

Welcome back to Week 7 of the Summer Term. We hope that you were able to get back into the swing of doing some home learning last week after the halt term break. Remember to send any examples of work or ask us any questions, we are here to help. The email address is:

year5@johnperry.bardag.ea.org.uk

Remember this is what we would like you to complete over the course of the week: **English and Maths tasks for each day, your daily spelling activity, your spelling sheet, your spelling activities, your comprehension activity and choose one activity for each subject from the home learning projects sheet.**

You have an option of completing the 'Additional Curriculum tasks' if you would like. We would love to see examples of any completed tasks.

Please find your work in the following order: **English Writing Tasks, Home learning projects, Spellings, Spelling activities, Reading Comprehension, Maths and additional curriculum activities.**

Have fun and stay safe,

Mrs Lewis, Miss Van Haeften and Mr Callus

		Spelling (approx. 15 min)	Reading Comprehension (approx. 30-60 min)	English (approx. 60 min)	
Monday	Complete your spellings as normal.	Choose a strategy and 'Have a go'		<u>LI: to understand a balanced argument.</u> What is a balanced argument? Look at the features, of a balanced argument. Find the features in the balanced argument.	
Tuesday		Use a dictionary or the internet to find the definitions of your spellings.		Remember to read to someone for at least 15 minutes a day, every day!	<u>LI: to use casual conjunctions.</u> What is a casual conjunction? What types of casual conjunctions are there? Can you explain the differences? Fill in the missing sentences with a casual conjunction.
Wednesday		Complete task 1 of your suffixes activity.		Complete the reading comprehension activity	<u>LI: to analyse a balanced argument.</u> Look at the two arguments, use the checklist to see if the balanced arguments had all of the features. Which argument is the best? Explain why.
Thursday		Complete task 2 of your suffixes activity.			<u>LI: to plan a balanced argument.</u> Reread the story, How not to go to school. You are going to write a balanced argument about whether children should go to school or not. You will need to think of for and against reasons. Maybe even research the internet.
Friday		Complete a spelling test of your weekly spellings			<u>LI: to write a balanced argument.</u> Read through your plan, is there anything you want to add or change? Use the help sheet to write your argument.

Please email any examples of completed work to the year group email – year5@johnperry.bardaglea.org.uk

Monday- LI: to understand a balanced argument.

What Is a Balanced Argument?

A balanced argument looks at different points of view on an issue, providing arguments for and against. It presents a balanced set of arguments without leaning one way or the other.



When writing a balanced argument, it is important to remember that it doesn't matter whether you are for or against the issue to begin with. You must present both sides of the argument fairly.

Then, in the final paragraph, after balancing both sides of the argument, you can state which side you agree with.

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What Makes a Good Balanced Argument?

It needs:

- an introduction;
- opposing views of for and against;
- supporting evidence;
- a concluding paragraph that includes the writer's own opinion; to be interestingly written.

It should have:

- a mixture of causal conjunctions and adverbials.

It has to be:

- written in the third person (except final paragraph);
- written using formal and technical language.

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Activity 1- Find the features in the balanced argument

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate. There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the opinions for both sides.

Some people would say that the notion of eating chocolate for breakfast is ludicrous. One of the main reasons for this is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. As well as this, chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. To add to this, dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. This could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

On the other hand, there are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: its creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. To add to this argument, just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? Further to this, most people would admit that they enjoy a sweet treat at some point in the day. It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

Tuesday- LI: to use casual conjunctions.

Causal conjunctions are used to explain how things work or why things

I got soaking wet in the rain **because** I didn't have my umbrella with me.



I didn't have breakfast today, **so** I am really hungry now!



I am about to walk the dog **hence** my casual clothes and wellingtons.



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Causal conjunctions can be:

Subordinating conjunctions

because
since
even though
as
now that

Coordinating conjunctions

so
yet

**Adverbs/
Adverbials**

accordingly
consequently
therefore
hence
as a result

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Top tip:

Use a comma before a **coordinating conjunction** if it links two independent, complete 'thoughts', i.e. clauses with a subject and verb in each.

For example:

My hamster loved to play, **so** I gave him a spinning wheel.

Here 'so' links two independent clauses.



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Causal conjunctions link clauses and can be used in the middle of a

My watch is not broken **even though** I dropped it onto the floor.



I don't enjoy TV, **so** I have chosen to read tonight.



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Causal conjunctions can also be used at the beginning of a sentence to refer to the sentence before.

I dropped my watch on the floor. **Consequently**, it is broken.

Andy broke his leg recently. **Accordingly**, he is unable to ski at the moment.

The school heating is not working. **As a result of this**, the building is closed today.



