



# Year 5 & 6: Thursday 25<sup>th</sup> February 2021



Good morning everyone – happy Thursday!

We have our longer Zoom catch-up tomorrow. In preparation for our chat, please have ready the happy news story you found for yesterday's reading activity 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

## Happy Times

Today's task is to focus on your most happy times – write a list of your ten best days ever! Share them with your family – find out what their happiest days were ☺



## Time for prayer and reflection

## Bittersweet

Read the following quotes and think about what they could mean:

**"Patience is bitter, but its fruit is sweet."** Aristotle (an ancient clever man from Greece)

**"Do you have the patience to wait until your mud settles and the water is clear?"** Lao Tzu (an ancient clever man from China)



**Reflection** - What do we mean by bitter and sweet? Is patience hard but what it produces good? If you were really thirsty, would you be able to let the particles in the water settle before having a drink? Can you come up with your own slogan about waiting or patience?

Dear God,

**We know that patience takes effort, but the rewards are good. Let us experience this in our own lives as we demonstrate patience to our friends, family and community.**  
Amen

## Maths

## Percentages as Fractions and Decimals

Today's maths focus is expressing percentages as fractions and decimals and making the necessary links in order to do this.

Fractions, decimals and percentages are all just different ways of expressing proportions.

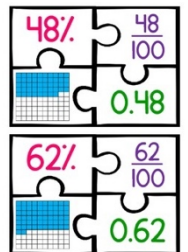
You will need to use your prior knowledge of fractions and decimals – using the denominator 100 and making the connection to decimals and hundredths.

Please follow the link, watch the learning video and then complete the attached activity.

<https://vimeo.com/428001420>

If you are confident, I have included challenge questions too.

Please also try to access Times Tables Rockstars or SATs Companion (for Year 6 only).



## English: Reading

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

Think of a famous, well-known character from a story – write five clues about them. Give enough clues for someone to guess but try to be creative and not make it too easy.



## English

## Observational Poetry Writing

Today, you will need to read the poem 'Personal Helicon' (attached) noticing how the poem presents lots of vivid images. I have included some notes to support your understanding of the text. Use the annotated sheet to help you to identify the features used in the poem.

Then, use the scaffold (poem outline - attached) to help you write a similar poem, using the expanded noun phrases you developed yesterday. Write on this sheet. Don't worry if it looks messy. This is for reading aloud.

Once you have a first draft, you will need to read your new poem aloud to listen to how it sounds and make improvements. Remember editing is a really important part of the writing process – no-one's writing is ever perfect first time.

When you are happy, read it to someone at home and perhaps edit it further based on their comments. Your copy today does not have to be neat – it has to be a work in progress.

If you find that your noun phrases from yesterday do not work for the poem, you may need to take a step back and complete that activity again first.

## PE

## Gymnastics and Joe Wicks

Today you have a choice for PE. I would either like you to access the live School Sports Partnership Gymnastics class at 1:30pm using the attached link or use the following link to complete a Joe Wicks full body work out (with an inventions quiz) – or both if you would like to! ☺

[https://www.youtube.com/watch?v=qoh7OnG2K\\_0](https://www.youtube.com/watch?v=qoh7OnG2K_0)

## PSHCE

## Speak out. Stay safe.

Based on the NSPCC virtual assembly 'Speak out. Stay safe' that you watched yesterday, create a poster or information leaflet for other children, who may not have seen it, with all of the important information and messages that were given about what to do if they are worried or scared.



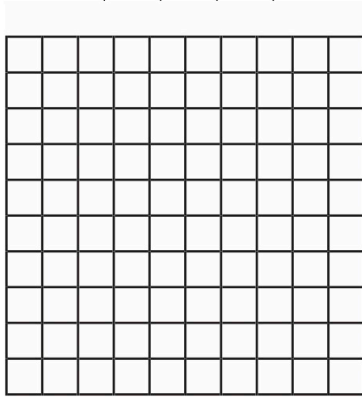


# Maths

## Percentages as Fractions and Decimals



2 Prove that 0.2 is equal to 20%.  
You may use the hundred square to help you.




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Why do you think some people think that 0.2 is equal to 2%?

