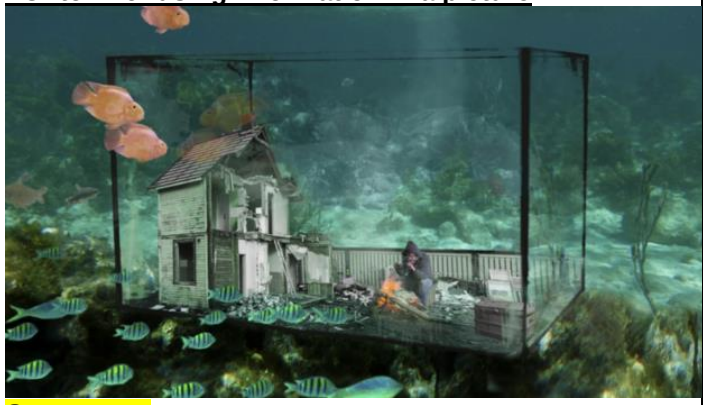
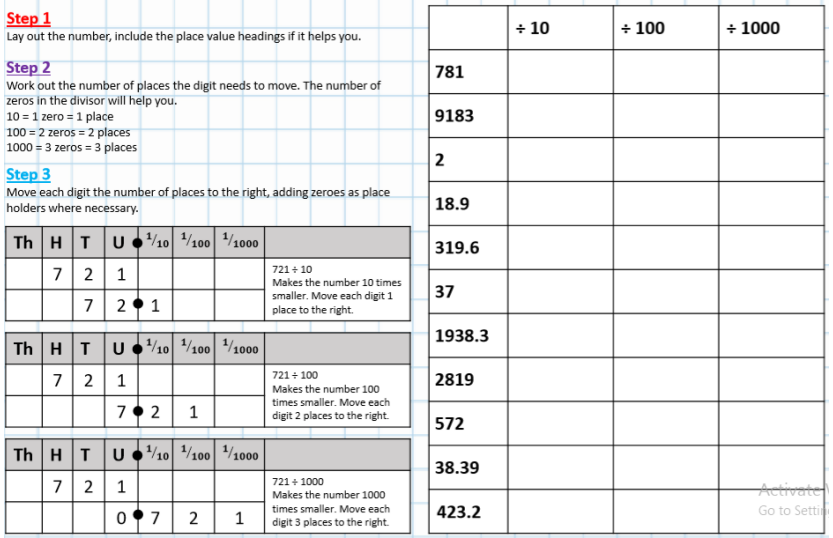
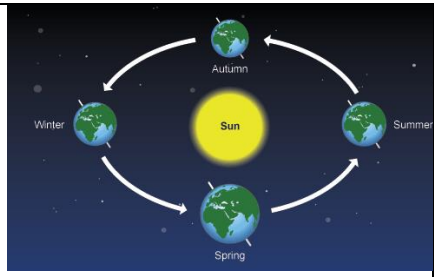
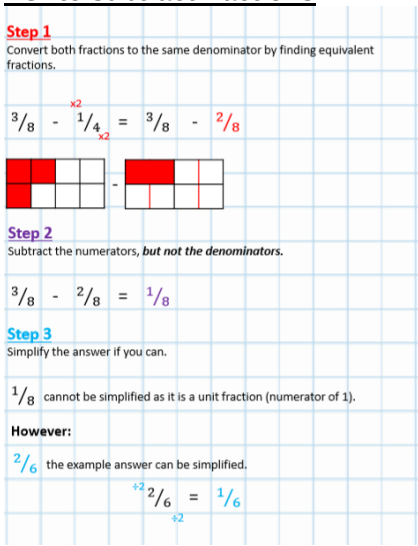
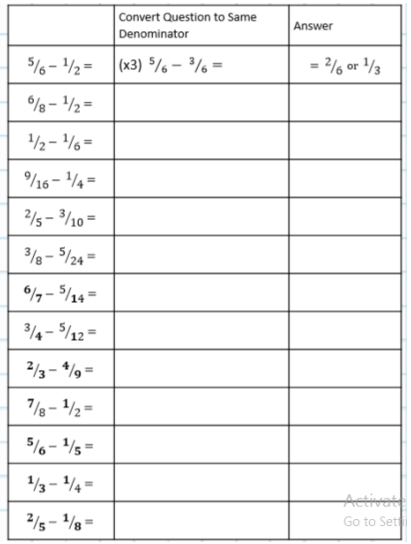
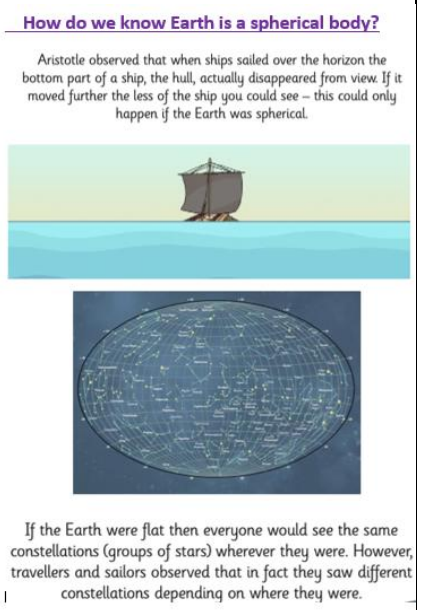
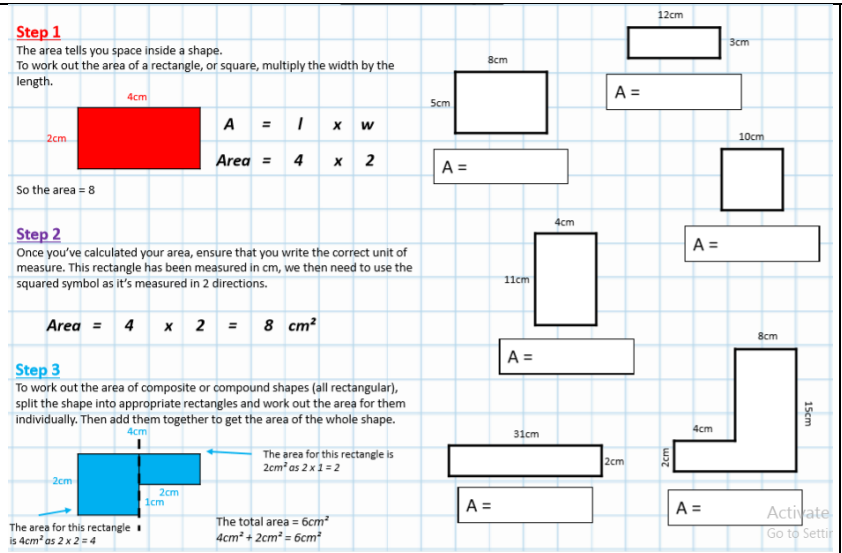
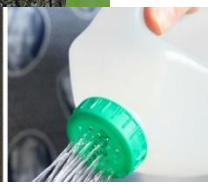
Year _5_ Nova Home Learning PACK 4

