Hello year fives! We hope that you have had a lovely weekend. It has been great to see so many of you and chat to you. We have been really impressed with the Viking long ships that have been produced. Good work everyone!

English

Reading

Let's continue with some non-fiction reading.

Pick a subject, any subject. This week focus on absorbing lots of information. Use your ability to read, to find out as much information as you can about your subject. This could be something you know nothing about or maybe you are an almost expert but there are still things to find out. Questions, questions, questions, in year 5 & 6 it is all about your comprehension. You should have a reading book on the go at all times, reading a bit every day. Remember at least 2 times a week you need to read to an adult.

Don't forget if you have a Lexia log in to keep logging in and answering your questions. Lots of you are whizzing through the levels and working so hard!

Spelling

'Find a word' We have included a number of word sheets for you to see how many words you can discover within a grid of letters. It is like the game, 'Boggle' if you have ever played it. Follow the instructions on the sheet and enjoy. There are seven sheets, so maybe print them off and save some for another week.

English task

Imaginary World – Time to plan for the whole story.

I have included a planning sheet to get you going. You don't have to stick to this sheet, it's just a guide. Remember you only need to use bullet points to plan your main ideas. The setting – you have already done (map, writing the paragraph about when the children arrived in the imaginary world) Beginning – You have mostly done. You have your detailed descriptions of the children and where they found the doorway (what it looked like etc.) Just fill these in briefly to remind yourself. You know the first character they meet and the other characters within the world. Now you need to think about what happens to the children when they are in this world, an exciting event to entertain your readers. Complete the planning sheet focusing on your exploring (use your map) and your main event. Think about which year 5 and 6 words you intend to use within your story.

Maths

Mental maths

These are the answers to the workout from last week (2.6.20). Remember the score is out of 12.

Have a look at the mental workout (8.6.20). There are questions about different areas of maths and we suggest you have 10 minutes to work through as many as you can. Use these handy hints below to look at the questions before you answer them.

Think about question 1. Remember x move the digits to the left, ÷ move the digits to the right. The number of zeros shows you the number of places you move. E.g. ÷ 1000 move the digits three places to the right. x 100 move the digits two places to the left. I would draw my place value columns to help you move each of the digits.

Question 3. Remember ^{2} (squared), you multiply the number **by itself**. ^{3} (cubed) you multiply the number **by itself** three times e.g. $4^3 = 4 \times 4 \times 4$. Don't be tricked and think ^{2} is x2, and ^{3} is x3!

Workout 3 — pages 54-55

1. $1300 + 700 = \mathbf{2000}$ $20\,000 - 15\,000 = \mathbf{500}$
   $9500 - 550 = \mathbf{8950}$ $40\,200 + 40\,800 = \mathbf{81\,00}$

   2 marks for all 4 correct,
   otherwise 1 mark for any 2 correct

2. $0.6 = \dfrac{60}{100}$ $0.21 = \dfrac{21}{100}$

   $0.03 = \dfrac{3}{100}$ $0.83 = \dfrac{83}{100}$

   2 marks for all 4 correct,
   otherwise 1 mark for any 2 correct

3.

   1 mark for circling all the irregular polygons,
   1 mark for ticking both pentagons

4. **3, 5, 13, 19** 1 mark

5. $6 \times 3 = \mathbf{18\ feet}$ 1 mark

Prime factors of 42		Non-prime factors of 42			Not factors of 42	
3	7	1	6	21	5	11

marks for all numbers in the correct columns,
otherwise 1 mark for any 4 correct

2:07 + 4 hours 18 minutes = 16:25
6:25 + 46 minutes = **17:11**

marks for the correct answer,
otherwise 1 mark for the correct working

Question 4. Think about the special type of angle that has been shown here divided into two angles. A protractor is not needed just subtraction skills.
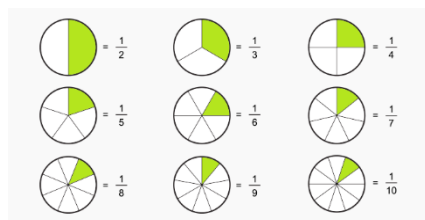
This week we are thinking all about fractions. Lots of these skills we covered back at the beginning of the year so time to remind ourselves about what we know.

