



Year 5 & 6: Thursday 28th January 2021



Good morning everyone! It's almost the end of another week. We have our longer Zoom catch-up tomorrow. In preparation for our chat, please have your favourite opening line from a book that you chose for yesterday's reading task to share with everyone.

Please remember, the work set is a reflection of the work we would have been completing in class. With this in mind, please ensure that the work you submit is also a reflection of the standard expected in class.

Emotional well-being

A more creative well-being activity today...try to find a circle of card (eg. a paper plate, a circle cut from a cereal box – check with an adult first!)...What can you make with it? Be imaginative! 😊

Time for prayer and reflection

The word multiculturalism is used to describe a society where there are people from different countries and cultures living alongside one another. Every ten years an organisation called the Office of National Statistics asks people to fill in a questionnaire called a census. The census includes questions about where a person was born and their ethnic group. There has been a steady increase of people born in different countries coming to live and work in the United Kingdom since the Second World War.

Reflection - *How have you experienced any other cultures? (Food, music?) How have other people experienced your culture? What do you want to find out about someone else's culture?*

Multiculturalism

Dear God,

We know that we have many things in common, and we are also aware and thankful for differences. We know it is an important part of our families, our schools, our communities and ultimately our world. Let us, this week, think about, understand and learn to live with our differences in a respectful and tolerant way.

Amen

Maths

Subtraction - mixed number fractions

Today your mathematics focus is subtracting fractions from mixed number fractions.

You will need to apply your understanding of subtracting fractions where one denominator is a multiple of the other to subtract proper fractions from mixed number fractions.

Please use bar models if you find them helpful – this is something I definitely encourage if it helps you to visualise what you are doing.

Please watch the following video and then complete the attached activity.

<https://vimeo.com/471345369>



English: Reading

Spend another 30mins (minimum) reading quietly – or aloud if you'd like to.

Yesterday's activity was so successful – people submitted excellent videos where they read with great expression - today I would like you to find a poem or verse that you like and practise reading that to then read to someone, or to submit on Class Dojo.

Let me know - *what made you choose the poem/verse? Have you heard it before? How do you feel about poetry?*



English

Reading Comprehension

Today, I would like you to do something different. I have provided a non-fiction text about Hurricanes (attached). I would like you to read the text and then write eight comprehension questions of your own.

Try to vary the types of questions you ask based on the reading focusses we have covered (Rex Retriever, Summarising Sheba, Cassie the Commentator, etc). I have also attached question starters/ideas to support you with this task, but you will need to make them specific to this particular text. Please bear in mind that not all of the suggested questions will be relevant to a non-fiction text so you will need to think about this when using them.

Once you have written your questions, please also write what you feel would be the correct answer to them.

I look forward to reading your questions 😊



PE Today I'd like you to have some fun - look up some Just Dance videos on YouTube and attempt them. Complete at least five with your usual excellent enthusiasm 😊 – let me know your top three.

Which are you best at? Which were a challenge? Which were the best for a good workout?

PSHCE

Multiculturalism (linked to prayer and reflection)

This week we have been thinking about and celebrating difference. **What sort of differences do you think people born in different countries have brought to the UK?** Comment using the following headings: Food, Beliefs, Art, Music, Clothing, Building (Architecture), History, Festivals and religious stories (Christmas, Epiphany, Baisakhi, Diwali, Eid), Language (Did you know that 'Pyjama' is a Hindu word?), Films and TV programmes, Understanding.

