



Year 5 & 6: Wednesday 10th February 2021



Morning Everyone ☺ We're half-way through the week and the work submitted so far has been brilliant – let's finish the week in the same way ☺

Please take care to read all instructions and questions carefully as mistakes are being made when this is not happening. Remember to check over your work before you submit it. Thank you ☺

Emotional well-being

Going for Goals

Today I'd like you to take some time to think about a skill you would like to learn. Make a goal and write it down. Plan how you can achieve it. If you write your goals down, they are more likely to be achieved.

Time for prayer and reflection

Bay Leaf Dreams

Around 300 years ago single women would pin bay leaves to their pillows before going to bed in the hopes that the leaves would cause them to dream about their future husband. Today in Denmark, men write love poems or notes and send them to their sweetheart on Valentine's Day. If the sweetheart is able to guess who sent the note, then she will receive an Easter egg later that year. But if her guess is wrong, then she has to give an Easter egg to the man who sent her the note. In some countries it is friendship that celebrated, not just romance, cards and gifts are shared amongst friends.

Reflection - *Do you think it is a good idea to celebrate friends and friendship? What custom could you come up with to celebrate friendship?*

Dear God,

*We are thankful for stories, traditions and customs that help us to reflect on positive and important human qualities. At this time of year when we think about love, let us show our love, care and concern for our friends, families and communities.
Amen*

Maths

Decimals

Today's maths focus continues to be decimals for everyone but is slightly different for each year group.

Year 5 – Your focus is ordering and comparing decimals with up to three decimal places. Please follow the link, watch the learning video and then complete the attached activity.

<https://vimeo.com/425603300>



Year 6 – Your focus is converting fractions to decimals – you will explore how finding an equivalent fraction where the denominator is 10, 100 or 1,000 makes it easier to convert from a fraction to a decimal. You will also investigate efficient methods to convert fractions to decimals. Please follow the link, watch the learning video and then complete the attached activity.

<https://vimeo.com/491237616>

English: Reading

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

Today I would like you to think about the characters in the book you are currently reading, or from a book you have previously read – which character would you most like to be, and why? Explain your answer.



English

Today you need to begin the first draft of your non-chronological report. By now you should have chosen your topic, researched it, decided on sub-headings for your sections and organised your information into a plan. If you haven't, you must do those things first.

I have attached further information about the structure of a non-chronological report to help you when writing. Please also use the Hurricanes example as a guide.

Complete a first draft of your introduction and three of your sub-headed sections. Turn your notes and summaries for each of these into good paragraphs of information. Take care to use a formal style and accurate vocabulary. Aim to use at least one relative clause in each paragraph and try to include one or two passive voice sentences (in your whole piece) – although this is something that you can edit into your work once you have a first draft written.

Once you have written a basic draft of your **introduction and three of your sub-headed sections**, use a different colour and edit your writing – does every sentence make sense? Have you used capital letters and punctuation correctly? Is your spelling accurate?

Science

Please see work set by Miss Swan



Maths

Year 5 – Order and compare decimals



3 Use place value counters to make each of the numbers.

4.13 4.08 5.1

a) Which is the greatest number?

b) Which is the smallest number?

How do you know?

4 Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

5 Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.

Mo Amir Ron Teddy Jack

1.35 m 1.53 m 1.32 m 1.3 m 1.5 m

Write the names and heights of the children in order from shortest to tallest.

Name	Height



Order and compare decimals

1 Which number is greater?

Tick your answer.

T	O	Tth	Hth
1	1	0.1	0.01
1	1	0.1	0.01
1	1	0.1	0.01

Explain your answer.

2 Which is the smaller number?

Tick your answer.

T	O	Tth	Hth
10	1	0.1	0.01
1	1	0.1	0.01
1	1	0.1	0.01

Explain your answer.



Maths

Year 5 – Order and compare decimals

- 6 Alex and Dora are competing in the long jump. Alex jumps 1.35 metres and Dora jumps 1.4 metres.



Alex wins because 35 is greater than 4

- a) Is Dora correct? _____
Talk about it with a partner.
- b) Kim joins in the competition.
What is the shortest distance she can jump to go into the lead?

- 7 Write the numbers in ascending order.
- a) 0.45 0.654 0.546 0.405
- b) 7.2 kg 7.212 kg 7.21 kg
- c) 25.391 25.309 25.093 25.193

- 8 Dexter is thinking of a number.



It is a decimal number with 2 decimal places that is greater than 2.47 but less than 2.58

What possible numbers could Dexter be thinking of?

- 9 Tick the numbers that are equal to 2.5
Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal numbers first.

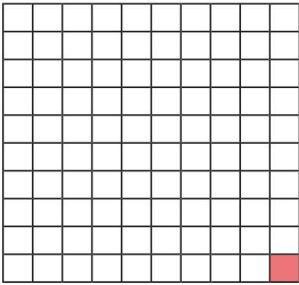
2.05	$2\frac{5}{10}$	$2\frac{1}{2}$
$2\frac{5}{100}$	2.53	$2\frac{3}{5}$
2.501	$2\frac{80}{100}$	$2\frac{3}{10}$



Fractions to decimals (1)



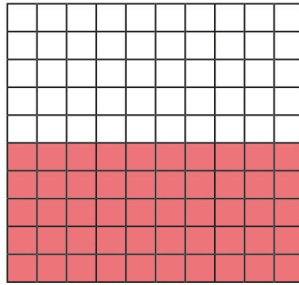
1 Complete the sentences.



Each square represents $\frac{\square}{100}$

$\frac{\square}{100}$ of the whole square is shaded.

This is equivalent to \square as a decimal.

