Home Learning Pack

Year 5

Week 5
18/05/2020

Classroom secrets KIDS

Monday – Add Fractions within 1

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1. Complete the models below.

A.

$\frac{3}{5}$ $\frac{4}{15}$

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

B.

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

$\frac{1}{3}$ $\frac{5}{12}$

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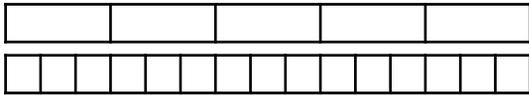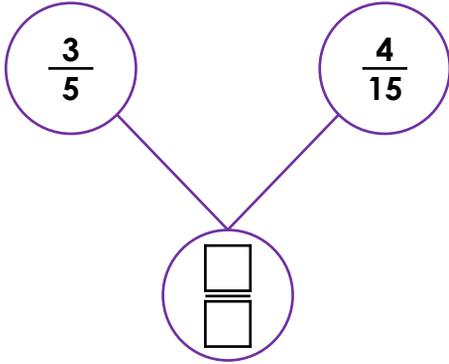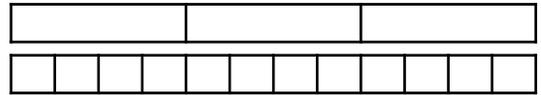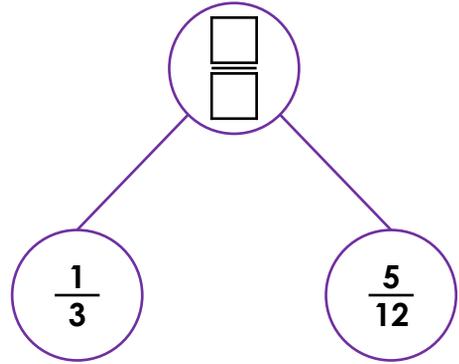
2. Match the calculations to the correct answers, using the bar models to help you.
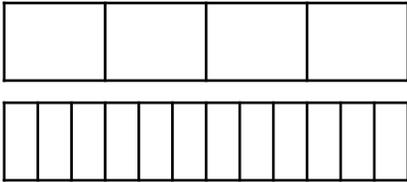
A. $\frac{1}{4} + \frac{3}{12}$
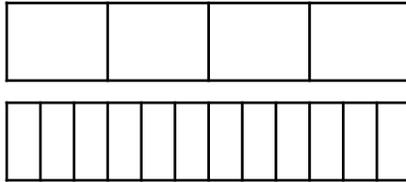
B. $\frac{3}{4} + \frac{1}{12}$
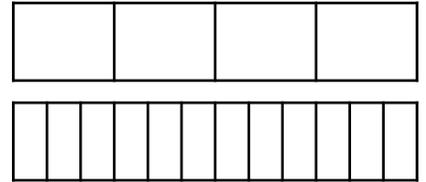
C. $\frac{2}{4} + \frac{5}{12}$

1. $\frac{11}{12}$

2. $\frac{6}{12}$

3. $\frac{10}{12}$

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3. Sabrina and Salem are solving the calculation below.

$$\frac{3}{4} + \frac{3}{16} = ?$$

I think the answer is $\frac{15}{16}$.

I think the answer is $\frac{6}{16}$.

Sabrina

Salem
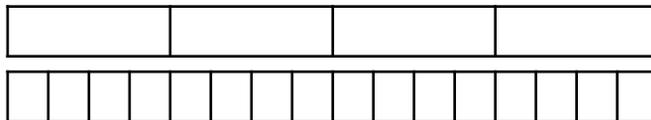
Who is correct? Explain your answer.

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Monday – Subtract Fractions

1. Match the calculations to the correct answers.
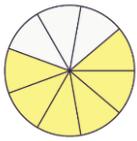
A. ⬤ – ⬤ = $\dfrac{2}{3}$
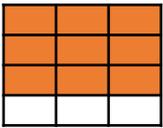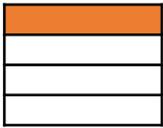
B. ▦ – ▦ = $\dfrac{1}{3}$
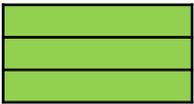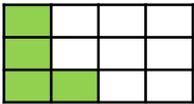
C. ▬ – ▬ = $\dfrac{1}{2}$

2. Circle the correct answer in each box.

A. $\dfrac{5}{6} - \dfrac{12}{18} =$
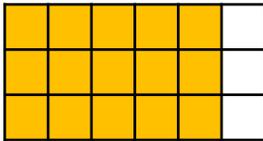
$\dfrac{2}{6}$ $\dfrac{7}{18}$ $\dfrac{1}{6}$

B. $\dfrac{11}{15} - \dfrac{3}{5} =$
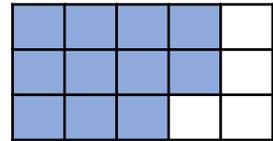
$\dfrac{8}{15}$ $\dfrac{2}{15}$ $\dfrac{2}{5}$

3. Salma solves the two calculations below. She says,

Salma

> $\dfrac{7}{3} - \dfrac{2}{9}$ gives the same answer as $\dfrac{8}{3} - \dfrac{3}{9}$

Is she correct? How do you know?

