

Year _5_ Nova Home Learning PACK 3

Day

Writing Tasks

Please remember to practise your spellings and handwriting!
Login to <https://www.edshed.com/en-gb> to access weekly spelling lists.

NB: Blaise Castle class your new password is: artist1

Your username is unchanged.

Some of grammar task sheets (lessons 1-4) are on our Y5 pages at:
<https://novaprimaryschool.co.uk/>

Maths Tasks

Please play Time Table Rockstars to practise your fluency!
<https://trockstars.com/> - **weekly e-certificates to each class**

Hi everyone, we're providing this link to White Rose Maths home-learning – you will recognise it from the work we do in maths lessons in school. Go to **Y5** and have a look at the teaching videos for Summer term 5 then try the activities for week 3 & 4 (or try some earlier ones). Don't worry if you find it too challenging (or too easy), just go to a lower or older age group.

<https://whiterosemaths.com/homelearning/>

Below are some more learning task to revise maths skills already taught in Y5. ZOOM IN TO VIEW. READ THE INFO TO REVISE HOW TO DO IT!

MUSIC: go to <https://www.singup.org/singupathome/> for free sign up to some fab activities!

Wellbeing activities:

<https://www.gonoodle.com/>

<https://www.cosmickids.com/>

Art:

<https://www.tate.org.uk/kids>

Line of Enquiry Tasks: What makes planet Earth unique? Space.

Please use

<https://www.natgeokids.com/uk/>
or
<https://www.kiddle.co/> to search safely.

National curriculum objectives (Science):

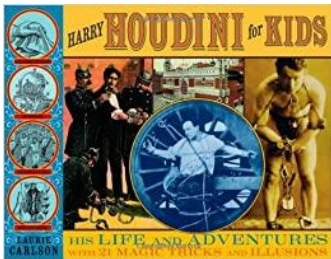
- Explain that unsupported objects fall towards earth because of gravity acting between the earth and the falling object.
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

1

Go to the Y5 Grammar Pack on Nova Y5 class page and complete page 1

LO: use a colon to introduce a list or to add detail.

Find out more about Houdini and write some news headlines or a short news report about him using colons.



https://xavier-riddle-and-the-secret-museum.fandom.com/wiki/Harry_Houdini

Factors & Common Factors

Step 1

A factor is a number that divides into another number exactly and we often talk about factor pairs. These are the pair of numbers that when multiplied together give us the number as the product (answer). For example:

Factors of 12 = 1 x 1 2
2 x 6
3 x 4

Step 2

Then list your factor pairs in ascending order, ignoring any duplicates.

Factors of 12 = 1, 2, 3, 4, 6, 1 2

Step 3

To find the common factors, find the factor pairs of both numbers.

8 = 1 x 8 12 = 1 x 12
2 x 4 2 x 6
3 x 4

Step 4

Circle the numbers that appear in both lists. These are your common factors.

Common factors of 8 and 12 = 1, 2, 4

Factors of:	Answer
8	
35	
16	
40	
24	
64	

Greatest common factor (GCF)	Answer
12 and 18	
30 and 48	
36 and 45	
18 and 21	
9 and 20	
28, 56 and 70	

LO: to find factors and common factors

2

Go to the Y5 Grammar Pack on Nova Y5 class page and complete page 2 and 3

LO: to use modal verbs

Write a super polite note to a family member asking them for something special.

Eg: Dear mum, might I possibly have a slice of your delicious case. That would be absolutely marvellous and I could (very carefully) make you a lovely cup of tea in return.

Then watch and do the activity on modal verbs at <https://www.bbc.co.uk/bitesize/topics/zwwp8mn>



Long Multiplication

Step 1

Set out your multiplication in the formal method. Multiply the top ones digit by the ones multiplier as if you were doing short multiplication. Carry any extra digits if needed and ensure to add them to the next number.

2 1 7
x 5 9
1 9 5 3 (217x9)
1 0 8 5 0 (217x50)
1 2 8 0 3

Step 2

Add a zero below the ones digit, this is going to make our tens multiplier into a tens instead of a unit value.

Step 3

Then multiply your top number by your tens multiplier, starting with your units and working your way along like normal.

Step 4

Once you have worked out both multiplications, add the answers together.