Day	Writing Tasks	Maths Tasks	Line of Enquiry Tasks: What makes planet Earth unique? Space.
	Please remember to practise your spellings and handwriting! Login to https://www.edshed.com/en-gb to access weekly spelling lists. 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**	Please play Time Table Rockstars to practise your fluency! **https://ttrockstars.com/ - weekly e-certificates to each class** Remember to click on Year 5 and have a go on this! https://whiterosemaths.com/homelearning/ For a short maths starter each day, refer to the "Fluent in Five" booklet on the website. These are short, five-minute fluency tasks. There are answers to check your work. We love fluency! ☺ **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!**	**Please use** https://www.natgeokids.com/uk/ or **https://www.kiddle.co/ to search safely.** **National curriculum objectives (Science):** • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the Sun, Earth and Moon as approximately spherical bodies
1	**LO: to infer using information in a picture**  Story starter Sean was the only person who had taken notice of the warning. A great flood had swept over the planet, and now life was very different.... Question time How did Sean survive the great flood?	Starter: complete "Fluent in Five – Year 5; Week 1 - Day 1" **LO: to divide by 10, 100 or 1000.**  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 divisor 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 right, adding zeroes as place holders where necessary. Th H T U • 1/10 1/100 1/1000 7 2 1 • → 7 2 1 — 721 ÷ 10 Makes the number 10 times smaller. Move each digit 1 place to the right. 7 2 1 • → 7 2 1 — 721 ÷ 100 Makes the number 100 times smaller. Move each digit 2 places to the right. 7 2 1 • → 0 7 2 1 — 721 ÷ 1000 Makes the number 1000 times smaller. Move each digit 3 places to the right. 781 ÷ 10 ÷ 100 ÷ 1000 9183 2 18.9 319.6 37 1938.3 2819 572 38.39 423.2	**LO: to explain how the Earth orbits the Sun.** This video explains why we have day and night: https://www.bbc.co.uk/bitesize/clips/z6vfb9q Use the video or your own research to: Draw two diagrams showing the Sun and Earth during: a) Winter b) Summer Challenge: Label England on your diagrams.