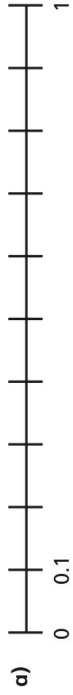


$\frac{\square}{100}$ of the whole square is shaded.

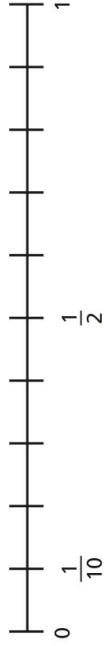
This can be simplified to $\frac{\square}{\square}$

This is equivalent to \square as a decimal.

2



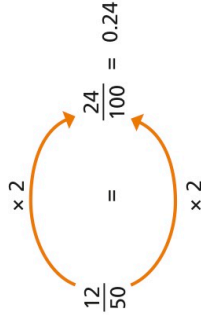
b)



What is the same and what is different about the number lines?

3

To convert a fraction to a decimal, you can use equivalent fractions to make the denominator 100



Use this method to find the equivalent decimals for the fractions.

a) $\frac{28}{50} = \frac{\square}{100} = \square$

c) $\frac{9}{25} = \frac{\square}{100} = \square$

b) $\frac{6}{20} = \frac{\square}{100} = \square$

d) $\frac{24}{200} = \frac{\square}{100} = \square$



Maths

Year 6 – Fractions to decimals

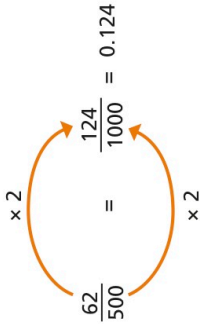




Maths

Year 6 – Fractions to decimals

- 4 Some fractions can be converted to have a denominator of 1,000 to find their decimal equivalent.



- a) $\frac{27}{500} = \frac{\boxed{}}{1000} = \boxed{}$
- b) $\frac{62}{250} = \frac{\boxed{}}{1000} = \boxed{}$
- c) $\frac{51}{200} = \frac{\boxed{}}{1000} = \boxed{}$
- d) $\frac{128}{2,000} = \frac{\boxed{}}{1000} = \boxed{}$

- 5 Convert the fractions to their decimal equivalents.

- a) $\frac{1}{5} = \boxed{}$
- b) $\frac{1}{20} = \boxed{}$
- $\frac{1}{10} = \boxed{}$
- $\frac{2}{20} = \boxed{}$
- $\frac{1}{20} = \boxed{}$
- $\frac{3}{20} = \boxed{}$
- $\frac{1}{40} = \boxed{}$
- $\frac{6}{20} = \boxed{}$

- 6 Tommy, Alex and Eva are working out the decimal equivalent of $\frac{60}{200}$



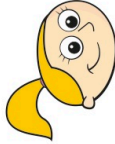
Tommy

You need to convert it to have a denominator of 100 to find the decimal equivalent.



Alex

I disagree. You need to convert it to have a denominator of 1,000



Eva

Both of you are right!

Who do you agree with? _____

Explain your thinking. _____

- 7 0.5 is equivalent to $\frac{1}{2}$, $\frac{5}{10}$, $\frac{50}{100}$
- Are these the only fractions that are equivalent to 0.5?
- How many fractions can you find?

Compare answers with a partner.





English

Non-chronological report writing

Text Types

Non-Chronological Reports

- A title which tells the reader what your report is about.
- An introduction giving the reader some very brief background information about the topic.
- Main paragraphs should include interesting and detailed information about the topic. Be clear and accurate.
- End with a summary. Sum your report up with all the things that you want them to remember.
- Keep it factual and fair when comparing two different things.

Xxx xxx x xxx xxxxx x xx x xxxxxxx xxx xxx x, xxx
xxx xxx xxx. X xx xx xxxxx x xx xxxxxxx xxxxx xx x.

xxx x xxx xxx x xx x xxxxxxx xxx

x xxx Xxx xxx x xxx xxx x xx x xxxxxxx xxx xxx
www www www www X www www www www www



Topic Title
• Covers the whole subject

Brief introductory paragraph – who/what/where overview
• Use of factual language (no opinions) and written in the third person using a formal tone
• Present tense verbs (unless it is a historical report, then the past tense is used)
• Technical vocabulary may be highlighted in bold and explained in a glossary
• General language, not particular examples

Sub-heading and paragraph – extra details support the main points
• Use of factual language (no opinions) and written in the third person using a formal tone
• Present tense verbs (unless it is a historical report, then the past tense is used)
• Technical vocabulary may be highlighted in bold and explained in a glossary

x4/5

Some information given in a fact box or as bullet-points in a list
• Use of factual language (no opinions) and written in the third person using a formal tone
• Present tense verbs (unless it is a historical report, then the past tense is used)
• Technical vocabulary may be highlighted in bold and explained in a glossary
• General language, not particular examples

only if needed

Concluding summary
• Present a summary of the key points of your report. This could also link to your introduction.
• General language, not particular examples.

Possible use of a glossary at the end of the text
• Terms listed in alphabetical order

Non-Chronological Report Sentence Openers

Although...	Normally,	Fortunately,
Amazingly,	Often,	Frequently,
An important thing...	On average,	Furthermore,
Are you aware that...?	Sometimes,	Generally,
As a result,	Strangely enough,	Have you ever wondered...?
As well as that,	Surprisingly,	If...
Because of this,	There are...	Imagine,
Consequently,	This is...	In addition,
Despite...	Unfortunately,	In summary,
Despite the fact that...	Unusually,	Incredibly,
Did you know that...?	Usually,	Interestingly,
Even though...	When...	Like many...
Finally,	Would you believe...?	Mainly,