3 4 2 5		5 0 8 3
x 4 7		x 9 6
6 5 0 2		9 4 6 7
x 8 9		x 3 4

LO: to multiply by a 2 digit number

ART and design week: LO: explore the role of artists and craftspeople working in different times and cultures



What is 'Pop Art'?

Watch the video at Tate Kids:

<https://www.tate.org.uk/kids/explore/what-is/pop-art>

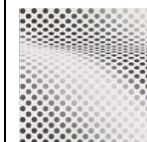
Choose one of the activities inspired by Warhol's work here:

<https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol>

Please send some photos in for us to put on Twitter!

ART and design: LO: explore the role of artists and craftspeople working in different times and cultures

Who is Bridget Riley?



Go to the following web link and choose two activities.

<https://www.tate.org.uk/kids/explore/who-is/who-bridget-riley>

Can you make an op-art plant pot or egg cup?

3

Go to the Y5 Grammar Pack on Nova Y5 class page and complete page 4

LO to use modal verbs (and adverbs to add more detail to the modal verb)

Then write a magic potion to turn Harry Potter into a frog. It must contain at least three modal verbs.

eg: you may perhaps like to add seven earwigs to the mixture at this stage.



LO: to carry out short division

Year 5 Maths @miss_teasel

Short Division

Step 1
Set out your division in the formal method. Placing the dividend (number you're dividing) inside the grid and the divisor (number you're dividing it by) on the outside.

$3 \overline{) 436}$	$9 \overline{) 3538}$	$4 \overline{) 8327}$
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Step 2
Starting from the left, see how many times the divisor will go into each digit of the dividend. Any remainders move to the next digit.

$3 \overline{) 436} \begin{matrix} 1 \\ 4 \\ 5 \end{matrix}$	$3 \overline{) 7846}$	$7 \overline{) 9352}$
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Step 3
When you reach the last digit, any remainders are written after an 'r'.

$3 \overline{) 436} \begin{matrix} 1 \\ 4 \\ 5 \\ r1 \end{matrix}$	$7 \overline{) 6081}$	$6 \overline{) 5807}$
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4

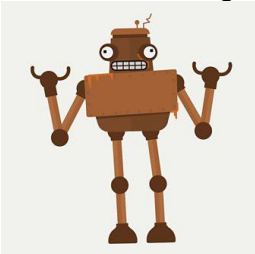
Go to the Y5 Grammar Pack on Nova Y5 class page and complete page 5

LO: to use coordinating conjunctions

Then go to:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

and scroll down to coordinating conjunctions and subordinating conjunctions



Finally describe the robot, or a scene in the clips using conjunctions.

LO: to square and cube numbers

Year 5 Maths @miss_teasel

Square Numbers & Cube Numbers

Step 1
A square number is a number multiplied by itself. It is written as a small 2 after the number.
For example:
 $2^2 = 2 \times 2 = 4$

Step 2
A cube number is a number multiplied by itself, and then by itself again. It is written as a small 3 after the number.
For example:
 $2^3 = 2 \times 2 \times 2 = 8$

Question	Answer	Question	Answer
1^2		1^3	
2^2		2^3	
3^2		3^3	
4^2		4^3	
5^2		5^3	
6^2		6^3	
7^2		7^3	
8^2		8^3	
9^2		9^3	
10^2		10^3	
11^2		11^3	
12^2		12^3	

LO: use different textures and materials

THIS ONE IS VERY MESSY FUN! PLEASE ASK BEFORE YOU PINCH THE SHAVING FOAM!!!!

Go to:

<https://www.tate.org.uk/kids/make/paint-draw/make-marbled-paper-foam>

Have a go at making the bird mobile or bunting.

This would also be a great way to create the planets!

We would love to see pictures of the results so please do send them in.

ART and design:

LO: explore the role of artists and craftspeople working in different times and cultures

ART QUIZ DAY!

Go to:

<https://www.tate.org.uk/kids/games-quizzes>

Quiz: Spot the Difference

Quiz: Turner, Turnip or Turtle?

5 LO: to use expanded noun phrases

Go to:
<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>
 and scroll down to expanded noun phrases. Complete the tasks then write a short description of the scary monster that rose from the sea using expanded noun phrases.

LO: to multiply by 10, 100 or 1000

Multiply by 10, 100 or 1000

Year 5 Maths @miss_teasel

Step 1
 Lay out the number, include the place value headings if it helps you.

