mm = 165 cm | h) 52,000 mm = <input type="text"/> m  |

5 Mo and Rosie are measuring the length of the playground.



I'm going to measure it in metres.

Mo

Rosie

I'm going to measure it in centimetres.



a) Whose unit of measure is more appropriate? \_\_\_\_\_

Explain your answer.

b) Rosie has measured the length of the playground as 563 cm.

What answer will Mo get in metres?

 m

6 Eva and Amir are measuring the length of a paper clip.



I'm going to measure it in millimetres.

Eva

Amir

I'm going to measure it in centimetres.



a) Whose unit of measure is more appropriate? \_\_\_\_\_

Explain your answer.

b) Amir has measured the length of the paper clip as 0.8 cm.

What answer will Eva get in millimetres?

 mm

7 The table shows the heights of four sunflowers.

Sunflower	A	B	C	D
Height	0.86 m	91 cm	640 mm	72 cm

Put the sunflowers in order, starting with the shortest.

---

8 The depth of a plank is 15 mm.

12 of the planks are stacked on top of each other.

What is the depth of the stack of planks?

Give your answer in centimetres.


 cm

9 Dexter is 146 cm tall.

Annie is 0.27 m shorter than Dexter.

How tall is Annie?

Give your answer in metres.

 m

10 The thickness of a 20p coin is 2 mm.

Tommy stacks £4 worth of 20p coins on top of each other.

How tall is the stack of coins?

Give your answer in centimetres.


 cm



# Imperial units

1

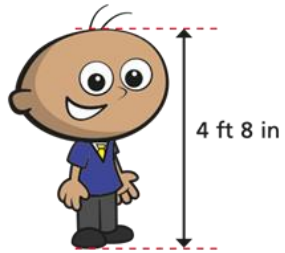
1 inch is approximately equal to 2.5 cm  
1 inch  $\approx$  2.5 cm

Use this fact to complete the conversions.

- |   |  |
|---|--|
| a) 2 inches $\approx$ <input type="text"/> cm   | e) <input type="text"/> inches $\approx$ 7.5 cm  |
| b) 4 inches $\approx$ <input type="text"/> cm   | f) 25 cm $\approx$ <input type="text"/> inches   |
| c) 5 inches $\approx$ <input type="text"/> cm   | g) <input type="text"/> inches $\approx$ 22.5 cm |
| d) 0.5 inches $\approx$ <input type="text"/> cm | h) 1 m $\approx$ <input type="text"/> inches     |

2

There are 12 inches in 1 foot.  
Tommy is 4 feet 8 inches tall.



a) What is Tommy's height in inches?

inches

b) Approximately, how tall is Tommy in centimetres?

cm

3

1 kilogram is approximately equal to 2.2 pounds  
1 kg  $\approx$  2.2 lb

Use this fact to complete the conversions.

- |   |   |
|---|---|
| a) 2 kg $\approx$ <input type="text"/> lb   | e) <input type="text"/> kg $\approx$ 22 lb    |
| b) 4 kg $\approx$ <input type="text"/> lb   | f) 24.2 lbs $\approx$ <input type="text"/> kg |
| c) 5 kg $\approx$ <input type="text"/> lb   | g) <input type="text"/> kg $\approx$ 220 lb   |
| d) 0.5 kg $\approx$ <input type="text"/> lb | h) 2,500 g $\approx$ <input type="text"/> lb  |

4

A dog weighs 25 kg.



a) Approximately, what is the weight of the dog in pounds?

lb

b) There are 14 pounds in a stone.

Approximately, what is the weight of the dog in stones and pounds?

stone  lb

5

1 pint is approximately equal to 568 millilitres  
 1 pint  $\approx$  568 ml

Use this fact to complete the conversions.

- a) 2 pints  $\approx$   ml    e)  l  $\approx$  5 pints  
 b) 4 pints  $\approx$   ml    f) 56.8 ml  $\approx$   pints  
 c) 5 pints  $\approx$   ml    g)  pints  $\approx$  56.8 l  
 d) 0.5 pints  $\approx$   ml    h) 20 pints  $\approx$   l

6

The capacity of a barrel is 11.36 l.

