



## Year 5 & 6: Tuesday 12<sup>th</sup> January 2021



Happy Tuesday everyone! There were lots of superb pieces of work sent to me for feedback yesterday – let's keep that going ☺ Don't forget about my trivia challenge, if you haven't submitted answers already – the questions can be found on our Class Story in the comments under the details of yesterday's Zoom meeting.

*As always, please remember, the work set is a reflection of the work you would have been completing in class. Please ensure that the work you submit is also a reflection of the standard you would have produced in class – in terms of both quality and quantity.*

### Emotional well-being

Please watch the following video about wellbeing and how to feel happy and healthy no matter what worries you have.

<https://www.bbc.co.uk/iplayer/episode/m000kbrg/celebrity-supply-teacher-series-1-12-katie-piper-wellbeing>

Consider the messages in the video. What will you take from this to try to help with your wellbeing?



### Time for prayer and reflection

Yesterday we heard about a boy called Joseph. Today we are going to hear about Reuben, another one of Joseph's brothers, to find out what happened next.

*Please read the story below.*

**Reflection:** Think of a time when you boasted about something you did or got or a time when a brother, sister or friend boasted to you. How did it affect the people around you?

**Dear God, Thank you for the things that we are good at, for our talents and giftings. We also thank you for good things, for certain objects that are important to us. May we never use our talents, gifts or objects to make others feel worse about themselves.**

### Maths

#### Fractions on a number line

Today everyone is looking at fractions on a number line but the learning videos and activities are slightly different.

**Year 6** – Please watch the following video then complete your activity below.

<https://vimeo.com/468943588>



**Year 5** – Please follow the link to a page where you will find a quiz, a video and some further explanations to support you. Then complete your activity below.

<https://www.bbc.co.uk/bitesize/articles/z2qhm39>

### English: Reading

Spend 30mins (minimum) reading a book of your choice quietly – or aloud if you'd like to.

Today I would like you to draw a picture of one of the settings in the story you are reading then write a description of where it is and what happened there.



### English: Writing

#### Instructions word bank

There were some brilliantly annotated instruction texts submitted yesterday everyone – well done! ☺

Today we are going to continue thinking about and looking at instructions.

The **first** thing I would like you to do is write down as many different types of instructions (recipes, how to play, etc) as you can – try to think outside of the box. Present this as a list or a thought shower – you choose.

**Then** I would like you to find three different examples of instructions (submit a brief overview of them to Dojo – their title, what is their purpose and where are they from) and use them, along with yesterday's example, to create your own word bank. The headings in your word bank should be: imperative verbs, prepositions, conjunctions, adverbs.

Keep this piece of work safe, along with copies or photos of the instructions you use – they may be helpful when you come to write your own.



### Religious Education

Please see attached work set by Miss Swan



**Time for prayer and reflection**

**Reuben's Story**

*"My name is Reuben, I'm the eldest of 12 brothers. My father, Jacob trusts me to look after the sheep whilst we're out working.*

*I think I'm supposed to look after my brothers as well, although dad's never said anything. Over the last few days we've been moving the flocks around looking for good pasture land. Yesterday Joseph appeared 'checking up on us'. Joseph and Benjamin normally stay at home whilst we are out in the countryside. Dad doesn't want any harm coming to them. Anyway, Joseph comes strolling over with his 'new coat'. I can't remember who it was who started it but one of them suggested that we beat him up, Dan said "we could get rid of him forever", Naphtali replied that it's to "make sure that no one ever bows down to him". I couldn't let this happen, what would dad say? There was an empty well close to where we were, so I suggested we stick him in it. Some of the brothers wanted us to leave him in the well forever, but I'd planned to go back later and return him back to dad. When I got back to the well, he was gone!"*