Step 2
 Work out the number of places the digit needs to move. The number of zeros in the multiplier will help you.
 10 = 1 zero = 1 place
 100 = 2 zeros = 2 places
 1000 = 3 zeros = 3 places

Step 3
 Move each digit the number of places to the left, adding zeroes as place holders where necessary.

Th	H	T	U	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	
			7	2	1		7.21 x 10 Makes the number 10 times bigger. Move each digit 1 place to the left.
			7	2	1		
Th	H	T	U	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	
			7	2	1		7.21 x 100 Makes the number 100 times bigger. Move each digit 2 places to the left.
			7	2	1		
Th	H	T	U	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	
			7	2	1	0	7.21 x 1000 Makes the number 1000 times bigger. Move each digit 3 places to the left.
			7	2	1	0	

	X 10	X 100	X 1000
46			
7.2			
10.6			
6.98			
17.613			
108.1			
87.091			
471			
19.08			
3.928			
60.07			

LO: to explore different techniques, colours and textures

Go to:
<https://www.tate.org.uk/kids/explore/top-5/top-5-doodles>
 Try a couple of the doodle techniques for example 'Take a line for a walk' or 'Pattern on the Loose'.

1. TAKING A LINE FOR A WALK

6 This week you will be writing some science reports. Put them together to make a science folder.

LO: To write a scientific explanation
The effects of air resistance
 Explain how air resistance works (after you have watched the L of E clips). You will need to carry out one of the experiments.
Set your report out like the example sheet in Y5's Home Learning folder.

LO: to identify equivalent fractions

Equivalent Fractions

Year 5 Maths @miss_teasel

Step 1
 Equivalent fractions are fractions worth the same amount, but are written in different terms.
 For example:

Step 2
 To find an equivalent fraction, you find a pattern between either the numerators or denominators that have been given.

$\frac{1}{3} = \frac{2}{6}$ $\frac{18}{20} = \frac{9}{10}$

Step 3
 Whatever the pattern is for the denominator/numerator, is the same for the missing part.

"Whatever we do to the top, we do to the bottom" and vice versa.

$\frac{1}{3} = \frac{7}{21}$ $\frac{18}{20} = \frac{9}{10}$

Original	Equivalent	Equivalent
$\frac{2}{5}$	$\frac{4}{10}$	$\frac{8}{25}$
$\frac{12}{20}$	$\frac{3}{5}$	$\frac{6}{10}$
$\frac{4}{16}$	$\frac{1}{4}$	$\frac{8}{32}$
$\frac{6}{10}$	$\frac{3}{5}$	$\frac{9}{15}$
$\frac{3}{4}$	$\frac{6}{20}$	$\frac{12}{16}$
$\frac{1}{2}$	$\frac{5}{10}$	$\frac{13}{26}$
$\frac{1}{5}$	$\frac{2}{10}$	$\frac{4}{20}$
$\frac{16}{30}$	$\frac{8}{15}$	$\frac{32}{60}$
$\frac{3}{9}$	$\frac{1}{3}$	$\frac{6}{18}$
$\frac{6}{8}$	$\frac{3}{4}$	$\frac{9}{12}$
$\frac{2}{14}$	$\frac{1}{7}$	$\frac{4}{28}$
$\frac{30}{50}$	$\frac{3}{5}$	$\frac{6}{10}$
$\frac{86}{100}$	$\frac{43}{50}$	$\frac{860}{1000}$

LO: to identify the effects of air resistance

A crumpled piece of paper falls faster than a flat sheet of paper. Investigate why.
 Watch the video clip:
<https://www.youtube.com/watch?v=O-KYLxp2MG4>
 Have a go. Can you think of other ways to show the force of air resistance?
 You can include this investigation on air resistance in your scientific report/English lesson.
 Fun experiment - you will need an egg!
<https://www.youtube.com/watch?v=a7SQjHi5LAE>

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LO: To write a scientific explanation
The effects of air resistance
 Explain how air resistance works (after you have watched the L of E clips on the right under Science). You will need to carry out one of the experiments.
 Set your report out like the example sheet in Y5's Home Learning folder.