3 Complete the fraction, decimal and percentage equivalents.

a)  $32\% = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

b)  $35\% = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

c)  $0.29 = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

d)  $48\% = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

e)  $0.71 = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

f)  $0.03 = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

g)  $\frac{17}{100} = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

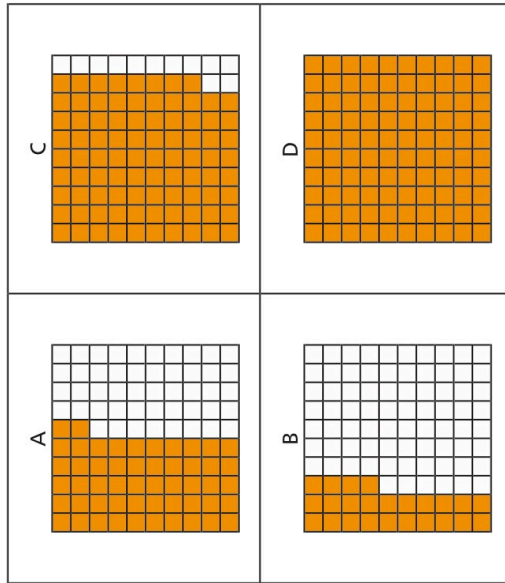
h)  $\frac{9}{100} = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =

i)  $\frac{90}{100} = \frac{\quad}{100} = \frac{\quad}{100}$       % =       % =



### Percentages as fractions and decimals

1 Here are four hundred squares.



Complete the table.

Hundred square	Percentage	Fraction	Decimal
A		$\frac{52}{100}$	
B			
C			
D			



**Maths**

**Percentages as Fractions and Decimals**

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 go 😊

d)  $\frac{18}{50} = \frac{\square}{100} = \square\%$

e)  $\frac{13}{25} = \frac{\square}{100} = \square\%$

7 Circle all the fractions that are greater than or equal to 50%.

$\frac{10}{50}$	$\frac{4}{5}$	$\frac{50}{100}$
$\frac{30}{80}$	$\frac{1}{50}$	$\frac{70}{140}$

8 Jack and Dora go shopping with the same amount of money.  
 Jack spends  $\frac{1}{3}$  of his money.  
 Dora spends 30% of her money.  
 a) Who spends more money? \_\_\_\_\_  
 Use fraction and percentage equivalence to explain your answer.

b) Jack and Dora each started with £300  
 How much money do they each have left?

Jack  Dora

4 Write <, > or = to complete the statements.

a) 50%   $\frac{5}{100}$   40%

b) 25%   $\frac{50}{100}$   7%

c) 14%   $\frac{41}{100}$   82%

5 Write the values in order from smallest to greatest.

a) 33%     $\frac{30}{100}$     3%     $\frac{13}{100}$

b) 299%     $\frac{91}{100}$     9%     $\frac{9}{10}$

c) 2.5     $\frac{25}{100}$     250    25% of 100     $\frac{25}{1000}$

6 Convert the fractions to hundredths.  
 Complete the decimal and percentage equivalents.

a)  $\frac{150}{300} = \frac{\square}{100} = \square\%$

b)  $\frac{25}{500} = \frac{\square}{100} = \square\%$

c)  $\frac{48}{300} = \frac{\square}{100} = \square\%$



**Maths**

**Percentages as Fractions and Decimals**

**Challenge Questions**

1)



Saminda has driven 136 miles of a 200 mile journey.

Emily has driven 280 miles of a 400 mile journey.



Harry has driven 180 miles of a 300 mile journey.



a) Give each person's journey as a fraction, percentage and decimal.

Saminda \_\_\_\_\_

Emily \_\_\_\_\_

Harry \_\_\_\_\_

b) Which person has completed the greatest proportion of their journey? Give the remainder of their journey as a decimal.

\_\_\_\_\_  
\_\_\_\_\_

2) If you combine a numerator and denominator from each box below you can make a fraction, e.g. 20 and 100 combine to make  $\frac{20}{100}$ .

Numerator	Denominator
20, 196, 160, 1, 180, 5, 45, 280, 100	100, 50, 200, 400, 300

a) Make fractions that will fit into the table below. Two examples have been done for you:

A value between and including:

0.01-0.3	35%-55%	0.6-0.9
$\frac{20}{100} = 0.2$	$\frac{20}{50} = \frac{40}{100} = 40\%$	

b) Marie thinks the fraction  $\frac{196}{200}$  should be put in the 0.6-0.9 column on the table. Explain why she is wrong.

\_\_\_\_\_



**English**

**Focus Poem**

**Personal Helicon**

*By Seamus Heaney*

**Background Information**

*Helicon* was a mythological mountain. Streams ran down it which gave inspiration. Narcissus looked in a pool fed by one of the streams.