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Causal conjunctions which are also conjunctions can be used to link clauses in the middle or at the beginning of a sentence.

For example:

She is going to bed, **so** she won't be tired tomorrow.

So she won't be tired tomorrow, she is going to bed now.

Dad was late for work **because** he missed the train.

Because he missed the train, Dad was late for work.

Tom didn't eat his sandwich **as** he wasn't very hungry.

As he wasn't very hungry, Tom didn't eat his sandwich.



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Activity 1

Which causal conjunction is missing?

As a result of

because

Therefore

as

Consequently

1. her injury, Sandy had to withdraw from the swimming competition.
2. The brakes do not work. the car is unsafe to drive.
3. I am wearing sunscreen today it is very hot.
4. Our teacher is not in school today he is ill.
5. Sal revised carefully. , she did well in her exams.

Activity 2

1. Choose a causal conjunction to complete these sentences.

because	therefore	consequently	now that	yet
as a result of	even though	since	as	hence

- a) The plant died _____ being given so little light and water.
- b) Paul was exhausted _____ still continued to run to the finishing line.
- c) Max was still angry _____ Erwin had apologised for his behaviour.
- d) It hasn't rained for weeks _____ the terrible state of the lawn.
- e) I love coming to school _____ I really like my teacher.

2. Which of the sentences above can be rewritten with the causal conjunction at the beginning? Write them in their new form below.

3. Now choose two causal conjunctions and write your own sentences.

4. There are three types of causal conjunction. Can you sort the causal conjunctions in the table on the first page according to their type? Complete the table below.

Subordinating conjunction	Coordinating conjunction	Adverb or adverbial

5. Choose two adverbs/adverbial causal conjunctions and write them in sentences.

For example: The milk was left out and consequently it went off.

Answers

Subordinating conjunction	because since even though as now that
Coordinating conjunction	yet
Adverb or adverbial	consequently therefore as a result hence

4. There are three types of causal conjunction. Can you sort the causal conjunctions in the table on the first page according to their type? Complete the table below.
2. Which of the sentences above can be rewritten with the causal conjunction at the beginning? Write them in their new form below.
- As a result of** being given so little light and water, the plant died.
Even though Erwin had apologised for his behaviour, Max was still angry.
Because I really like my teacher, I love coming to school.
1. Choose a causal conjunction to complete these sentences.
- a) The plant died **as a result of** being given so little light and water.
b) Paul was exhausted **yet** still continued to run to the finishing line.
c) Max was still angry **even though** Erwin had apologised for his behaviour.
d) It hasn't rained for weeks **hence** the terrible state of the lawn.
e) I love coming to school **because** I really like my teacher.

Wednesday- LI: to analyse a balanced argument.

Starter: What are the features of a balanced argument?

Recap from last lesson.

Activity 1

Read the two arguments, use the checklist to see if they have used all the features.

Should dogs be kept on leads in parks?

Most parks allow dog owners to walk their dogs on the fields for free. For many years there has been great debate about whether or not dogs should be kept on leads during this time.

Firstly, it is far safer for children playing in the park if the dogs are kept on their leads; some dogs may be aggressive therefore they are more likely to bite humans. It is known that 50% of children, mostly boys, are bitten by a dog each year. In addition to this, if a dog is kept on their lead they are less likely to run away. When using a lead the owner is able to keep their dog at their side at all times. Shockingly, over 500,000 dogs in the United Kingdom go missing each year due to owners not using leads. Also, the majority of cats are frightened of dogs. If dogs are kept under control then cats are also able to freely explore and exercise in the park. Studies have shown that cats appear more comfortable to leave their house and garden when dogs are restricted by a lead.

On the other hand, it is very well understood that dogs require exercise every day. Therefore, dogs need the space and freedom to run around and fully exercise their body. This is not possible when being held on a lead because dogs are able to run three times as fast as humans. Furthermore, dogs need to be able to socialise with other dogs. This allows them to build friendly relationships with other canines. Research suggests that dogs are less aggressive when they frequently interact with other dogs. Finally, many people believe the use of leads to be cruel. This is because there is the risk of choking if a dog tries to run. Dogs are well known for suddenly bursting into a sprint when they see something of interest; therefore the collar and lead around their neck could be dangerous.

In conclusion, I feel that dogs should be kept on a lead when in public parks, especially at peak times, as this is much safer for both humans and dogs. Ideally, there should be areas created especially for dogs within all parks.

Has the time come to ban cars from the centre of towns and cities?

Global warming caused by pollution has begun to affect us directly, with climate change starting to affect British weather. Some people believe the time has come for drastic action to reduce pollution caused by heavy traffic.