Monday – Using Similes and Metaphors

1. Complete the sentences using suitable nouns, verbs or adjectives. Then put an 'm' next to the sentences using a metaphor and an 's' next to those using similes.

A.   The sofa cushion was as hard as _____ . ☐

B.   The moonlight _____ happily on the ocean waves. ☐

C.   My grandma has a heart of _____ . ☐

D.   The athlete ran as fast as _____ so he could win the race. ☐

2. Underline the simile or metaphor in each sentence below.
Next, use the same sentences but write an alternative simile or metaphor for each.

A.   The wind was as cold as ice as it roared through the trees.

_____

B.   The stars sparkled like diamonds in the blanket of darkness.

_____

C.   The river of tears flowed down Erica's cheeks as she listened happily to her mum singing.

_____

3. Rewrite the sentences below changing the similes to metaphors OR the metaphors to similes.

A.   Freddy is like a fish in the water.

_____

B.   My grandfather is a wise owl.

_____

C.   The ballerina is a swan gliding across the stage.

_____

D.   My teacher is as busy as a bee.

_____

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Tuesday – Add Fractions

1. Match the calculation to the correct answer.

A. $\dfrac{6}{7} + \dfrac{10}{28} =$
B. $\dfrac{2}{7} + \dfrac{21}{28} =$

C. $\dfrac{5}{7} + \dfrac{18}{28} =$
D. $\dfrac{4}{7} + \dfrac{24}{28} =$

$1\dfrac{1}{28}$ $1\dfrac{10}{28}$ $1\dfrac{12}{28}$ $1\dfrac{6}{28}$

2. Circle the calculation which has the greatest answer.

A. $\dfrac{4}{6} + \dfrac{8}{18} =$
B. $\dfrac{2}{6} + \dfrac{10}{18} =$

C. $\dfrac{3}{9} + \dfrac{6}{18} =$
D. $\dfrac{6}{9} + \dfrac{18}{36} =$

3. Gemma and Paul are sharing two bottles of cola.

Gemma: I drank $\dfrac{2}{12}$ more than half of one bottle.

Paul: I drank more than half of one bottle but less than two thirds.

How much did they drink altogether?

Tuesday – Homophones

1. Circle the correct word to complete each sentence.

A. For *desert/dessert* I had jelly and ice-cream with sprinkles on the top.

B. My mum is *wary/weary* of the big dog next door.

C. Mrs. Jones wondered *whose/who's* coat was on the floor.

D. The *dissent/descent* down the mountain was easier than the climb up.

2. Choose the correct spelling from the word bank to complete each sentence.

A. My teacher liked the first _____ of my writing.

profit

B. I made a _____ when I sold my bicycle online.

prophet

C. My grandma likes to sit where there isn't a _____ .

draught

D. In the Bible, the _____ Noah warned people about the great flood.

draft

3. Draw a circle around the word that has been spelt incorrectly in each sentence. Write the correct spelling on the line.

A. The butcher's knives were made from steal.

_____

B. My brother likes to eat serial for breakfast.

_____

C. The whether has been awful this week.

_____

D. In guided reading, we have to read the text allowed.

_____

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Wednesday – Add Mixed Numbers

1. Complete the calculations and sort them into the Carroll diagram. Sort them by writing A, B or C in the correct box.

A. $2\frac{5}{6} + 1\frac{5}{18} =$ ⬚

B. $3\frac{2}{5} + 1\frac{9}{20} =$ ⬚

C. $2\frac{1}{4} + 1\frac{4}{12} =$ ⬚

	Less than 4	Greater than 4
The fraction can be simplified.		
The fraction cannot be simplified.		

2. Complete the statements using <, > or =.

$$\frac{10}{3} + 4\frac{13}{15} \quad \square \quad 3\frac{2}{5} + 4\frac{11}{15}$$

$$\frac{17}{7} + 6\frac{8}{14} \quad \square \quad 4\frac{2}{7} + 2\frac{14}{21}$$

3. Katie and Karis are practising long distance running.

Katie: I have run $2\frac{2}{3}$ laps.

Karis: I have run $3\frac{2}{9}$ laps.

How many laps have they run altogether?

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Wednesday – Using Modal Verbs

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1. Match the most suitable modal verb to the sentence.

A. I _____ to buy a present for my mum's birthday.

| should |

B. I _____ be able to go on the school trip.

| might |

C. My brother _____ go to university in Liverpool or York.

| need |

---

2. Circle the modal verb that could be used in all three sentences below.

| ought | | may | | could |

A. On Saturdays, I _____ to go to ballet lessons but I often wake up too late.

B. We _____ to use the school field to play football at break time.

C. I _____ to visit my grandparents but they live over three hours away.

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3. Steph is substituting the underlined word in the sentence with an alternative modal verb.

> I **must** go to the post office today to post a birthday card for my sister.

Steph

> If I change the modal verb to 'will' the sentence has the same meaning.

Is she correct?
Explain how you know.