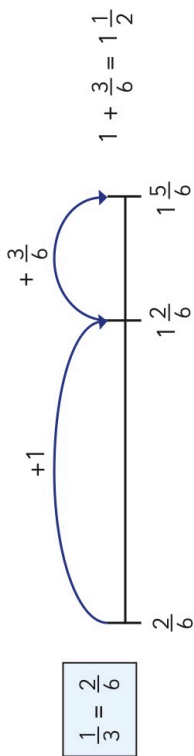


Maths

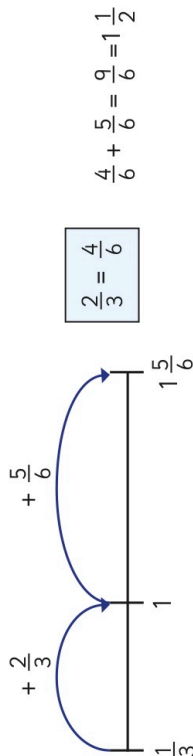
Subtraction - mixed number fractions

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$

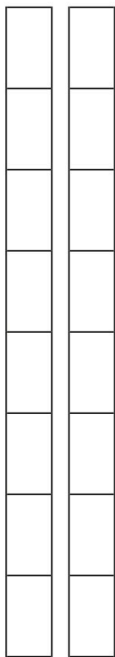


Subtract mixed numbers

1 Complete the subtractions.

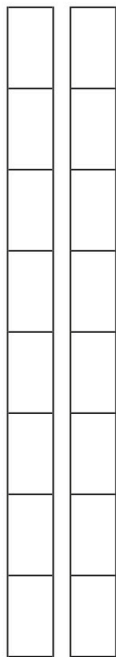
Use the bar models to help you.

a)



$\frac{15}{8} - \frac{1}{2} = \square$

b)



$1\frac{7}{8} - \frac{3}{4} = \square$

c)



$1\frac{1}{2} - \frac{3}{8} = \square$



Maths

Subtraction - mixed number fractions

Please remember, whilst it is important to attempt both sheets, the second sheet does have the problem-solving and reasoning questions and therefore is likely to be more difficult. Please don't be upset if you find it tricky – just have a 😊

5 Find three different ways to complete the calculation.

$$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$$

$$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$$



Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.



Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?

There are litres of orange juice left in the jug.



English

Reading text

Hurricanes

Reading comprehension

What is a hurricane?

A hurricane is a giant tropical storm that produces both heavy rainfall and powerful winds. Hurricanes form over warm ocean waters in tropical areas near the equator. The warm, moist air above the ocean surface rises, which causes air from surrounding areas to be sucked into the storm. This “new” air then becomes warm and moist and rises, which begins a continuous cycle that forms clouds. If there is enough warm water to feed the storm, a hurricane forms!

The centre of a hurricane is called the ‘eye’ and the hurricane rotates around it – the eye is usually calm with no cloud. The eye of a hurricane can be anywhere from 2 miles (3.2 kilometres) in diameter to over 200 miles (320 kilometres) but they are usually around 30 miles (48 kilometres).

The strongest winds, thickest clouds and heaviest rain are found in the eye wall, which surrounds the eye. This is the most dangerous part of the hurricane, which causes the most damage.

Where are hurricanes formed?

They are formed out at sea and if they remain at sea they tend to be harmless. As they move towards land, storms begin to become a potential hazard and could cause damage and harm. As hurricanes travel over land, they lose strength.

How powerful are hurricanes?

Hurricanes can move incredibly fast and the spiralling winds are classed as category 1 when they reach a speed of 74mph (miles per hour). The higher the category, the more powerful the hurricane. Category 5 hurricanes consist of storms with sustained winds over 156 mph. When a hurricane reaches land, it often produces a “storm surge”. This is when the high winds drive the sea toward the shore. This causes water levels to rise causing large crashing waves. Storm surges can reach 6m high and extend to over 150km, which can cause serious damage.

Did you know?

In the southern hemisphere, hurricanes rotate in a clockwise direction, and in the northern hemisphere they rotate in an anti-clockwise direction. This is due to the Coriolis Force, which is produced by the Earth’s rotation.

Why do hurricanes have names?

Hurricanes are given names by the World Meteorological Organisation (WMO) so that they can be distinguished. Tropical storms are named in alphabetical order every year.

Hurricanes in North America

The Atlantic hurricane season runs from 1st June to 30th November, with the peak period from early August through to the end of October. They are common in the Atlantic basin (this includes the entire Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico). Hurricanes in the basin can impact areas inland all along the south east coast of America and the Caribbean islands.

A typical year will bring 12 tropical storms to this area with sustained winds of 39 mph. Typically 6 of these 12 storms turn into hurricanes with winds reaching 74 mph or greater, and 3 will become major hurricanes termed category 3 or higher (sustained winds of at least 111 mph).



English

Question types

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?



Inference Questions with Iggy

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad angry/frustrated?