



# Year 5 & 6: Wednesday 24<sup>th</sup> February 2021



**Morning Everyone ☺ The countdown until we're back at school is on! I'm looking forward to a great three weeks back in the classroom before Easter – I hope you are too ☺**

*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

## **NSPCC - Speak out. Stay safe**



Yesterday Ant and Dec took part in a special virtual assembly for the NSPCC – The 'Speak out. Stay safe' assembly is all about COVID worries. Take some time today to watch it - <https://www.youtube.com/watch?v=JwrnbkYy1nY>

## Time for prayer and reflection

## **Patience of a Saint**

Earlier this week we were thinking about the importance of waiting and yesterday about how it would feel to go without food for a long time. We described waiting as a skill, and we said that some of us are better at it than others, but we can all improve our skill of waiting. Another word that is linked to waiting is patience. Are you a patient person? What does patience mean? The term 'patience of a saint', suggests that patience is a good thing to have. What are the similarities between the words 'waiting' and 'patient'? A person may be made to wait, but they may not be patient. For example, imagine two people are waiting for a bus, one sits calmly whilst the other paces up and down looking at their watch.

**Time to reflect** - Which of the two people waiting for the bus is demonstrating patience? Do their actions make the bus come any quicker? Which of the two of them do you think is happier? How can you improve your patience and waiting skills?



**Dear God,**

**We are thankful for the gift of waiting and patience, even if they are two very difficult skills to master. Let us be patient when we are waiting, as we wait for our patience to develop.**

**Amen**

## Maths

## **Fractions to Percentages**

Today's maths focus continues to be percentages – specifically fractions to percentages.

To do this you will need to use your fractions knowledge to convert fractions to equivalent fractions where the denominator is 100 in order to find the percentage equivalent.

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

<https://vimeo.com/492449530>

If you are confident, I have included a challenge question too.

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



## English: Reading

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

Today find a happy news article to read (you could look in a newspaper, on the Newsround website, on the website of a local newspaper) and tell me about it in a journal submission on Class Dojo ☺



## English

## **Observational Poetry – expanded noun phrases**

Today I would like you to re-read 'A Matter of Holes' by Grace Nichols as this is our focus text for this activity.

In this poem, the poet makes the reader think differently about everyday things by observing carefully and describing what she sees.



*The mouse's small open house door  
The hidden digs of the spying mole*



She uses **expanded noun phrases** to convey complicated information concisely. To help you to re-cap expanded noun phrases, this is explained more on the attached information.

Today I would like you to make your own observations of everyday objects (there are some ideas attached) and make written notes about these observations, not drawings. Think about how you could make interesting observations - enlarged view (as if using a magnifying glass), observe from different angles (underneath, above etc.), focus on different parts (use a viewfinder), etc.

Make lots of observational notes about what you see (perhaps also take photos) then use these to create expanded noun phrases, eg.

*green leaves → delicate green leaves → delicate, paper-thin leaves with wounds*

Create as many as you can for each observation. Carefully select vocabulary to develop your expanded noun phrases to have a greater impact on the reader. Use the attached examples to help. I would like to see the same process used to improve your own phrases.

## Science

Please see work set by Miss Swan

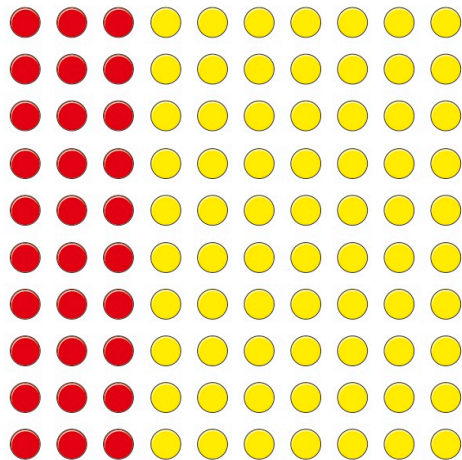


# Maths

# Fractions to Percentages

## Fractions to percentages

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

%

c) What percentage of the array of counters is red?