- a) Approximately, what is the capacity of the barrel in pints?



pints

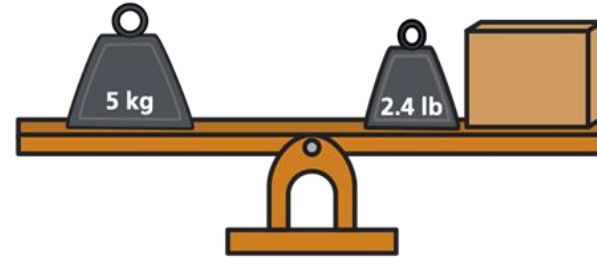
- b) There are 8 pints in a gallon.

Approximately, what is the capacity of the barrel in gallons?

gallons

7

A set of scales is balanced.



What is the weight of the box? Give your answer in pounds.

lb

8

A milkman delivers 50 pints of milk a day.

How many litres of milk does he deliver in a full week?

l

9

The average weight of a newborn baby is 7.5 lb.

Dora weighed 3.5 kg when she was born.

Did Dora weigh more or less than the average weight when she was born? \_\_\_\_\_

Approximately, how much more or less than the average did she weigh?

lb

## Converting units of time

1 Use the numbers to complete the statements.



- a) There are  days in a week.
- b) There are  hours in a day.
- c) There are  minutes in an hour.
- d) There are  weeks in a year.
- e) There are  months in a year.
- f) There are  seconds in a minute.

2 Tommy and Kim are completing the statement.

There are  days in a year.



Tommy

The answer is 365



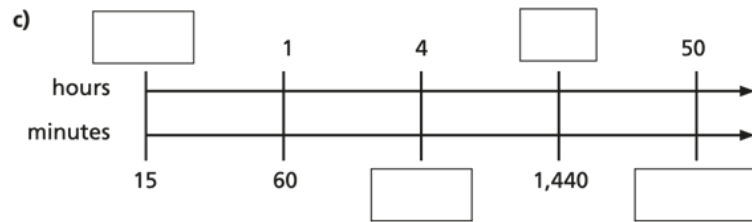
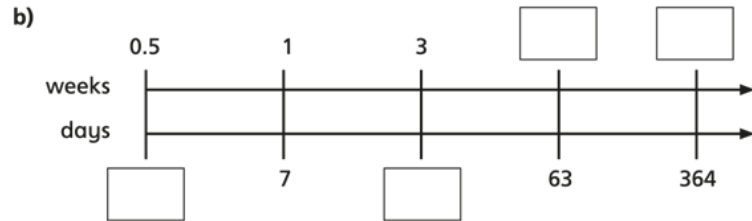
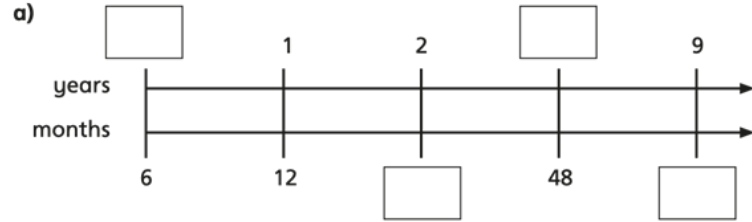
Kim

The answer is 366

Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

3 Fill in the boxes to complete the conversions.



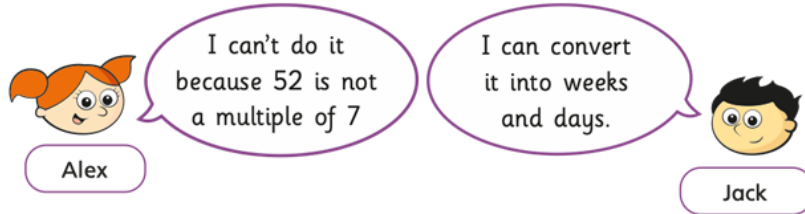
4 Complete the conversions.

- a) 6 weeks =  days
- b) 7 years =  months
- c) 5 minutes =  seconds
- d) 3 days =  hours
- e)  weeks = 98 days
- f)  minutes = 9 hours



- g)  hours = 2.5 days      i)  $\frac{1}{2}$  an hour =  minutes
- h) 18 months =  years      j)  seconds =  $\frac{3}{4}$  of a minute

- 5 Alex and Jack are converting 52 days into weeks.