	Can you make a list of all of the things Sean needs to survive? How will he obtain them all? What are the biggest dilemmas that Sean faces? How will he overcome them? Is he alone? Task: Write the next paragraph of the story, use your answers from the question challenge to support you.		
2	**LO: to use brackets to add extra information.** Grammar/punctuation challenge Brackets can be used to add extra information to a sentence. Remember that the sentence must make sense without the brackets. e.g.	Starter: complete "Fluent in Five – Year 5; Week 1 - Day 2" **LO: to subtract fractions**  	**LO: to describe how we know Earth is a spherical body** Watch the video or do your own research: https://www.bbc.co.uk/bitesize/clips/zd3fb9q Use the video or carry out your own research to: Create a poster to show someone how we know the Earth is round Consider: • Constellations • Boats on the horizon • Eclipses

	Sean (who sat on the decking) was surrounded by exotic fish. Add extra information in brackets to these sentences. Sean's home (_____) was quite comfortable. The sea (_____) was filled with colourful fish. His house (_____) was surrounded with a frame. Sentence challenge These sentences are 'sick' and need your help to get better. Please help by adding brackets to include more information. Sean lived underwater. Lots of fish swam around him. The water was blue. The water was clear. He was alone. Extension: Picture it Design the perfect underwater home.		
3	**LO: to recap fronted adverbials** Go to: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3 Complete the tasks to recap fronted adverbials. Then, write a paragraph to describe the setting of this picture. Include at least five fronted adverbials.	Starter: complete "Fluent in Five – Year 5; Week 1 - Day 3" **LO: to multiply fractions by whole numbers**	**P.E.** **LO: to complete a sequence of jumps** You can play this by yourself or with someone at home! You will need a dice and paper to write your own set of exercises. If you don't have a dice, ask a parent to type 'dice' into Google for you to use.

	  Remember: they come at the start of a sentence to tell you how, why or where something happened. Don't forget the comma!	**Step 1** Multiplying means doing the same thing a certain amount of times. If I have $^3/_4$ and multiply it by 3, that means I need $^3/_4$, 3 times. $^3/_4$ x 3 = $^9/_4$ **Step 2** Multiply the numerator by the whole number. 3 x 3 = 9 so 9 is our answers numerator. $^3/_4$ x 3 = $^9/_4$ **Step 3** Convert into a mixed number where necessary by using your denominator to help you work out how many wholes you have. $^9/_4$ 9 (numerator) ÷ 4 (denominator) = 2 r 1 ...so our answer is $2\ ^1/_4$ |	Answer as an Improper Fraction | Answer as a Mixed Number | | $^3/_4$ x 3 | $^9/_4$ | $2\ ^1/_4$ | | $^1/_7$ x 5 | | | | $^2/_5$ x 6 | | | | $^2/_{10}$ x 9 | | | | $^5/_7$ x 3 | | | | $^5/_8$ x 2 | | | | $^7/_{12}$ x 8 | | | | $^4/_5$ x 4 | | | | $^9/_{11}$ x 7 | | | | $^6/_7$ x 12 | | | | $^1/_2$ x 5 | | | | $^3/_8$ x 7 | | | | $^8/_9$ x 4 | | |	**How to play:** • Play with a partner, take turns to roll a dice. • Look at the number you have rolled and then complete the correct jumping exercises: **Roll a 1 –** Perform 20 star jumps **Roll a 2 –** Perform 20 tuck jumps **Roll a 3 –** Perform 20 pencil jumps **Roll a 4 –** Perform 20 jumps with a ½ turn **Roll a 5 –** Perform 20 jumps with a full turn **Roll a 6 –** Perform 20 squat jumps • The first player to complete all of the activities listed above is the winner. This video demonstrates each move: https://www.youtube.com/watch?v=ufTx2tiT_VQ&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=25&t=0s Challenge: make your own 6 moves and change how many of each!
4	**LO: to infer using information in a picture** 1. Where in the world could this be? What clues are there to suggest this? 2. Think of three words to describe the landscape and environment of this scene	Starter: complete "Fluent in Five – Year 5; Week 1 - Day 4" **LO: to calculate area of rectangles**	**Design & Technology** **LO: to design a product and suggest improvements** **Upcycling, upcycling!** **C**hoose an item within the house that you do not use anymore - this could be an old item of clothing, accessory or household **i**tem. Your task is to upcycle it to make a new item that you will use! Evaluate the product and identify any areas that you could improve if they were to make it again.