There is no doubt that traffic fumes are a major cause of pollution throughout the developed world, and are a particular problem in large towns and cities. In a small country like the UK, cities are close enough together to cause high levels of traffic fume pollution in the air over large areas of the land. Consequently, health problems are created such as asthma, which has rapidly increased as the number of cars on the road has risen. An additional problem in urban areas is congestion, which wastes time and adds to costs.

On the other hand, it could be argued that such a ban would create other problems. Public transport in this country is expensive and sometimes unreliable. Would there be enough trains and buses to cope with the numbers needing them? Furthermore, there is also the issue of personal freedom. Is it right to prevent people from choosing the mode of transport they prefer? Many people feel safer in their cars when travelling at night than they do on a bus or a train.

While there is clearly an urgent need to cut pollution, this could be achieved by developing cleaner fuels and electrically powered cars, and encouraging people to use public transport where possible, rather than forcing them to do so.

The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	

Activity 2

Which balanced argument is the best? Explain why.

How could you improve the arguments?

Thursday- LI: to plan a balanced argument.

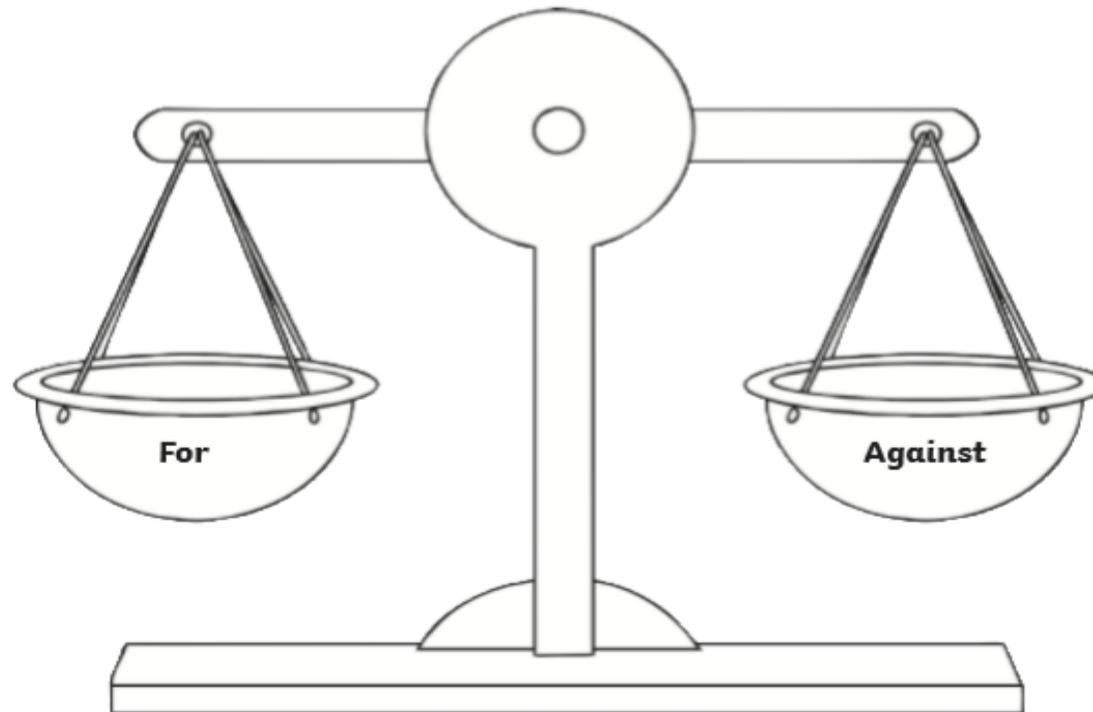
Reread the story, How not to go to school.

You are going to write a balanced argument about whether children should go to school or not.

You will need to think of for and against reasons. Maybe even research the internet.

Weighing up the Evidence

Note down all the supporting evidence for your argument you can think of. Make sure the points are balanced so there are the same amount of for and against points.



Title of argument: _____

For and Against Planning sheet

	For	Against
Point 1		
Supporting Evidence		
Point 2		

Supporting Evidence	
Point 3	
Supporting Evidence	

Friday- LI: to write a balanced argument.

Starter:

Read through your plan, is there anything you want to add or change?

Introducing Your Argument

To begin writing your argument, we need an opening paragraph. This needs to introduce the argument in a clear, concise and interesting way. Here's the opening paragraph in the example:

Anyone who has ever been to school knows what it is like to be sent home with piles of homework. For years, teachers have been setting extra maths, spellings and other assignments to be completed outside of regular lesson times. But with the increasing pressures of modern day life, there is a growing call for homework to be banned. Here are some of the arguments for and against.

