Year 5 & 6: Wednesday 3rd March 2021
Morning Everyone ☺ Half way through the final week and the work submitted so far has been amazing – keep going!

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   Back to school

Today I have another creative activity – can you draw something that represents how you feel about returning to school next week, with everyone back together again? Can you do this using the letters of your name within your illustration?

Time for prayer and reflection   A Need or a Want

Challenge – can you summarise the story of the golden goose in 10 words?

In the three stories we heard, the people had all they needed. The couple had golden eggs they sold to buy food, the family with the swan were able to buy what they needed, and the farmer grew his food and stored it in his barns. But they weren't satisfied with having their needs met, they wanted more. A need is something that we are not able to do without, like enough 'good' food to keep us healthy and fit, shelter to ensure that we are dry and warm and maybe family and friends to keep us happy and content. In the stories the problems all started when the people wanted more, they weren't satisfied with having just their needs met. In our society, we generally, not always, have more than we need. In our country, we try to help those who haven't got everything they need. Yesterday we used the example of missing out on a piece of cake that others had wanted but was thrown out because they couldn't eat it. It would be great if we lived in a world where everybody's needs were met so that we could all get excited about some of our wants.

Time to reflect - Think about the difference between a need and a want. Do you think that some peoples' wants mean that other people miss out on their needs?

Dear God
We are aware of the difference between our needs and our wants. Let us be grateful and content with what we have. We ask for support for those that don't have all their needs met, as we reflect on what we can do to help others.
Amen

Maths   Fractions, decimals and percentages

Today's Maths is slightly different for each year group.

Year 5 – you will be consolidating your learning of fractions, decimals and percentages. Please use the following link to watch a video to support your understanding of converting between fractions, decimals and percentages then complete the attached activity of problem solving and reading questions.

https://www.youtube.com/watch?v=VgHAj-PLm1o

Year 6 – you will be continuing to look at fractions, decimals and percentages and today's focus is ordering. Please watch the video using the following link and then complete the attached activity.

https://vimeo.com/497582311

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 I would like you to consider all of the books that you have read…who would you say is your favourite author, and why? What is special or different about their books or their style of writing?

English   Writing a metaphor poem

Today begin by looking back at your expanded noun phrases from yesterday. Can you add some relative clauses to some of these? Use the attached sheet to help you. You can write out new longer phrases on a new piece of paper.

Next, read the poem 'I am a writer' that you listened to yesterday. This is a good example of an everyday thing (being a writer) described in extraordinary ways. Today you will use this poem as a model to present your own extraordinary images in poetry form.

Look at how this has been done with the Example Poem. Can you spot the pattern? Each stanza begins in the same way, presenting the object with a different metaphor, and extending the image, often with a relative clause - but, the poem keeps the object secret until the end.

Use the Tips for Writing a Metaphor Poem to help you write a similar poem, using some of the expanded noun phrases and relative clauses you have developed.

Write this on a piece of paper. Read your new poem aloud to listen to how it sounds and make improvements to make it a really vivid poem.

Read it aloud to someone at home. Can they guess your mystery topic?

Science   Please see work set by Miss Swan

Maths   Year 5 – Fractions, decimals and percentages

Our First Family Adventure

The Jonas family are planning their first ever camper van holiday! James and Dinah have been working hard to get the campervan working. They refurbished the engine, remodeled the interior and designed their own spray paint for the outside. Now it's ready to go and they are planning a family adventure for three. Baby Jemiah is only 6 months old so they will need to be more prepared than most.

James is studying the weather reports to decide when the best time is to travel. Can you advise him?

1. Looking at the charts below, which week in which month is likely to have the least rainfall and highest temperatures?

Temperature in °C

☀️	Week 1	Week 2	Week 3	Week 4
June	12.56	12.65	12.95	13.21
July	13.41	13.5	14.82	15.01
August	15.03	16.01	14.99	16.1

Rainfall in mm

☁️	Week 1	Week 2	Week 3	Week 4
June	15.32	14.09	16.01	12
July	9.05	9.35	12.69	14.02
August	10.03	4.3	8.99	4.03

2. Dinah has found a recommended kit list online, the website links to sites selling the kit. Some of the outdoor kit shops do special deals if you buy through the site. She is struggling to calculate her costs. She has managed to convert the first offer to a decimal number. Convert the rest of the percentages and fractions to decimals to help with her calculations.

£25 Half price
0.5

£50 Pay 90%

£48 25% off

£5 20% off

£32 pay $\frac{3}{4}$

£12 10% off

£14 pay 80%

£15 pay $\frac{4}{5}$

£24 50% off

£120 30% off

Maths   Year 5 – Fractions, decimals and percentages

3. James is checking out the camp site fees. He knows their van measures 1.904m wide, 4.98m long and 1.399 high. Which pitches could he consider?

ORCABER CAMPING
Pitch sizing

| width x length	price per night
1.599 x 5.2	£ 5
2.4 x 3.653	£ 4.50
2.9 x 4.99	£ 5.95
1.99 x 5.1	£ 4.95
2.859 x 4.982	£ 4.95

Dinah reminds James the awning she has ordered is 4m x 0.954m. Which pitch fits the camper van with the awning attached to the long side?

4. Dinah has planned the route to drive to the site. There is a ferry to catch and two bridges with weight limits. She needs to calculate the weight of the van and its kit, in addition to the passengers. Can you round each weight to 2 decimal places?