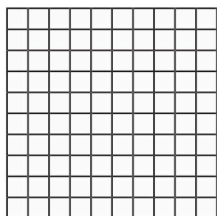
%

d) What percentage of the array of counters is yellow?

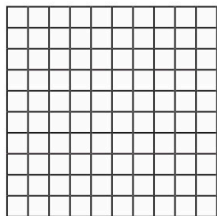
e) What do you notice about the two percentages?

2 a) Shade the hundred squares to represent the fractions.

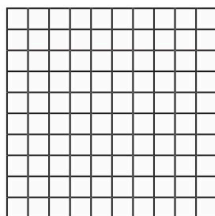
$\frac{40}{100}$



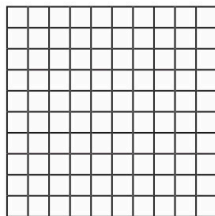
$\frac{65}{100}$



$\frac{1}{2}$



$\frac{7}{10}$



b) Write the fractions as percentages.

$\frac{40}{100} = \frac{\quad}{\quad} \%$

$\frac{65}{100} = \frac{\quad}{\quad} \%$

$\frac{1}{2} = \frac{\quad}{\quad} \%$

$\frac{7}{10} = \frac{\quad}{\quad} \%$

c) Compare your shaded grids with a partner's.

What is the same and what is different?



# Maths

## Fractions to Percentages

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 😊

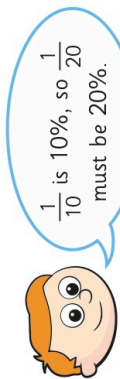
3 Fill in the missing numbers.

a)  $\frac{9}{10} = \frac{\square}{100} = \square\%$

b)  $\frac{9}{20} = \frac{\square}{100} = \square\%$

c)  $\frac{9}{50} = \frac{\square}{100} = \square\%$

d)  $\frac{9}{25} = \frac{\square}{100} = \square\%$



4 Explain the mistake that Ron has made.  
What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

a)  $\frac{1}{4} = \square$   
 $\frac{1}{2} = \square$   
 $\frac{3}{4} = \square$   
 b)  $\frac{1}{5} = \square$   
 $\frac{2}{5} = \square$   
 $\frac{4}{5} = \square$   
 c)  $\frac{16}{20} = \square$   
 d)  $\frac{45}{50} = \square$

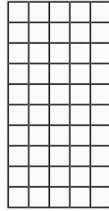
$\frac{8}{20} = \square$   
 $\frac{4}{20} = \square$

$\frac{9}{10} = \square$   
 $\frac{18}{20} = \square$

e) What do you notice?

6 a) Shade the grid in the given proportions.

- $\frac{3}{5}$  green
- $\frac{4}{20}$  blue
- 14% red
- the rest yellow



b) What percentage of the grid is yellow?

%

7 a) Use each digit card once to make the statements correct.

1 2 3 4 5

$\frac{\square}{\square} > 0\%$        $75\% = \frac{\square}{4}$        $\frac{3}{\square} < 65\%$

b) Are there any other solutions?





**Maths**

**Challenge Question**



Mr Payne has marked some tests and is trying to work out the final percentage scored by each student.

He says,



Each test is out of 100. Two students have managed to score a final percentage above 65%.

Student	Test A	Test B	Total marks from both tests	Final %
Tabitha	66%	$\frac{19}{25}$	$\frac{142}{200}$	
Erin	$\frac{2}{5}$	$\frac{17}{50}$	$\frac{74}{200}$	
Daniel	$\frac{1}{2}$	68%	$\frac{118}{200}$	
Jacob	58%	$\frac{6}{10}$	$\frac{118}{200}$	
Serenity	$\frac{12}{20}$	70%	$\frac{130}{200}$	
Michael				

Complete the table and investigate whether Mr Payne is correct.