As a child, they could not keep me from wells  
And old pumps with buckets and *windlasses*.  
I loved the dark drop, the trapped sky, the smells  
Of waterweed, fungus and dank moss.

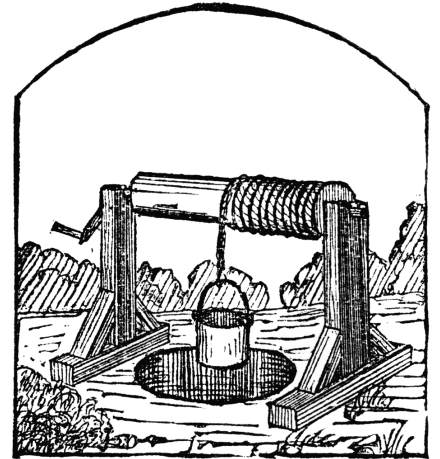
One, in a brickyard, with a rotted board top.  
I savoured the rich crash when a bucket  
Plummeted down at the end of a rope.  
So deep you saw no reflection in it.

A shallow one under a dry stone ditch  
*Fructified* like any aquarium.  
When you dragged out long roots from the soft mulch  
A white face hovered over the bottom.

Others had echoes, gave back your own call  
With a clean new music in it. And one  
Was scaresome, for there, out of ferns and tall  
Foxgloves, a rat slapped across my reflection.

Now, to pry into roots, to finger slime,  
To stare, big-eyed *Narcissus*, into some spring  
Is beneath all adult dignity. I rhyme  
To see myself, to set the darkness echoing.

*winches*



*made fertile*

*a mythical character  
entranced by his reflection*



English

**Annotated Focus Poem**

**Personal Helicon**

by Seamus Heaney

As a child, they could not keep me from wells  
And old pumps with buckets and windlasses.

I loved the **dark drop**, **the trapped sky**, the smells  
Of waterweed, fungus and **dank** moss.

A powerful image of the reflected sky in the water of a well – a metaphor as it is a reflection not the imprisoned sky

One, in a brickyard, with a **rotted** board top.

I **savoured** the **rich** crash when a bucket  
Plummeted down at the end of a rope.

So deep you saw no reflection in it.

A **shallow** one under a **dry stone ditch**  
**Fructified** like any aquarium.

half rhymes

When you **dragged** out long roots from the soft mulch  
A white face **hovered** over the bottom.

Others had echoes, gave back your own call  
With a **clean new music** in it. And one

full rhymes

Was scaresome, for there, out of **ferns and tall**  
**Foxgloves**, a rat **slapped** across my reflection.

Now, to **pry** into roots, to **finger** slime,  
To **stare, big-eyed Narcissus, into some spring**  
Is beneath all adult dignity. I rhyme  
To see myself, to set the darkness echoing.

**alliteration** **metaphor** **simile** **powerful verbs** **powerful adjectives** expanded noun phrases

The poem is about inspiration for poetry writing. Heaney has been inspired by his observations of wells.



**English**

**Poem Scaffold**

As a child, they could not keep me from [*tangles/patterns/connections* etc.]

And \_\_\_\_\_.

I loved the \_\_\_\_\_

Of \_\_\_\_\_.

One, in a \_\_\_\_\_

I savoured the \_\_\_\_\_

With \_\_\_\_\_

So \_\_\_\_\_ you could \_\_\_\_\_.

Another one I spied under/with/in \_\_\_\_\_

With \_\_\_\_\_.

When I \_\_\_\_\_

I noticed \_\_\_\_\_.

Now, to pry into [*tangles/patterns/connections* etc.] \_\_\_\_\_

To stare at \_\_\_\_\_

Is beneath my nine-year-old dignity. I rhyme

To see myself, to set the [*tangles/patterns/connections* etc.] \_\_\_\_\_ ing.



Year 5 & 6: Thursday 25<sup>th</sup> February 2021



**PE**

**Live Gymnastics Class link**

**Easington SSP**  
**THURSDAY AFTERNOON GYMNASTICS CLASS**  
**1.30-2.10pm ON ZOOM**  
**(starting 25<sup>th</sup> February 2021)**

Join Zoom Meeting:

<https://us04web.zoom.us/j/8054513449?pwd=UHFSSk9keW5tRVRxS1FBWjlyZU5ldz09>

Meeting ID: 805 451 3449

Passcode: Gymnastics