Alex: I can't do it because 52 is not a multiple of 7

Jack: I can convert it into weeks and days.

Who is correct? \_\_\_\_\_  
Talk about it with a partner.

- 6 Ron and Eva have known each other for 103 days.  
For how many weeks and days have they known each other?

weeks and  days

- 7 Amir and Annie ran a race.  
Amir ran the race in 3 minutes and 14 seconds.  
Annie ran the race in 187 seconds.  
Who was faster? \_\_\_\_\_  
Show your workings.

- 8 Dora's birthday is on 17 August.



It's currently 6 pm on 14 August.



- a) How many hours is it until Dora's birthday?

hours

- b) How many minutes is it until Dora's birthday?

minutes

- c) How many seconds is it until Dora's birthday?

seconds

- 9 Work out how old you are in days, hours and minutes.

days  hours  minutes

# Timetables



1 Here is a bus timetable.

	Bus A	Bus B	Bus C
Green Park Road	08:45	09:00	09:15
Forrest Drive	09:05	09:20	09:35
Summerville Street	09:22	09:37	09:52
Penny Bridge	09:40	09:55	

- a) What time does Bus A arrive at Green Park Road?
- b) What time does Bus B arrive at Summerville Street?
- c) What time does Bus C arrive at Forrest Drive?
- d) Each bus takes the same amount of time to get from Green Park Road to Penny Bridge.  
What time does Bus C arrive at Penny Bridge?
- e) Eva needs to be at Summerville Street by 9:35  
Which bus does she need to get from Green Park Road?

2 Here is an extract from a TV guide.

17:00	17:30	18:00	18:30	19:00	19:30	20:00
News	Catch It!	Giant George	Wilson Street		News	Detective Files

- a) At what times is the news on?  and
- b) What time does *Detective Files* start?
- c) How long is *Wilson Street* on for? \_\_\_\_\_
- d) Eva is working out how long *Catch It!* is on for.

Here are her workings.

$$\begin{array}{r}
 79 \\
 18:00 \\
 - 17:15 \\
 \hline
 00:85
 \end{array}$$



*Catch It!* is on for 85 minutes.

Do you agree with Eva? \_\_\_\_\_

Talk about it with a partner.

e)




The news is on for half an hour in total.

Do you agree with Ron? \_\_\_\_\_

Explain your answer.

3 Here is part of a train timetable.




St Pancras	06:25	06:40	06:55	07:05	07:22
Stratford	06:32	06:47	07:02	07:12	07:29
Ebbsfleet	06:43	06:59	07:15	07:23	07:40
Ashford	—	07:19	—	07:42	—
Gravesend	06:47	—	07:18	—	07:43

- a) How many of the trains go all the way from St Pancras to Gravesend?
- b) How long does the 06:40 take to get from St Pancras to Ashford?  
 minutes
- c) Which train takes the least amount of time to get from St Pancras to Gravesend?  
\_\_\_\_\_

4 In this timetable, all the trains stop at every station and the time taken between stations does not change.

Fill in the missing information.



Aberford	08:30	11:00	13:10	
Cartown		11:22		
Donville			13:47	
Highborough			14:01	
Southland	09:57			16:03

5 Draw a timetable of your school day.

- a) How many minutes do you spend at school?  
 minutes
- b) How many seconds do you have for your lunch break?  
 seconds
- c) Write your own questions for a partner to answer about your timetable.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- d) Work with a partner to create your timetable for the rest of the week.  
Work out how many hours, minutes and days you spend on each subject.



### Section 1

Order the following numbers from smallest to largest.

471 741

417 471

471 174

417 741

471 417

--	--	--	--	--

smallest

largest

### Section 3

Fatima has 36 cakes to share with some friends. She could share the cakes so 36 children have 1 cake each. Explain four other ways she could share the cakes equally without cutting the cakes.

\_\_\_ children have \_\_\_ cakes each.    \_\_\_ children have \_\_\_ cakes each.

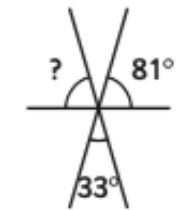
\_\_\_ children have \_\_\_ cakes each.    \_\_\_ children have \_\_\_ cakes each.