Third person

Introducing argument

Explaining what you will be doing in the balanced argument

You need to introduce the issue in your argument now. Remember, set out the argument clearly!

Writing the Argument

Once you have written the introduction to the argument, you then have to write about the different points.

Use your for and against plan to help organise your writing. After the introduction, start a new paragraph with a 'for' argument. Remember to write in the third person and to use formal language.

On the next paragraph, write an opposing view from the 'against' column of your plan.

Continue this way until you have argued all your points in an equal, balanced way.

Then, it's time for the final paragraph...



Final Paragraph

The final paragraph is a bit different. It concludes the argument and includes your own opinion. It is written in the first person (I). Here is the final paragraph in the example.

In conclusion, there are many strong arguments for and against banning homework from schools. If it helps a child's education, then surely homework is a good thing. Then again, time away from studying to play is also incredibly important to a child's wellbeing. On balance, **I don't believe homework should be banned** because it really is an important part of learning. However, **I** also believe there should still be time in the day for fun! Therefore, perhaps schools should come up with a compromise: keep homework, but don't set so much!

Concluding
the argument

Your
opinion

First
person

Now write the
final paragraph
for your
argument.

Checklist

Now you have written your argument, read it through carefully. Here is the checklist from earlier:

It needs:

- an introduction;
- opposing views of for and against;
- supporting evidence;
- a concluding paragraph that includes the writer's own opinion; to be interestingly written.

It should have:

- a mixture of causal conjunctions and adverbials.

It has to be:

- written in the third person (except final paragraph);
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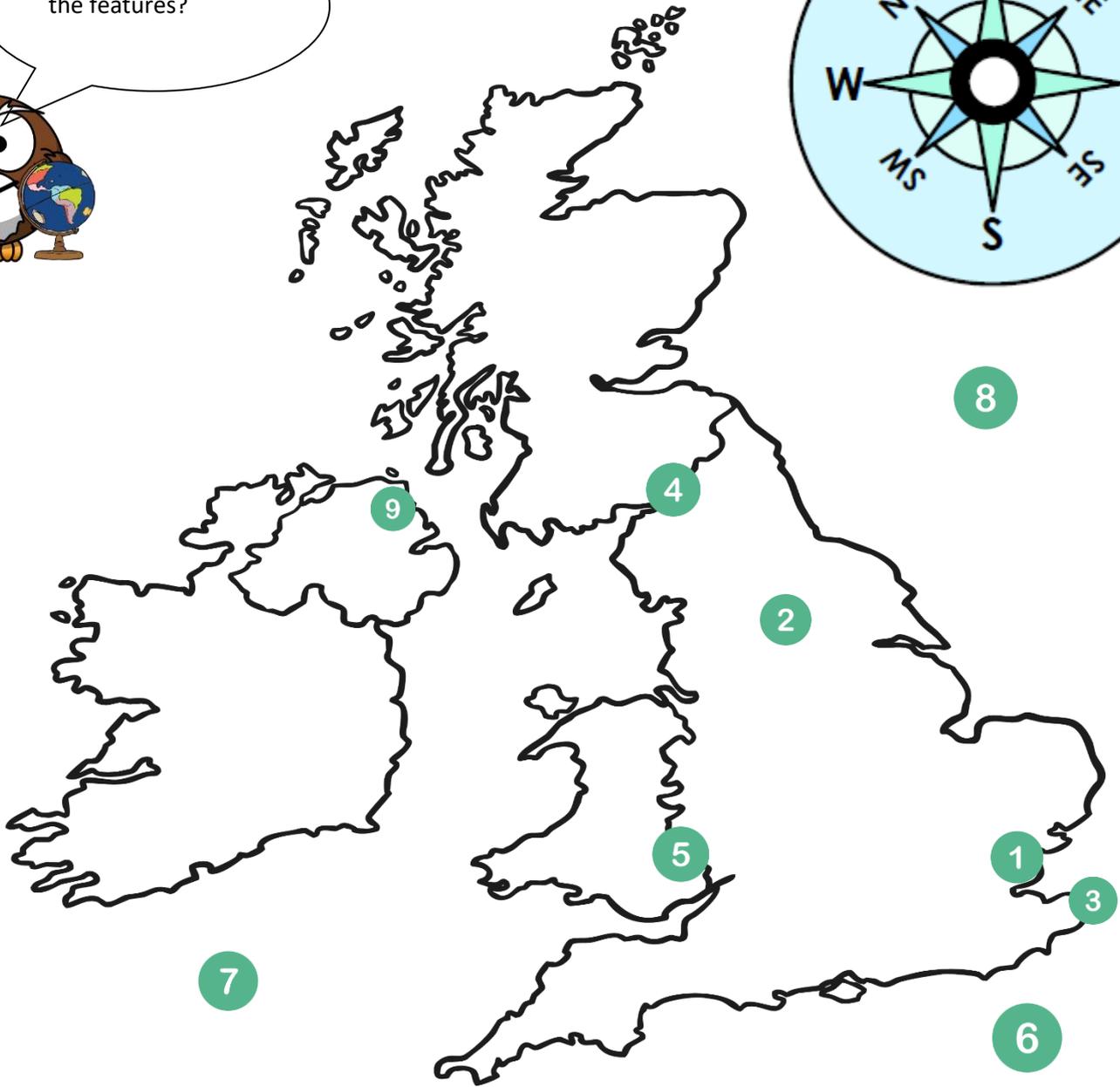
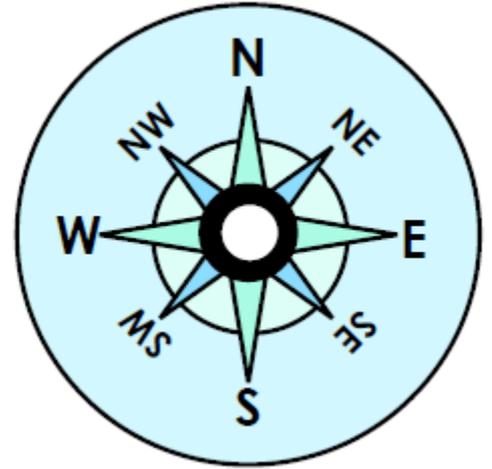
Activity 1

