




St Uny CE Academy Weekly Home Learning

Class: Year 5



	Monday	Tuesday	Wednesday	Thursday	Friday																												
1	<div>Morning Motivation</div> <div>Joe Wicks morning activities Monday, Wednesday, Friday (9am)</div> <div>https://www.youtube.com/playlist?list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqJCX-b</div> <div>Tuesday & Thursday – get active together.</div>																																
2	<div>Spellings</div> <div>Refer to weekly spelling list and practise spellings.</div>	<div>Spellings</div> <div>Refer to weekly spelling list and practise spellings.</div>	<div>Spellings</div> <div>Refer to weekly spelling list and practise spellings.</div>	<div>Spellings</div> <div>Refer to weekly spelling list and practise spellings.</div>	<div>Spellings</div> <div>Spelling test.</div>																												
3 Writing	<div>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</div> <div>Alternative task:</div> <div><div><div>Write a kenning about an ordinary household object. Remember that a kenning is an old English/Viking/Saxon poem form and that each line of the poem starts with A and ends with er added to a verb.</div><div><div>A night mover A meat eater A prey hunter A wood dweller A moon howler</div><div></div></div></div><div>Illustrate your poem.</div></div>	<div>'The Write Stuff' virtual lesson link: 9,45am https://www.youtube.com/c/TheTrainingSpace</div> <div>Alternative task:</div> <div><div><div>Write an article comparing and contrasting two personalities. You could choose Spiderman vs Superman or Neymar vs Ronaldo. Use comparative and contrasting language.</div><table><tr><th>Comparing language</th><th>Contrasting language</th></tr><tr><td>Similarly</td><td>Differing</td></tr><tr><td>Alike</td><td>Contrasting greatly</td></tr><tr><td>The same way</td><td>On the other hand</td></tr><tr><td>Likewise</td><td>While</td></tr><tr><td>As well as</td><td>In contrast</td></tr><tr><td>In a similar fashion</td><td>Differently</td></tr><tr><td>In comparison</td><td>However</td></tr><tr><td>Similar to</td><td>On the contrary</td></tr><tr><td>Not only</td><td>Oppositely</td></tr><tr><td>Much the same</td><td>Wildly different</td></tr><tr><td>Also</td><td>Unlike</td></tr><tr><td>Another thing in common</td><td>Where as</td></tr><tr><td>The same as</td><td>The reverse is true</td></tr></table></div></div>	Comparing language	Contrasting language	Similarly	Differing	Alike	Contrasting greatly	The same way	On the other hand	Likewise	While	As well as	In contrast	In a similar fashion	Differently	In comparison	However	Similar to	On the contrary	Not only	Oppositely	Much the same	Wildly different	Also	Unlike	Another thing in common	Where as	The same as	The reverse is true	<div>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</div> <div>Alternative task:</div> <div><div><div>Write the screenplay of the opening sequence to your favourite film. Remember to put in all the action and description so that the reader can visualise the scene just as you see it on the screen.</div></div></div>	<div>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</div> <div>Alternative task:</div> <div><div><div>Write a description of a journey that you often make. It could be the walk from your house to the park or corner shop. It could be the car journey to your nan's house. Think about all the sights and sounds that you would experience along the way.</div></div></div>	<div>'The Write Stuff' virtual lesson link: 9.45am https://www.youtube.com/c/TheTrainingSpace</div> <div>Alternative task:</div> <div><div><div>Write a metaphor poem. Remember that a metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. Remember not to use as or like!</div><div><div>The Night is a big black cat. The moon is her topaz eye. The stars are the mice she hunts at night, In the field of the sultry sky.</div></div></div><div>Illustrate your poem.</div></div>
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<https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d>

A multiple is a number that can be divided by another number a certain number of times without a remainder. Factors are whole numbers that are multiplied together to produce another number. The original numbers are factors of the product number. If $a \times b = c$ then a and b are factors of c . Say you wanted to find the factors of 16. You would find all pairs of numbers that when multiplied together resulted in 16. 2 and 8 are both factors of 16.

You could use coins for counters and make all the possible arrays for the numbers for which you are trying to find factors.

If I use 10 counters to make all the possible arrays I can, I am able to write these four sentences.

- 5 is a factor of 10 because 2×5 is equal to 10
10 is a multiple of 5 because 5×2 is equal to 10
2 is a factor of 10 because $10 \div 5$ is equal to 2
10 is a multiple of 2 because $10 \div 5$ is equal to 2

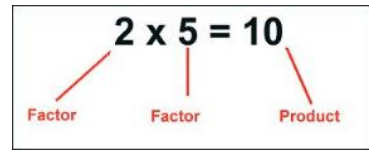
How many different arrays can you make with counters?