On Sumdog you will find a Looking back at fractions quiz to have a go at. There are questions to do with adding and subtracting fractions, simplifying fractions and looking at mixed numbers and improper fractions. You are aiming to answer 50 questions correctly. Have a look at the Adding and Subtracting fractions pages in your maths pack to remind yourself about what we already know.

The answers to last week's FDP sheet are:

1a) 4/10 1b) 0.4 1c) 40% 2a) 70 beads circled 2b) 8 beads circled 2c) 45 beads circled   d) 95 beads circled   3a) ¼ = 0.25 = 25% ½ = 0.5 = 50% ¾ = 0.75 = 75%   3b) 25/100 = 0.25, 2/4 = 0.5, ¾ = 75/100   4a) 1 whole = 100%, ½ = 50%, 1/5 = 20%, 1/10 = 10% 4b) 1/5 = 0.2 = 20%, 2/5 = 0.4 = 40%, 3/5 = 0.6 = 60%, 4/5 = 0.8 = 80%, 5/5 = 1 = 100%   5) 60%   6) class 5, 1/5 = 20%, 25%> 20% 7a) 10% 7b) the number of children 8) 1/8 = 0.125, 3/8 = 0.375

Maths task

We are going to look back at the work we did on fractions earlier on in the year. Remember to look at the pages in your maths pack to help or use the website: https://www.mathsisfun.com/fractions.html if you want a bit of a reminder. Fractions really rely on your times table knowledge so make sure you keep going over your facts Hit the button would be useful).

Why not have a go at writing down all you can remember about fractions? You could include equivalent percentages and decimals also. I will put on Google Classroom a little revision to what we already know about fractions from year four and what we covered in year five.

We are going to continue to use the White Rose home learning website for our fractions work. Click on the link: https://whiterosemaths.com/homelearning/year-5/ and scroll down to where it says Summer term week 5 (w/c 18th May). Have a look for lesson 3, Add mixed numbers. Watch the video. After watching this and trying a few examples, have a go at the worksheet. Remember you need to make sure that the denominators are the same before you can add (or do anything with the fractions). If the boxes confuse you or are too small, do the answers in my book instead and just stick the sheet next to it.

The answers to the sheet are at the bottom of the home learning for you to check.
If you find this tricky, watch the video again and maybe watch lesson 1 (add

and subtract fractions) and lesson 2 (add fractions) to go over any knowledge you may have forgotten.

Subject 1: Vikings

We know that as well as swords and shields, Vikings would wear helmets to protect themselves but did those helmets have horns? Watch this short video to find out.
https://www.bbc.co.uk/bitesize/clips/zfjqxnb

Why not take a close up photo of your face? Print it out and then make your own helmet to sit on and over your face. Will you include a nose guard too?

Why not think about what a vicious Viking warrior you would be? Draw a picture of yourself as a warrior. Remember to include your shield (choose a design from previous learning), a sword (with your Viking name on it) and your helmet too. Think about a tunic or cape that you might be wearing. Don't forget to paint this too if you can. Use the images to help you.

- Remember to look at your GC task for this week!

Subject 2: Faith and Wonder

People of God – Moses continues…
Most of you will know that Pharaoh was not going to give up his slaves easily. This is the part of the story where God sent the plagues to convince Pharaoh of his power and is resolve (determination). Have a look at the 10 plagues. What order were they sent in? Do you know what each of the plagues are?
Art challenge – Can you draw/ paint a picture that shows us one of the plagues that were sent. It might be time to get your water colours out again. Please take a picture of your picture and post it on Google Classroom.