Write a balanced argument

Year 5 Learning Projects – Week 7

Geography	Art	PSHE
<p>Choose at least 1 from the following:</p> <p><u>Task 1</u> Research and present information about the following:</p> <ul style="list-style-type: none"> • Latitude and longitude, • Equator, • Northern Hemisphere, • Southern Hemisphere, • Tropics of Cancer and Capricorn, • Arctic and Antarctic Circle, • The Prime/Greenwich Meridian. <p>You may choose to simply write sentences for each of these, explaining what they are or you may choose to create a poster or a PowerPoint.</p> <p><u>Task 2</u></p> <p>https://online.seterra.com/en/vgp/3146</p> <p>Score 50% on this quiz. You may have multiple attempts!</p> <p><u>Task 3</u></p> <p>Complete the UK features hunt below by following the compass points. Use the clues below the map to help you.</p>	<p>Choose at least 1 from the following:</p> <p><u>Task 1</u></p> <p><u>The Brewery Butterfly Competition</u></p> <p>We all know that we love a competition in year 5. Here is a local one and a chance to win £40 in vouchers to spend at The Range.</p> <p>https://www.thebreweryromford.com/butterfly-competition/</p> <p>Click on the link for more information. But in a nutshell, colour in their butterfly which you can download from their link or see one below I have downloaded for you. Then post it on their Facebook page. Job done!</p> <p><u>Task 2 - Joaquin Torres Garcia</u></p> <p>As we have yet to look at an artist linked to 5U during our home learning, I introduce Joaquin Torres Garcia. He was a Uruguayan painter. Have a go at recreating a piece of art work in his style. You can watch the link or look at the examples I have given you below.</p> <p>https://www.youtube.com/watch?v=4d-ZsQoMBHI</p>	<p>Choose at least 1 of the following:</p> <p><u>Task 1</u></p> <p><u>Getting to know you</u></p> <p>How well do you know your family? Use the getting to know you questions on each member of your family. Before you ask them, guess the answers to the questions for yourself.</p> <ol style="list-style-type: none"> 1. Your favourite animal is? 2. Your favourite book is? 3. Your favourite film is? 4. Your favourite sport is? 5. Your favourite school subject is? 6. Your favourite meal or type of food is? 7. Your favourite drink is? 8. Your favourite game is? 9. Your favourite band/singer or types of music is? 10. Your best friends from Primary School are? <p><u>Task 2</u></p> <p><u>Setting targets</u></p> <p>Setting goals and targets is a life skill. For us to achieve what we want from life, we usually set targets or steps to help us reach our goals.</p> <p>Set yourself 5 targets that you would like to achieve by the end of year 6. Each target has to be achievable. They can be school or home related or both. It can be as simple as learning how to cook a certain meal or how to use something around the house or to do more reading etc...</p> <p>We would love to see your work. Send your work into the year 5 teachers at year5@johnperry.bardaglea.org.uk</p> <p>We would love to see you work and it could be posted on our school website or Facebook page!</p>

LO: To use compass points to locate features of the UK.



