Home Learning Year 5

Name: _____

Typical weekly timetable for Year 5

	8.50-9.00	9.00-9.20	9.20 – 10.40	10.40-11.00	11.00-12.00		12.00-12.30	12.30-1.30	1.30 – 2.50	2.55-3.20
Monday	GMA & Registration	Collective worship	English	Break	PE		Guided reading	Lunch	Maths	
Tuesday	GMA & Registration	PPA PE	RE/PSHEE	Break	PPA Music	PPA French		Lunch	Maths reasoning/ SPAG	KS2 CW
Wednesday-	GMA & Registration	Spelling – scheme and rules	Maths	Break	English		Guided reading	Lunch	Topic	KS2 CW- Singing Practise
Thursday	GMA & Registration	Spelling rules and misconceptions	Maths	Break	English		Guided reading	Lunch	Science/D.T	KS2 CW- Open the Book
Friday	GMA & Registration	Collective worship	Maths	Break	English		Guided reading	Lunch	Art/computing	ELLI CW

End of year National Curriculum objectives for Year 5:

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
    - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

    - recommending books that they have read to their peers, giving reasons for their choices
    - identifying and discussing themes and conventions in and across a wide range of writing
    - making comparisons within and across books
    - learning a wider range of poetry by heart
    - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
    - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
    - asking questions to improve their understanding
    - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    - predicting what might happen from details stated and implied
    - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
    - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- provide reasoned justifications for their views.

Writing

Transcription

- use further prefixes and suffixes and understand the guidance for adding them

- spell some words with 'silent' letters [for example, knight, psalm, solemn]

- continue to distinguish between homophones and other words which are often confused

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

- use dictionaries to check the spelling and meaning of words

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- use a thesaurus.

Handwriting & Presentation

- write legibly, fluently and with increasing speed by:

  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- choosing the writing implement that is best suited for a task.

Composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocab, Grammar and Punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths

Number and Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

- solve problems involving converting between units of time

  use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

- draw given angles, and measure them in degrees (°)

- identify:

    - angles at a point and one whole turn (total 360°)

    - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)

    - other multiples of 90°

- use the properties of rectangles to deduce related facts and find missing lengths and angles

- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- solve comparison, sum and difference problems using information presented in a line graph

- complete, read and interpret information in tables, including timetables.

Staying Healthy

PE

- Living room yoga

- Share your gymnastic poses

- Use Go Noodle to follow along to some dance routines

- Disney shake up games https://www.nhs.uk/10-minute-shake-up/shake-ups

- Races in the back garden

- Create your own dance routine and teach it to your family

- Plank competition! Who in your family can hold the plank position for the longest?

- Teach yourself how to juggle

- Search body coach kids on Youtube for daily, equipment-less exercises.

- Create your own fitness circuit for a professional athlete of your choice and participate in with your family members.

PSHEE

- Write thank you notes to people who help you.

- Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need?

- Design a healthy balanced meal for your family – and make it!

- Consider what you can do to help people in your community, especially vulnerable members.

- Go litter-picking in your local area

- Make cards for your friends

- Make a get-well soon card for anyone you know that is poorly.

Mindfulness

- Keep a diary of your daily activities

- Do some calm colouring

- Listen to some peaceful piano music

- Spend some time reflecting at the end of each day

- Write/draw 3 things that you are thankful for

- Describe your emotions

- Go into the garden and look at the clouds

- Do some gardening

- Guided relaxation/visualisation

- Mindful breathing

Suggested activities for Maths

Draw a square and break it up into different fractions. Practise adding and subtracting some of the fractions you can see.	Practise your times tables on TT Rockstars!	Make a timetable of your day using the 24-hour clock. Calculate the amount of time spent on different activities. You could draw a pie-chart to represent your day, or calculate the fraction of your day spent on different activities.
Do an investigation from the Maths activity sheets at the end of this pack, or visit https://wild.maths.org/ , https://nrich.maths.org/ , or https://www.openmiddle.com/ for ideas for more investigations.	Roll a die 3 times to create a 3-digit number. Choose five single-digit numbers, and then use the four operations to make your target number, or as close to it as you can get!	Run 50m ten times and calculate your average time. What other activities can you find an average for? For example, catches in a minute, keepy-uppies…

Suggested topic ideas

We will be learning about this topic for the next few weeks. Choose one of the topics to complete each week.		
Write some maths questions or word problems to solve using Egyptian number symbols. Use hieroglyphs to write a message. Design / make an Ancient Egyptian Mummy Sarcophagus. Find out some interesting facts about Ancient Egypt and create a multiple choice quiz. Create top trump cards using Ancient Egyptian Gods and Goddesses. Imagine you were there when Tutankhamen's tomb was discovered. Write a diary or news report about the event. Write an acrostic poem using the letters of a key 'topic' word e.g. Egypt. Research the importance of the River Nile and how it was used.	Design a death mask for Tutankhamun. Write an explanation for how the pyramids were constructed. Create a fact file on a famous Ancient Egyptian. Create a project book with on different aspects of life e.g. work, family, religion. Make a pyramid model. Could you show what it might look like inside? List ten things that we would see in Ancient Egypt. Make a 3D model of a typical home during Ancient Egyptian times. Design a tourist leaflet to encourage tourists to visit Egypt. Create a word search about Ancient Egypt. Research and make an Ancient Egyptian game e.g. Senet.	Write 10 questions that you would ask Tutankhamun. Research the 7 wonders of the Ancient World. You could create a brochure or leaflet to present your information. Make a set of Canopic Jars. Write a biography of an Ancient Egyptian God. Ancient Egypt art Design and make an Egyptian cartouche or jewellery. Write instructions or an explanation for mummification. Create your own Egyptian style portrait with your name in hieroglyphs. Mark Egypt and its landmarks on a world map. Write a story set in Ancient Egypt. Make your own mummy and tomb. Mummify an apple!