<https://k8schoollessons.com/air-resistance-for-kids/>

<https://www.youtube.com/watch?v=a7SQiHi5LAE>

LO: to compare and order fractions

Compare & Order Fractions

Year @mi:

Step 1
 Convert all fractions into equivalent fractions, this will make it the easiest to compare and/or order them.

$\frac{1}{3}$ $\frac{5}{6}$ $\frac{4}{9}$
 $\downarrow \times 6$ $\downarrow \times 3$ $\downarrow \times 2$
 $\frac{6}{18}$ $\frac{15}{18}$ $\frac{8}{18}$

greatest fraction
 ascending descending
 smallest fraction

Step 2 - Ordering
 Once converted into equivalent fractions, look at the numerators (top number) which will tell you the order to put them in. Convert them back to their original fractions.

Smallest to Largest
 $\frac{6}{18}$, $\frac{8}{18}$, $\frac{15}{18}$ In the original fractions: $\frac{1}{3}$, $\frac{4}{9}$, $\frac{5}{6}$

Largest to Smallest
 $\frac{15}{18}$, $\frac{8}{18}$, $\frac{6}{18}$ In the original fractions: $\frac{5}{6}$, $\frac{4}{9}$, $\frac{1}{3}$

Step 3 - Comparing
 To compare, again, look at the numerators (top number) to tell you which symbol to use. Remember to write them in their original fraction.

$\frac{6}{18} < \frac{8}{18}$ In the original fractions: $\frac{1}{3} < \frac{4}{9}$
 $\frac{15}{18} > \frac{6}{18}$ In the original fractions: $\frac{5}{6} > \frac{1}{3}$

Put the following fractions in **ascending order**

$\frac{8}{10}$	$\frac{12}{20}$	$\frac{2}{5}$
$\frac{2}{3}$	$\frac{7}{12}$	$\frac{3}{4}$

Put the following fractions in **descending order**

$\frac{3}{6}$	$\frac{5}{9}$	$\frac{2}{3}$
$\frac{2}{5}$	$\frac{1}{2}$	$\frac{3}{10}$

Use >, < or = to compare these fractions.

$\frac{2}{5}$		$\frac{1}{2}$
$\frac{5}{7}$		$\frac{2}{3}$
$\frac{8}{10}$		$\frac{4}{5}$

LO: to identify the effects of air resistance
 Fun experiment - you will need an egg! Please ask an adult to supervise or help you.
<https://www.youtube.com/watch?v=a7SQiHi5LAE>

8

LO: To write a scientific explanation
The effects of water resistance
 What is water resistance?
 Explain how water resistance works (after you have watched the L of E clips). You will need to carry out one of the experiments below.
 Set your report out like the example sheet in Y5's Home Learning folder.

Make up a second experiment to demonstrate your knowledge of water resistance. Add this to your scientific report folder.

Useful clips:
<https://www.youtube.com/watch?v=a85Qepk6J0>

Try to make your report colourful and eye-catching so that it appeals to the reader. You turn it into a booklet or create a film, or PPT to show your learning and English skills.

LO: to convert improper fractions to mixed numbers

Converting Improper Fractions To Mixed Numbers

Step 1
 An improper fraction is a fraction where the numerator (top number) is bigger than the denominator (bottom number).

$\frac{11}{4}$

Step 2
 The denominator tells us how many pieces make 1 whole. If we divide the numerator by the denominator we will know how many wholes we have.

$11 \div 4 = 2 \text{ r}3$ We can make 2 wholes.

Step 3
 The remainder is our fraction part of our mixed number.

So r3 becomes $\frac{3}{4}$

Step 4
 Our final answer is our whole number and fraction together.

$\frac{11}{4} = 2 \frac{3}{4}$

Improper Fraction	Mixed Number
$\frac{11}{4}$	
$\frac{8}{5}$	
$\frac{10}{3}$	
$\frac{23}{6}$	
$\frac{34}{8}$	
$\frac{11}{10}$	
$\frac{30}{9}$	
$\frac{7}{2}$	
$\frac{31}{4}$	
$\frac{69}{7}$	
$\frac{18}{5}$	
$\frac{19}{6}$	
$\frac{52}{11}$	

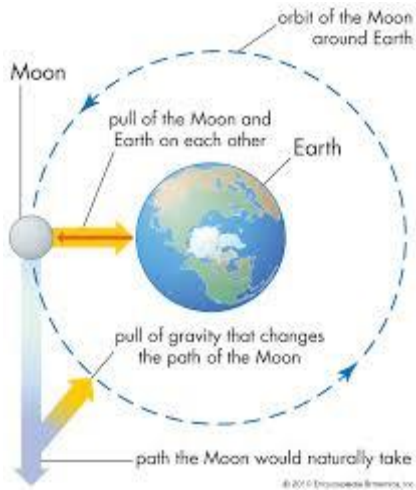
LO: to identify the effects of water resistance
 Find out more about water and air resistance so that you can add your learning to your science/English report.