PE – For the honour of StMargaret's. THE SPECSAVErs 'VIRTUAL' SUSSEX SCHOOL GAMES 2020	**Athletics this week** (see Google classroom to check what they involve and watch the videos). **Virtual Sussex School Games.** Don't worry if you haven't signed up, you can still submit your scores. You just need to go to the website (see below), click on 'Submit your scores', put in your first name and initial, school: St Margaret's (Littlehampton) and year group. *They have us under Littlehampton.* Practise again later in the week to get your best score. Remember to submit your score before midday on Friday. https://www.activesussex.org/virtual/

Answers to the maths sheet (adding mixed numbers) from above:

1) a) $2\frac{1}{4} + 1\frac{3}{8} = 2\frac{2}{8} + 1\frac{3}{8} = 3 + \frac{5}{8} = 3\frac{5}{8}$

b) $1\frac{2}{3} + 1\frac{1}{6} = 1\frac{4}{6} + 1\frac{1}{6} = 2 + \frac{5}{6} = 2\frac{5}{6}$

c) $3\frac{1}{5} + 1\frac{3}{10} = 3\frac{2}{10} + 1\frac{3}{10} = 4 + \frac{5}{10} = 4\frac{5}{10} = 4\frac{1}{2}$

d) $2\frac{2}{9} + 5\frac{1}{3} = 2\frac{2}{9} + 5\frac{3}{9} = 7 + \frac{5}{9} = 7\frac{5}{9}$

2) a) $\frac{1}{2} + 1\frac{3}{8} = \frac{3}{2} + \frac{11}{8} = \frac{12}{8} + \frac{11}{8} = \frac{23}{8} = 2\frac{7}{8}$

b) $2\frac{3}{10} + 1\frac{2}{5} = \frac{23}{10} + \frac{7}{5} = \frac{23}{10} + \frac{14}{10} = \frac{37}{10} = 3\frac{7}{10}$

c) $1\frac{1}{9} + 1\frac{2}{3} = \frac{10}{9} + \frac{5}{3} = \frac{10}{9} + \frac{15}{9} = \frac{25}{9} = 2\frac{7}{9}$

d) $2\frac{1}{3} + 2\frac{1}{6} = \frac{7}{3} + \frac{13}{6} = \frac{14}{6} + \frac{13}{6} = \frac{27}{6} = 4\frac{3}{6} = 4\frac{1}{2}$

3)

$\frac{9}{6} + 2\frac{2}{3}$	$3\frac{5}{6}$
$3\frac{1}{3} + 1\frac{5}{6}$	$4\frac{1}{6}$
$1\frac{2}{3} + \frac{13}{6}$	$5\frac{1}{6}$

1) a) Hannah has not understood how to change a mixed number into an improper fraction.

$1\frac{2}{3}$ is equivalent to $\frac{5}{3}$, not $\frac{12}{3}$.

b) $1\frac{2}{3} + \frac{7}{6} = \frac{5}{3} + \frac{7}{6} = \frac{10}{6} + \frac{7}{6} = \frac{17}{6} = 2\frac{5}{6}$

2) Either answer is correct as long as it is appropriately justified. Children will have different reasons for preferring one method over the other. They might find it quicker to add the whole numbers and fractions separately but this can lead to mistakes when the fractions total more than one. This is why some children may find it more efficient to convert into improper fractions before adding.

3) $6\frac{2}{3} + 3\frac{1}{6} = 6\frac{4}{6} + 3\frac{1}{6} = 9 + \frac{5}{6} = 9\frac{5}{6}$

or

$6\frac{2}{3} + 3\frac{1}{6} = \frac{20}{3} + \frac{19}{6} = \frac{40}{6} + \frac{19}{6} = \frac{59}{6} = 9\frac{5}{6}$

1) Calculations b) and c) match the representation.

2) a) $7\frac{1}{4} + \frac{6}{8} = 8$ or $7\frac{6}{8} + \frac{1}{4} = 8$

b) $1\frac{6}{9} + \frac{8}{3} = 4\frac{3}{9}$ or $4\frac{1}{3}$

Why not have a look at Google Classroom?	We would like you to upload a photo of your Viking sword (work from before half term) where you wrote your Viking name using runes. Please upload it on to the stream and we can all have fun working out what name you chose. We would also love to see your picture of you as a fierce Viking warrior on GC too!

Your next learning will be on Thursday 11th June.

Take care everyone x