### Section 2

Three classes of children raise money for Comic Relief by selling cakes. Each class is given £17.80 to buy ingredients. At the end of the sale, each class counts how much money they have. The classes have £34.82, £29.01, £41.78. After subtracting the amount given to buy ingredients, how much money is raised?

### Section 7

Calculate the missing angle:




### Section 4

Complete the table to convert between mixed fractions and improper fractions.

$\frac{13}{4}$	
	$5\frac{1}{2}$
$\frac{19}{3}$	

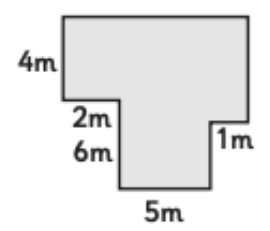
### Section 5

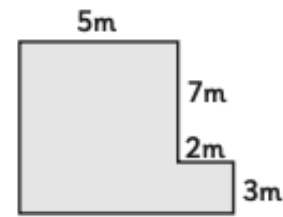
Write the equivalent to the fractions and decimal fractions.

$\frac{3}{4}$	
	0.667
$\frac{5}{8}$	

### Section 6

Calculate the perimeter of these rectilinear shapes:






### Section 8

Estimate how many millilitres in a mug.



## Summer Sun

Robert Louis Stevenson

(from *A Child's Garden of Verses*, 1885)

Great is the sun, and wide he goes  
Through empty heaven with repose;  
And in the blue and glowing days  
More thick than rain he showers his rays.

Though closer still the blinds we pull  
To keep the shady parlour cool,  
Yet he will find a chink or two  
To slip his golden fingers through.

The dusty attic spider-clad  
He, through the keyhole, maketh glad;  
And through the broken edge of tiles  
Into the laddered hay-loft smiles.

Meantime his golden face around  
He bares to all the garden ground,  
And sheds a warm and glittering look  
Among the ivy's inmost nook.

Above the hills, along the blue,  
Round the bright air with footing true,  
To please the child, to paint the rose,  
The gardener of the World, he goes.



Thursday English

1. Who is the 'he' in this poem? \_\_\_\_\_

\_\_\_\_\_

2. What does 'slip his golden fingers through' mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Find and copy a phrase that shows that the sun is comforting. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. 'Among the ivy's inmost nook'  
Tick the word that is closest in meaning to 'nook'?

wall

barrier

crevice

enclosure

## The Water Fight



Use this picture as inspiration to carefully think and write a short paragraph about the water fight.

Sentence 1: Include a relative clause.

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---

---

---

Sentence 2: Use brackets to indicate parenthesis.

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---

---

---

Sentence 3: Include a modal verb.

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Sentence 4: Ensure cohesion in your paragraph with the inclusion of an adverb of time.

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Sentence 5: Include an adverb of possibility.

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**a**  
Add a comma in the correct places in this sentence and underline the relative pronoun.

Georgia was looking forward to December 21<sup>st</sup> which was the day she was leaving for Lapland.



**b**  
Circle the conjunctions in the sentences below.

When Susan fell off the swing, she grazed her knee.

Grandpa Joe leapt with joy because Charlie now owned the chocolate factory.

**c**  
Mr Whoops has accidentally jumbled up his verb suffixes. Which suffix belongs to each root word?

final

ify

solid

ise

oxygen

ate

**d**  
Tick all the sentences that contain an adverb of possibility:

Cassie could be named star of the week.

Surely, you must agree with me?

They certainly are a special group of people.

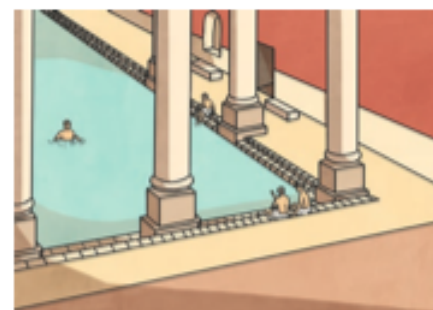
Now, use a different adverb of possibility in a present progressive sentence.

\_\_\_\_\_

**e**  
Insert ONE comma in the correct place in each sentence below:

In ancient Roman times only men were allowed to attend the public baths.

Unfortunately women were not permitted within the building.



**f**  
'Light' can be used as a verb and a noun. Write a sentence where 'light' is used as a verb.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Hexagon Sample



Diamond Sample



Circle Sample