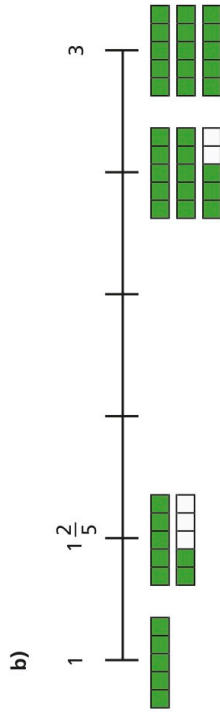
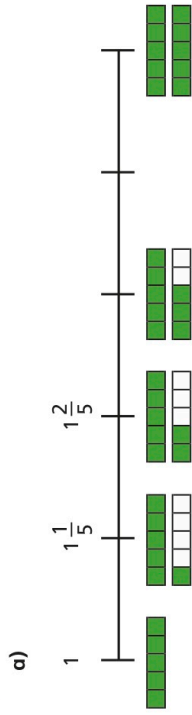
**Maths**

**Year 5**

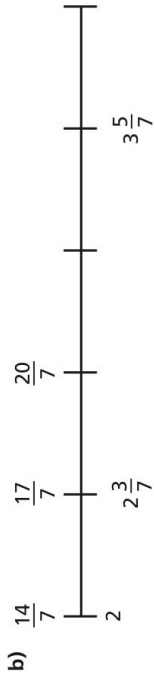
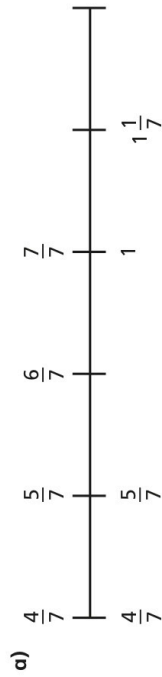
**Number sequences**



1 Complete the number lines.



2 Complete the number lines.



3 Continue the sequences.



What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.



**Maths**

**Year 5**

4 Match each sequence to its rule.

$2\frac{2}{3}, 3\frac{1}{3}, 4, 4\frac{2}{3}$

add three quarters

$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$

subtract two thirds

$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$

add two thirds

$4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{4}, 2\frac{3}{4}$

subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

3, , , , , , , 4

a)

I think the missing fractions are sevenths because there are seven blank number cards.



Do you agree with Teddy? \_\_\_\_\_  
Explain your answer.

b) Complete the sequence.

3, , , , , , , 4

c)

I think one of the missing fractions is equivalent to  $3\frac{1}{2}$



Is Rosie correct? \_\_\_\_\_  
Explain how you know.

d) Which other fractions in the sequence can you find equivalent fractions for?

6

I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.



Write the rule for Amir's sequence.





# Maths

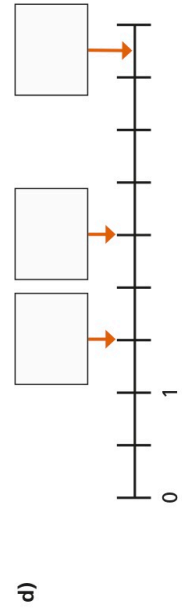
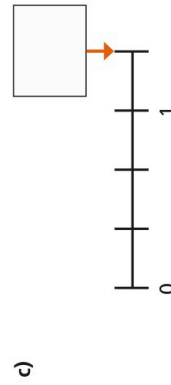
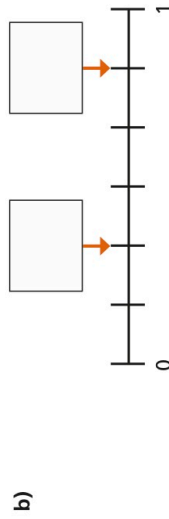
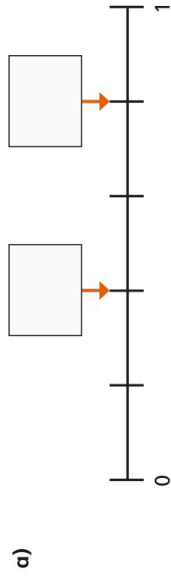
## Year 6