1	4	7
2	5	8
3	6	9

Edinburgh is in Scotland. To the north of England. It is the most northern city on your map.

Cardiff is in Wales. It is to the west of London.

Manchester is in the north of England. It is north-west of London.

London is the capital of England. It is close to Canterbury.

Canterbury is the furthest east of all of the cities on your map.

Belfast is in Northern Ireland. It is the most westerly city on your map.

The English Channel is south of London and Canterbury. It separates England and France.

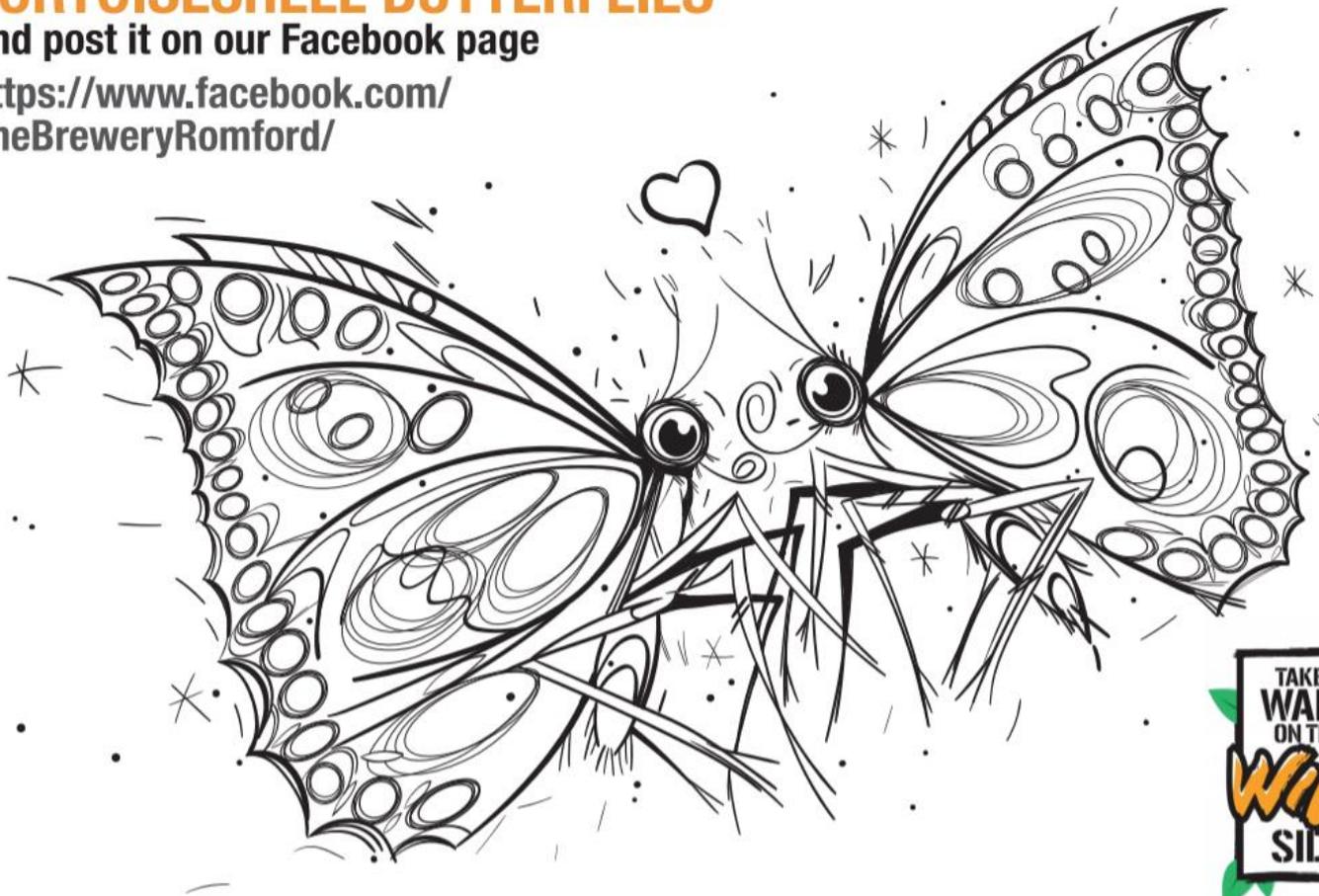
The North Sea is to the east of England and Scotland.

The Atlantic Ocean is to the west of England. It is a large ocean that separates Europe and America.