Michael has managed to score a final percentage that is higher than Jacob, but lower than Serenity. Explore what his results could be.



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English

**Observational Poetry**

**A Matter of Holes**

*by Grace Nichols*

The mouse's small open house door  
The hidden digs of the spying mole  
The fox's Aladdin-Den  
The miner's descent into Earth's wealth

The woodpecker's hollow  
The comfort of our own sleepy burrow  
The circle-space behind a guitar's strings  
The open-mouth O when a singer sings

As for those crab-tracks  
Across the cosmic shore  
Who knows where they'll take us-  
What those black holes have in store.



**English**

**Observational Poetry**

**Nouns and Noun Phrases**

I looked at *the mouse's small open house door*.

I crept past *the hidden digs of the spying mole*.

We can replace a noun phrase with a pronoun.

it

them



What is the **head noun** in each sentence?

Which words make up the **noun phrase**?

The words in the **noun phrase** depend on the **head noun** and build on its meaning.

**How to build Noun Phrases**

Add words before the head noun: space

*The space is empty.*

*The round space is empty.*

space



Add words after the noun:

*The space behind a guitar's strings is empty.*

*The space imprisoned behind a guitar's taut strings is empty.*

Or you can do both at once:

*The round space imprisoned behind a guitar's taut strings is empty.*

**Making Complicated Information Concise**

*We like the comfort of our own sleepy burrow.*

There is quite a lot of information conveyed in this **expanded noun phrase**.

You can give your reader lots of detail to create a vivid picture using well-chosen words.

*There is a burrow.*

*The burrow belongs to us.*

*The burrow is sleepy.*

*The burrow is comfortable.*



## English

## Observational Poetry

### Viewfinders

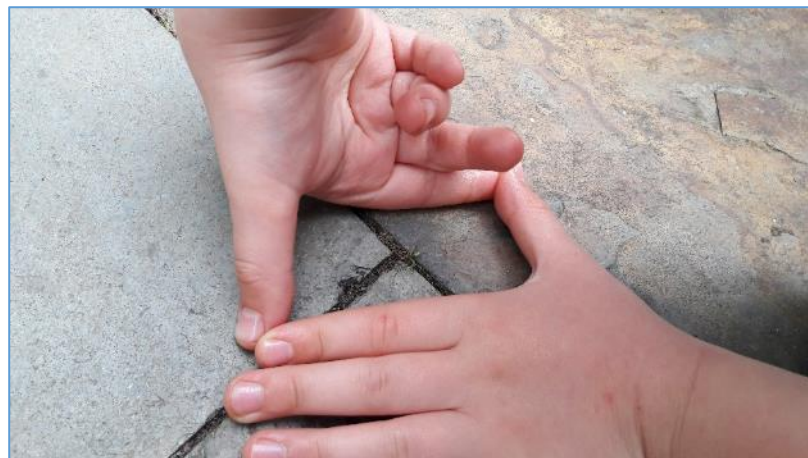


A photographer chooses the subject of their photograph by looking through the viewfinder. The viewfinder will only show some of what is there. We can look through the viewfinder of a camera, camera phone or

tablet to help to focus on interesting angles of our subject.

**View finders are often used by artists** to frame a scene or to focus on a particular feature, cutting out the rest of the background.

We can **make a viewfinder** by cutting out a small rectangle in a sheet of card or paper. We can even use our hands!





**English**

**Observational Poetry**

**What will you observe today?**

Shadows?



Holes?



Tangles?



Connections?



Patterns?



Decay?



**How to Build Noun Phrases from Your Notes**

Start with the head noun and build an image around it.  
Add and remove words looking for greatest impact.

leaves → delicate green leaves → delicate, paper-thin leaves with wounds

bricks → the bold bricks → the bold bricks leaning shoulder to shoulder

teeth → the plastic teeth of the zip → the clamped teeth of the zip