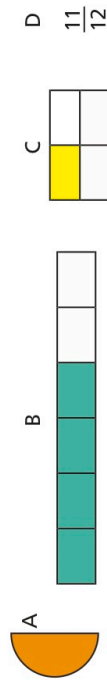
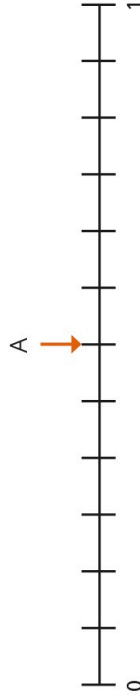
### Fractions on a number line



1 Fill in the boxes to label the fractions on the number line.



2 Label the number line with the representations. The first one has been done for you.



3 Label the number line with the fractions. Explain your method.



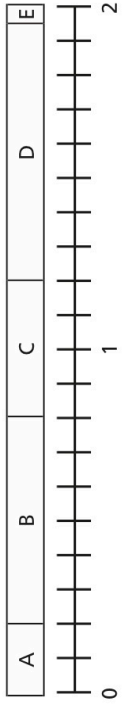
$\frac{3}{4}$        $\frac{1}{2}$        $\frac{3}{8}$



**Maths**

**Year 6**

5



How wide is each section of the bar model?  
Write each answer in its simplest form.

A =

C =

E =

B =

D =

6

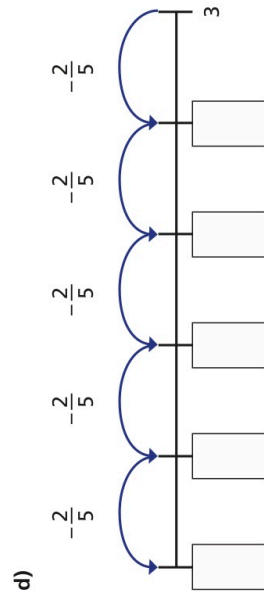
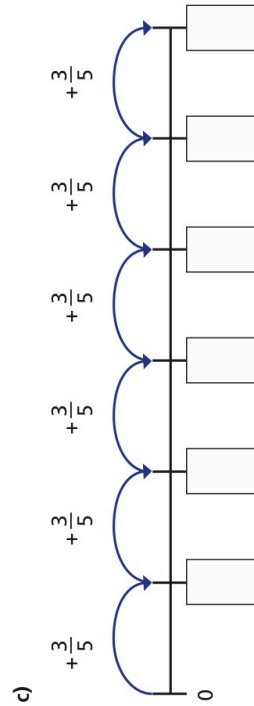
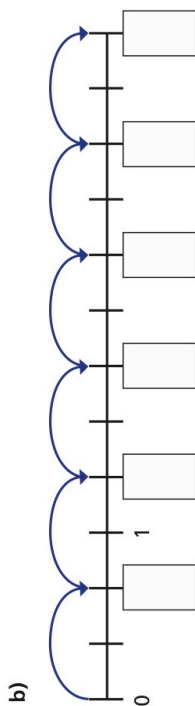
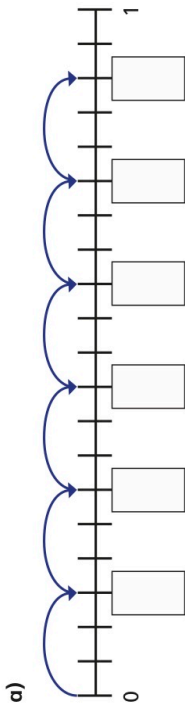
The difference between A and B is 3  
What are the values of A and B?



A =

B =

4 Write a fraction in each box on the number lines.





**Religious Education**

Y5/6

RE home learning 12<sup>th</sup> January 2021

*What do Christians believe about God?*

Can you remember the Creation story?

Christians believe that God created our world.

I would like you to think about the following question:

How do Christians take care of God's creation?

A couple of ideas:

Christians take care of others in need.

Christians look after the environment.

Write about and draw some of your thoughts.

Please take a photograph of your work and send it in using Dojo.

Thank you 😊