Suggested activities for English

Reading	Writing
Read for pleasure! Just settle in and enjoy reading a chapter from your reading book. Summarise the events you have read recently. You could bullet point what happened, create a comic strip or present the information in your own creative way. Note down any unfamiliar words from your reading. Explore the meanings of these words by using a dictionary, or reading around the sentence. You could try using new vocabulary in your own writing, or make a poster that explains the meaning of new words. Read something from around the house that *isn't* a book! Log into ReadTheory and complete some quizzes about the texts there.	Ideas for writing: - Write a letter - Write a newspaper article - Write a short story - Write a poem - Produce a leaflet - Design a website - Create an atmospheric description - Write and perform a playscript Suggested topics: - Your reading book - A famous person - Something from the news - Your favourite place - A local place of interest - An issue that concerns you - An adaptation of your favourite TV programme/film

Years 5 and 6 Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

Investigate

The sum of the digits for a 3-digit number is larger than the sum of the digits for a 2-digit number.

Make the two numbers using digits 0-9 (no repeats). Minimise the difference between the numbers.

You have a pile of 1 coins and a pile of 0.1 coins.

Make 2.4

Level 1: I can find a way
Level 2: I can find different ways
Level 3: I know how many ways there are

Investigate

The sum of the digits for a 4-digit number is larger than the sum of the digits for a 3-digit number.

Make the two numbers using digits 0-9 (no repeats). Minimise the difference between the numbers.

You have a pile of 0.1 coins and a pile of 0.01 coins.

Make 0.32

Level 1: I can find a way
Level 2: I can find different ways
Level 3: I know how many ways there are

How many ways?

Complete using digits 1-9. Use the 7 as shown.

$$\boxed{}\,\boxed{7} = \boxed{} + \boxed{} + \boxed{} + \boxed{}$$

Level 1: I can find a way

Level 2: I can find different ways

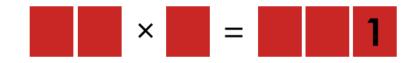*Level 3: I know how many ways there are*

Explain

$100 - h > 40$

$20 + h > 60$

h is a multiple of 6

List all the numbers h can be.

Complete using digits 0-9. The digit in the box with a border must be odd.

$$\boxed{}\,\boxed{} \times \boxed{} = \boxed{}\,\boxed{}$$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

Complete using digits 0-9. Position the digit 1 as shown.

$$\boxed{}\,\boxed{} \times \boxed{} = \boxed{}\,\boxed{}\,\boxed{1}$$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Level 1: complete using digits 0-9.

$$\boxed{\ }\boxed{\ } \div \boxed{\ } = \boxed{\ } \text{ remainder } \boxed{\ }$$

Level 2: complete, using the 7 as 2 as shown.

$$\boxed{\ }\boxed{\ } \div \boxed{7} = \boxed{\ } \text{ remainder } \boxed{2}$$

Level 3: how many ways can level 2 be done?

How many ways?

Complete using digits 0-9. Position the digits 1, 2 and 4 as shown.

$$\boxed{\ }\boxed{\ } \div \boxed{4} = \boxed{\ }\ \frac{\boxed{1}}{\boxed{2}}$$
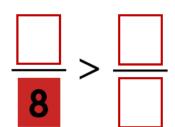
Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

Complete the fractions using three of the number cards.

$$\frac{\boxed{\ }}{\boxed{8}} > \frac{\boxed{\ }}{\boxed{\ }}$$

$$\boxed{3}\ \boxed{4}\ \boxed{5}\ \boxed{6}$$

Different ways

Fill in the gaps. Find different ways.

$$\frac{5}{4} = \boxed{1}\frac{1}{4} \longrightarrow \oplus \ \triangleleft$$

$$\frac{\boxed{\ }}{4} = \boxed{\ }\frac{\boxed{\ }}{4}$$

$$\frac{\boxed{\ }}{4} = \boxed{\ }\frac{\boxed{\ }}{4}$$

How many ways?

$$\frac{\square}{8} + \frac{1}{\square} = \frac{\square}{4}$$

The answer must be a proper fraction

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{1}{5} + \frac{2}{\square} = \frac{\square}{20}$$

The answer must be a proper fraction

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{\square}{4} \times \square = 3\frac{3}{4}$$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

$$\frac{\square}{4} \times \frac{1}{\square} = \frac{\square}{8}$$

All three fractions are proper fractions

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Explain

100 – 5n > 60

n is a whole number

Level 1: I can find a possible value for n

Level 2: I can find the largest possible value for n

How many ways?

The average of three numbers is 9.

The difference between the smallest and largest number is 5.

What could the numbers be?

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

How many ways?

The average of four numbers is 13.

The difference between the smallest and largest number is 7.

What could the numbers be?

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are