Colour in our
TORTOISESHELL BUTTERFLIES

and post it on our Facebook page

[https://www.facebook.com/
TheBreweryRomford/](https://www.facebook.com/TheBreweryRomford/)



Joaquin Torres Garcia Examples





Remember:		Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. <u>LOOK</u> and <u>THINK</u> -look at the correct version -look at the letter string -does it have a little 'word' in it that helps? -any silly way to remember it?</p> <p>2. <u>SAY</u> -say the word slowly -listen to the sounds -pronounce the silent letters if it has any.</p> <p>3. <u>COVER</u> -cover the word with your hand or a piece of paper. Can you remember how to spell it?</p> <p>4. <u>WRITE</u> -write the whole word without looking back</p> <p>5. <u>CHECK</u> -if it's right, hooray! -if it's wrong try again.</p>	competition					
	conscience					
	conscious					
	controversy					
	convenience					
	correspond					
	criticise					
	curiosity					
	definite					
desperate						

Task 1

Suffix 'ably', 'ibly'

The word endings 'ably' and 'ibly' can sound similar and are often confused.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- The suffixes 'ably/ibly' form adverbs from verbs.
- The suffix 'ably' is much more common than 'ibly'.
- **Verbs** are doing or action words (run, jump, shout).
- **Adverbs** help describe verbs (run *quickly*, shout *loudly*).

<i>(list 5:10)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:	<i>If the root word ends in 'e' it is often dropped before adding the suffix 'ably' (adore/adorably).</i>		
<i>believably</i>			
<i>admirably</i>			
<i>adorably</i>			
<i>arguably</i>			
<i>presumably</i>			

Spelling tip:	<i>The suffix 'ably' often leaves a recognisable root when dropped (comfortably/comfort).</i>		
<i>bearably</i>			
<i>agreeably</i>			
<i>avoidably</i>			
<i>affordably</i>			
<i>adjustably</i>			

Spelling tip:	<i>'ibly' is much less common than 'ably'. Dropping the suffix often only leaves a stem (visibly/vis).</i>		
<i>terribly</i>			
<i>sensibly</i>			
<i>incredibly</i>			
<i>visibly</i>			
<i>possibly</i>			

Task 2

Focus: review of -able/-ably and -ible/-ibly endings

1) Practise writing and spelling the following words:

Word list

comfortable
comfortably
reliable
reliably
horrible
horribly
irresistible
irresistibly

inexcusable
miserable
suitable
advisable
capable
sensible
terrible
responsible

impossible
presumably
uncontrollably
reasonably
probably
possibly
visibly

2. See if you can spot 4 different suffixes.
3. Read and listen to the sound of the words. Organise these words in to groups so that each word is in a group depending on how they sound.

<p>Maths</p>	<p>Times tables (approx. 10 min) – Can also use Times Tables Rock Stars if possible</p>	<p>Fluency (approx. 20 min) Reasoning/problem solving (approx. 20 min)</p>
<p>Monday</p>	<p>Write out your eleven times tables from 11 – 132. Practice chanting them a few times. Now, each time you chant them cover one number up until all numbers are covered. Can you remember them all?</p> <p>Challenge: What patterns can you spot in the numbers? Why does this happen?</p>	<p>LI: To understand negative numbers.</p> <p>This video might remind you about negative numbers: https://www.youtube.com/watch?v=6U1kCOuNpR4</p> <p>Questions to consider: -Do you include 0 when counting backwards into negative numbers? -Which number is higher/lower? Why? -How can you estimate where these number would go on a number line? Why would putting 0 in help? -How much has the temperature increased/decreased? How do you know?</p>
<p>Tuesday</p>	<p>On different pieces of paper, write out the numbers 1-12. Put them face down and mix them around. Choose a piece of paper and as quickly as you can, multiply that number by 11. Time yourself and repeat a few times to see if you can beat your own time.</p> <p>Challenge: Use the numbers 1-20. Is there an easy way to multiply 11 by 20? What about by 13 or 15 or 17?</p>	<p>LI: To understand negative numbers.</p> <p>Use what you learnt yesterday to complete today's activity.</p> <p>Questions to consider: -Do you include 0 when counting backwards into negative numbers? -Which number is higher/lower? Why? -How can you estimate where these number would go on a number line? Why would putting 0 in help? -How much has the temperature increased/decreased? How do you know?</p>
<p>Wednesday</p>	<p>Throw a ball (or anything that is safe to throw) and catch it while saying your eleven times tables. If you drop it or get a times table wrong, you must start again! How long did it take to get to 132? Can you beat your time?</p> <p>Challenge: Ask another person to ask you eleven times table questions out of order.</p>	<p>LI: To round numbers to the nearest 10, 100 and 1,000.</p> <p>Rounding numbers means to make numbers simpler but close to the original value, for example, if there are <u>1,863</u> students at John Perry you might say there are around <u>2,000</u> students. You have rounded the original number to make it easier to discuss.</p> <p>This video might help remind you how to round numbers: https://www.youtube.com/watch?v=fd-E18EqSVk</p> <p>Questions to consider: -Which place value column do you look at to round? -When is it best to round to the nearest 10, 100 or 1,000?</p>