Make notes as you read.
<https://k8schoollessons.com/air-resistance-for-kids/>

9

LO: to explain the force of gravity

Use what you have learned in today's science clips to write a short, illustrated report. Add this to your Science folder and use the recording sheet in the y5 folder to record any investigation you do.

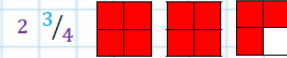


LO: to convert mixed numbers to improper fractions

Converting Mixed Numbers to Improper Fractions

Step 1

A mixed number is a combination of whole numbers and fractions.



Step 2

Multiply the denominator (bottom number) by the whole number. This will tell you how many (numerator) for the whole number.

$$4 \times 2 = 8$$

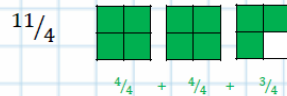
Step 3

Add the numerator of your fraction to your answer. This will give you your total numerator.

$$8 + 3 = 11$$

Step 4

Write your answer as a numerator over the existing denominator.



Mixed Number	Improper Fraction
1 5/6	
3 1/4	
1 3/7	
2 2/4	
5 1/3	
3 2/5	
2 4/5	
4 3/4	
3 1/3	
3 6/8	
8 2/6	
5 6/7	
4 3/9	

Science

LO: to explain that unsupported objects fall towards earth because of gravity acting between the earth and the falling object.

Learn about gravity at:

<https://www.bbc.co.uk/bitesize/topics/zf66fg8/articles/zqbm3k7>

Then watch the class clips at:

<https://www.bbc.co.uk/bitesize/topics/zf66fg8/resources/1>

You will be using your learning to explain how gravity works in your English task so make some notes for a scientific report.

10

Free choice!

Write a book review

Make a comic strip of your week so far

Redesign a cover for a Harry Potter book

Write a recipe and have a go

Write a letter to a relative and actually post it!

Have a fun weekend!

Mrs Leonard and Miss Cuthbert

LO: to add fractions

Adding Fractions

Year 5 Maths @miss_teasel

Step 1

Convert both fractions to the same denominator by finding equivalent fractions.

$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8}$$



Step 2

Add the numerators together but not the denominators.

$$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

Step 3

Simplify the answer if you can.

5/8 cannot be simplified as the only factor they share is 1.

However:

12/20 the example answer can be simplified.

$$\frac{12}{20} = \frac{3}{5}$$

	Convert Question to Same Denominator	Answer
1/4 + 7/20 =	(x5) 5/20 + 7/20 =	= 12/20 or 3/5
1/3 + 1/6 =		
1/3 + 2/9 =		
5/8 + 1/4 =		
3/5 + 1/10 =		
7/15 + 1/5 =		
2/5 + 5/24 =		
3/5 + 1/4 =		
1/2 + 2/5 =		
2/3 + 1/4 =		
3/5 + 3/8 =		
3/8 + 2/7 =		
5/11 + 3/7 =		

PSHE

LO: to explore the importance of working as a team

<https://www.bbc.co.uk/bitesize/articles/zdq3bdm>



LO: To listen and understand

Listen to the song Bonjour

**LO: To understand questions and give answers**

1. Watch the video presentation

**LO: to practice new vocabulary**

2. Draw a rainbow. Write the new French sentences in each arc using a different colour for each arc. You might need to draw two rainbows.
 1. Quelle est la capitale de l'Irlande du Nord ?
 2. C'est Belfast.
 3. Quelle est la capitale du Pays de Galles ?
 4. C'est Cardiff.
 5. Quelle est la capitale de l'Écosse ?
 6. C'est Édimbourg.
 7. Quelle est la capitale de l'Angleterre ?
 8. C'est Londres.
 9. Quelle est la capitale de la France ?
 10. C'est Paris.