Sleeping bag $\frac{9}{10}$ kg		Camping Table 0.739kg		Gas Light 1.361kg		Walkers Map 0.045kg	
Binoculars 0.359kg		Torch 0.093kg		Axe 0.453kg		Van & Luggage 1140kg	
Camping Chair $1\frac{1}{5}$ kg		Travel Pan Set $2\frac{325}{1000}$ kg		Awning $38\frac{69}{100}$ kg		Passengers 168.747kg	

Tick the weight and height limits which they could drive through or over.
Useful information: 1 tonne = 1000kg

1.409m

1.5 tonne

1.702m

1.25 tonne
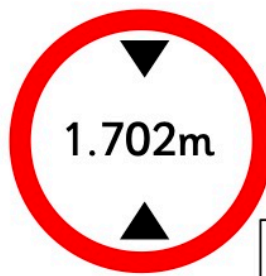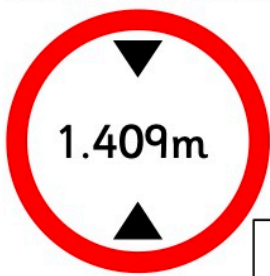
5. James puts the journey time into his travel app and finds out it will take 18 hours to get to the camp site, including the ferry crossing. That's most of their first day's holiday!

That's $\frac{3}{4}$ of our day!

That's 0.75 of our day!

Who is correct? Explain your answer fully.

Maths   Year 6 – Order fractions, decimals and percentages

Order FDP

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

a) 64% ◯ 0.46   d) 0.8 ◯ 80%

b) 0.96 ◯ $\frac{97}{100}$ e) 67% ◯ $\frac{7}{10}$

c) $\frac{3}{5}$ ◯ 35%   f) $\frac{7}{20}$ ◯ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

a) 9% $\frac{9}{10}$ 0.99   19%

| | | | | | | | | | | |
|0%|10%|20%|30%|40%|50%|60%|70%|80%|90%|100%|

b) $\frac{2}{5}$ 0.52   45%   0.2

| | | | | | |
|0| $\frac{1}{5}$ | $\frac{2}{5}$ | $\frac{3}{5}$ | $\frac{4}{5}$ |1|

3 Write the fractions, decimals and percentages in ascending order.

a) $\frac{7}{10}$ $\frac{13}{100}$ 21%   0.9

_____

b) 0.6   61% $\frac{37}{50}$ 0.66

_____

c) 47%   0.89 $\frac{63}{100}$ 12%

_____

d) Which part was easiest to order: a), b) or c)? _____

Why? _____

e) Which set was most difficult to order: a), b) or c)? _____

Why? _____

f) Compare answers with a partner.

What is the same and what is different?

Maths   Year 6 – Order fractions, decimals and 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 ☺

Who drank the most? Show your working.

_____ drank the most.

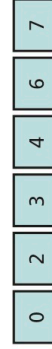Who drank the least? Show your working.

_____ drank the least.

7

a) Use the digit cards to make the statement correct.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$$0.3 < \frac{\boxed{}}{10} < 80\%$$

How many different solutions can you find?

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

| 0 | 2 | 3 | 4 | 6 | 7 |

$$\frac{2}{5} < \boxed{} < 0.75$$

How many different percentages can you find?

_____

Compare answers with a partner.

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4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7   [ ]   0.5   49%

Tick the fractions, decimals and percentages that could fill the gap.

| 0.78 | 51% | $\frac{3}{5}$ | 0.6 | $\frac{4}{10}$ |

5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.

1 litre   1 litre   1 litre

English

Relative Clauses

Relative Pronouns
who, whom, whose, which, that

Relative Clauses

Relative clauses can give more information about a **noun** or **pronoun**.

They often begin with a <u>relative pronoun</u>.

In the garden walks Sir Autumn <u>who rustles as he moves</u>.

Sir Autumn, <u>whose smile is as wide as a pumpkin</u>, walks in the

Sometimes the relative clause is *embedded* in the **main clause**.

Sir Autumn, <u>who wore a leafy cloak</u>, chuckled happily.

Commas separate the clauses because the relative clause breaks up the **main clause**.

English

I am a writer
by Joseph Coelho

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all the colours.

I am the blood in a pen
because I ink arteries.

I am the blade in a sharpener
because I make nibs vanish.

I am the edge of a rubber,
rounded, worn and softened by mistakes.

I am the conversation of notes,
discussing melodies.

I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.

English

Example Poem
Using the Structure of **I am a writer**

*I am the shiny spinner
who clinks, cleans and clears.*

*I am the big-headed bully,
who cuts a cool, curved smile.*

*I am the silver shark,
who dives deep into milk-filled pools.*

*I am the shatterer of shivering eggshells,
that scatter like confetti shards.*

*I am the explorer of polar depths
which hold sweet treasures.*

I am the spoon that lurks in the drawer...waiting.

This poem is a bit like a **riddle**. Each stanza describes one **metaphor** for the spoon but it is only on the last line that the ordinary thing is revealed!

English

Writing a Metaphor Poem

- Start a new stanza for each new image
- Use **expanded noun phrases** and **relative clauses** to build vivid images
- Use alliteration to draw attention to some words
- Use simile, metaphor and personification
- Choose words for impact

   and

- Don't give away the subject of your poem until the last line!

You can use this structure for each stanza (or adapt it to create your own):
<u>First line</u> introduces a metaphor image
<u>Second line</u> expands it with a relative clause or expanded noun phrase

   'I am the_____

   who/which/that _____

Or

   'I am the_____

   with/like/of _____

When you are happy with your riddling stanzas, add a final line which reveals your ordinary object.

   I am the [object] that [verbs] in the [place]…waiting.