	3. Why do you think the houses are mainly painted white? 4. What time of day do you think this is? What clues are there to suggest this? 5. How many people live here? Why do you think this? 6. How old do you think this village is? What makes you think this?	  Extension: write a set of instructions so someone else can upcycle to make your product!
5	**LO: to write a setting description** Find the definitions for each of these words: Mediterranean coastal dusk environment	Starter: complete "Fluent in Five – Year 5; Week 1 - Day 5" **LO: to round numbers to 10,000** https://www.topmarks.co.uk/maths-games/rocket-rounding If you find this tricky, select "with number line". If you feel confident, select, "without number line" For an extra challenge: compete the "up to 9.9 to the nearest whole number"	**P.E./music** **LO: to move in time to a beat.** Choose your favourite song that has a quick beat. **How to play:** • On the spot can you start by clapping in time to the music? • Keep clapping but can you now move your feet in time to the music by marching on the spot? • Now can you start to walk around the space by clapping and walking in time to the music? • Challenge yourself to add new movements like heel flicks, side steps, knees up, spins, turns. Can you do these in time to the music?

	twilight antiquated temperate sparsity climate luminescence inhabitants traditional Task: Now that you know the words, use them to write a setting description. Success criteria: • At least 5 words from list • Fronted adverbial (how, where or when something happened) • Brackets to include extra information		Extra challenges: 1) Choose a quicker song 2) Encourage someone at home to join in! This video explains in detail: https://www.youtube.com/watch?v=ALmZzLVORas&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=27&t=0s

Extra maths fun!

My Favourite Number	**Product Hunt**	**Fraction Hunting**
Your challenge How much do you know about your favourite number? What to do: 1. What's your favourite number? Write it down in the centre of a piece of plain paper (if you don't have a favourite number, pick a number at random). 2. Note down at least 20 facts about the number around your number, creating a poster. Examples you could choose include factors, multiples, even/odd, square number, sides on a shape etc. 3. For example, if your favourite number was 32, you could write down facts like: • It's a multiple of 1, 2, 4, 8 and 16 • It's an even number • 32 x 2 = 64 • 1 + 31 = 32 4. Try to make sure you have a good range of different types of facts. Be as creative as you can with how you present your work	**Your challenge:** How many products can you make out of 4 digits? How to play: 1. You have the digits 4, 5, 7, and 8. You need to arrange them into a multiplication question like this: HTO x O = ? For example, you could make 458 x 7 = ? 2. In each question, you can only use each digit once. Work out the answer to your calculation, using any method you like (but don't use a calculator!).	**Your challenge:** Can you apply your knowledge of fractions to everyday life? What to do: 1. Find a recipe for something you could make (a meal, cakes, slime, whatever you can find!). 2. Write the ingredients on a piece of paper. 3. Find these fractions of the recipe and write it below the original ingredients list. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{3}$ $\frac{3}{4}$