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Thursday – Subtract 2 Mixed Numbers

Blake and Pamela are taking part in their school's reading challenge.
Use the clues to work out how many whole books and what fraction of their current book each child has read. How much more does Pamela have to read to catch up with Blake?

Blake

The fraction I have read has an odd denominator but an even numerator. I have read an odd number of whole books. I have read more than Pamela.

Pamela

The fraction I have read has a denominator which is a square number and a numerator which is prime. I have read one less whole book than Blake.

Blake has read ☐☐ ; Pamela has read ☐☐ .

Pamela needs to read ☐☐ to catch up.

Blake has read ☐☐ ; Pamela has read ☐☐ .

Pamela needs to read ☐☐ to catch up.

Blake has read ☐☐ ; Pamela has read ☐☐ .

Pamela needs to read ☐☐ to catch up.

Blake has read ☐☐ ; Pamela has read ☐☐ .

Pamela needs to read ☐☐ to catch up.

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Thursday – Writing a Letter

Write a letter saying thank you to a healthcare hero.
Use the outline below to help you.

Your address

_____

_____

_____

Today's date

_____

Greeting

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Closure

_____

Features often included in letters:

- **your address and the date**

- **a greeting: To, Dear**

- polite language but not too chatty

- **an opening sentence saying why you are writing the letter**

- **paragraphs each with a different focus**

- **a closing summary sentence**

- **a closure: from…**

Additional Resources – Guided Reading
Health-Conscious Kids

Read the text on the next page and answer the questions.

1. What does the phrase 'health-conscious' mean?

2. Find a synonym for 'considerable' in the second paragraph.

3. Name 3 food or drink items that the staff and pupils were consuming too much of.

4. How did children get their extra 'active' playtime on a Friday?

5. Why do you think the year 5 children have been described as inspirational?

6. Find and copy a word which has a similar meaning to 'healthy'.

7. Why do you think it is important for parents to be involved in the campaign too?

8. Give 3 adjectives used to describe the children in the last two paragraphs.

9. Is the sentence *'The tuck shop sells tasty snacks,'* a fact or an opinion?

Health-Conscious Kids Run Rings Around Healthy School Award
St. Chad's Primary School get given a clean bill of health!

Staff and children at St. Chad's Primary School were so concerned about their unhealthy eating habits that they decided to take matters into their own hands. As a school, they have taken the decision to launch an 'eat well and move more' campaign in a bid to get healthier and fitter. The effect of this campaign has been staggering, resulting in fitter children, staff and parents. So, what exactly did they do?

Headteacher Margaret Collins (54) explained, "It's all thanks to our marvellous Year 5 children, who took the initiative to make a real change for the better. It all began after they carried out a survey as part of a science topic, which looked into what the pupils ate at break time and during lunch. They were shocked and saddened to discover the vast quantities of crisps, cakes, chocolates and cola being consumed on a daily basis. The staff took part in the survey too and I'm ashamed to say that they were found guilty of eating far too many biscuits and drinking too much coffee. The children, very wisely, brought this to my attention and together we designed a plan to get the whole school moving more and eating better."

So, what exactly does the plan involve? "Much time has been spent encouraging the children to eat healthy snacks at break time. For those who choose a healthy option, like a banana, pack of raisins or a bag of carrot sticks, there are stickers given out as a reward. Each sticker gets added to a card that, once full, entitles the child to an extra 'active' playtime on a Friday afternoon. During this playtime, skipping ropes, hoops and balls are handed out to encourage the children to move around more and to have fun." The inspirational Year 5s have also set up a tasty tuck shop which only sells healthy food such as: packets of fruit or vegetables, cheese chunks, crumpets, milk and bottled water.

It's been hugely important to involve parents in the campaign too. They have been encouraged to participate in healthy cooking workshops, where they have been shown how to prepare a variety of delicious and nutritious meals. In addition to this, families are invited to join the school on a monthly ramble to various local scenic spots; the family dog is welcome along too!

One parent, John Morris, stated that, "At first I was a bit sceptical about this whole 'eat well and move more' malarkey. However, for the sake of my daughter, I agreed to play in the staff versus parents netball match. It was enormous fun, especially as we beat the teachers by an embarrassingly large amount. I was actually quite thankful that I'd been given the opportunity to act as a good role model for my child. Now, I'm usually the first to sign up for any of the fun activities."

The school has recently undergone an Ofsted inspection and the children of St. Chads Primary School have received high praise for their efforts. Reg Bowers, the lead inspector, believes that, 'As well as the obvious health benefits, it's been widely acknowledged that those children who enjoy a healthier lifestyle also achieve better at school. It's a joy to witness so many pupils, staff and parents working together to achieve one common goal. There have also been fewer reported cases of bullying as this campaign is helping the children to be more tolerant and understanding of each others differences. As a team, we were delighted by what we observed."

So what now for this dynamic school? A science week is due to take place shortly, where the children will be learning all about the essential nutrients needed by the body before designing their own healthy, balanced meals. The future is certainly looking bright, and healthy, for these highly motivated young people.

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