- 18 20 28 30
___ is a factor of ___ because ___ \times ___ is equal to ___
___ is a multiple of ___ because ___ \times ___ is equal to ___
___ is a factor of ___ because ___ \div ___ is equal to ___
___ is a multiple of ___ because ___ \div ___ is equal to ___

Have a go at finding all the factors for other numbers of your choice.

<https://classroom.thenational.academy/lessons/factor-pairs-61k3cd>

We can define a factor pair as a set of two factors, which, when multiplied together, give a particular product.

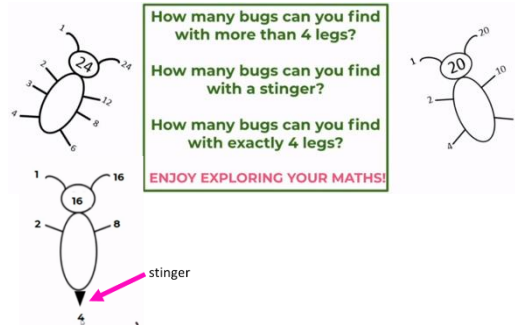


Think about splitting a group of 20 people up into different sizes of group.

You could have 1 group of 20, 20 groups of 1, 2 groups of 10, 10 groups of 2, 4 groups of 5 or 5 groups of 4.



Challenge



<https://classroom.thenational.academy/lessons/prime-numbers-65j38e>

Prime numbers are numbers that have only 2 factors: 1 and themselves. 2 is a prime number as it can only be divided by 1 and 2 but the number 4 is not a prime number because it can be divided by 2.

Your challenge today is to identify all the prime numbers that are under 100.

First, you will need to draw a grid 10 squares by 10 and write in all the numbers 1 to 100. Then go through the grid and circle all the numbers that are prime. Think carefully about each number – are you sure that they can only be divided by 1 and themselves?

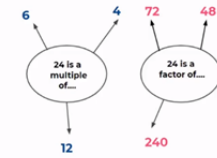
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

<https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c>

What are multiples and factors?

Can you define the terms?

- A **multiple** is the result of multiplying a number by an integer.
- A **factor** is a whole number that when multiplied by another factor(s) makes a given number.



Factors and Multiples chains
Do one now! How many numbers did you use?

- Pick an even number from the grid opposite. Cross it out.
- This is the start of the chain. Now the next number must be a factor or a multiple of this first number.
- Then continue to build the chain, choosing a factor or multiple of the previous number until it is no longer possible.

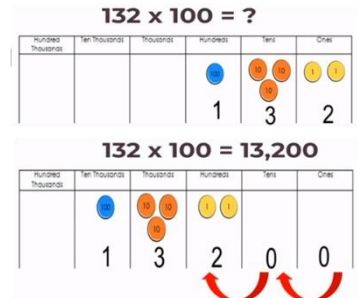
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Draw two of the 1 to 50 grids as shown above and play a game with an adult. Who can create the longest chain?

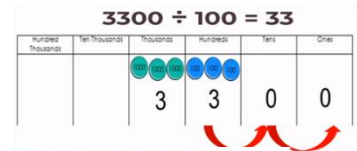
PLAYER 1										PLAYER 2									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	41	42	43	44	45	46	47	48	49	50

<https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e>

When multiplying by 10 the numbers move one column to the left across the place value chart. When multiplying by 100 the numbers move two columns. When multiplying by 1000 they move three columns.



When dividing by 10 the numbers move one column to the right across the place value chart. When dividing by 100 the numbers move two columns. When dividing by 1000 they move three columns.



Correct the calculations that are incorrect:

- $6 + 100 = 0.06$
 $34 + 100 = 0.034$
 $5.7 + 100 = 0.057$
 $0.3 + 100 = 0.03$
 $8900 + 100 = 89$
 $902 + 100 = 0.92$
 $8.03 + 100 = 0.083$

In which of these problems will the answer be found by multiplying by 100. Calculate the answers.

- 100 children are each given £1.20. How much money is given out altogether?
- At a school disco, there are 34 litres of lemonade. The 100 children at the disco are each given an equal share. How much lemonade does each child receive?
- Some children lay 100 pencils in a long line. Each pencil is 0.14m long. What is the length of the line of pencils?

Reading

20 minutes of reading with an adult. Make sure you log in reading record.

Link to free online e-books:

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

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Choose a famous person that had a significant impact on our world and the way that we live today for an information poster.

- Spend time researching their life.
- Draw your chosen person and other images that are relevant.
- Make notes of your chosen person's life into rough paragraphs with headings, for example: where and when they were born, early childhood, education/school, early career, later career/after life.
- Get a large piece of paper or stick several sheets of paper together and plan out where you will put information and where you will have illustrations.
- Write your paragraphs in best and stick on your illustrations.
- Create an eye-catching title for your poster.

You can also select on-going 'Chilli Challenge' homework tasks.