<p>Thursday</p>	<p>Draw around your hands and write your eleven times tables on each finger. 11 on your first finger, 22 on your second finger and so on. Then challenge yourself with eleven times table questions e.g. 8×11 – you would look at your eighth finger to find the answer. As you get more confident, cover the fingers one by one.</p> <p>Challenge: Write the numbers on the wrong fingers and see how quickly you can find the correct answer. Did you get confused?</p>	<p>LI: To round numbers to the nearest 10, 100 and 1,000.</p> <p>Use what you learnt yesterday to complete today's activity.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> -Which place value column do you look at to round? -When is it best to round to the nearest 10, 100 or 1,000?
<p>Friday</p>	<p>Create an eleven times table quiz for someone in your family (or send it to the year 5 email address for your teacher!). Make sure you know the answers so you can mark it.</p> <p>Challenge: Include word problems in your quiz.</p>	<p>LI: To round numbers to the nearest 10,000.</p> <p>Use what you learnt yesterday and Wednesday to complete today's activity.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> -Which place value column do you look at to round? -When is it best to round to the nearest 10, 100 or 1,000?

Just a reminder for students: where you see tasks labelled */** or **/* this is the usual challenge level of work you would do at school or based on how confident you feel with the topic. You only need to do one of these (of course do both if you want to!)**

My -20 to 20 Number Line



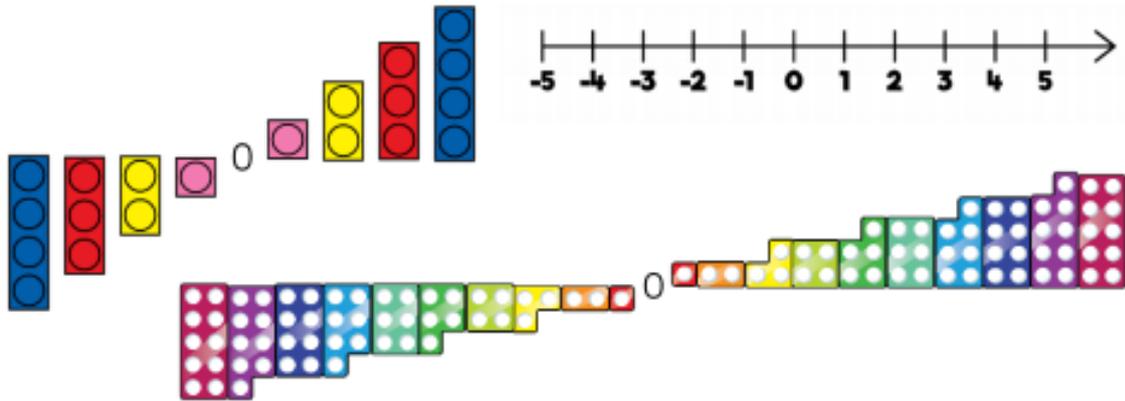
You may want to use this number line to support you in your activities for Monday and Tuesday. Some important things to remember are:

- We always count 0 when counting into negative numbers
- Positive and negative numbers are opposites of each other e.g. 5 and -5 are opposite each other on the number line.
- The further from 0, the lower the negative number is e.g. -15 is lower than -2 (even though the number appears bigger).
- We say 'negative' not 'minus'.

Monday

Fluency task

1. Here are three representations of negative numbers. Explain the similarities and differences between them.



2. Write the numbers in the correct places on the number lines.

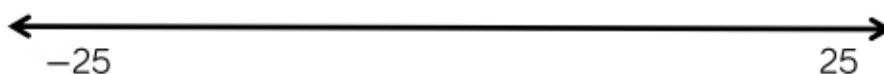
- 2
- 6
- 3
- 1
- 2



- 1
- 7
- 5
- 1
- 11



3. Estimate and label where 0, -12 and -20 will be on this number line. Explain how you know.



4. Draw your own number line to place these numbers on.



Reasoning/problem solving tasks

1. Mr Pedro and Ms Cabero are watching the weather forecast. It is -7 degrees Celsius in Iceland and -17 degrees Celsius in Alaska. Mr Pedro says it is warmer in Alaska because 17 is larger than 7. Ms Cabero disagrees. Who is correct and why?

2. Ponky the alien measures the temperature on Earth at the same time, every day for a week. His results are recorded below.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Temperature	-13°C	-4°C	2°C	-10°C	-5°C	1°C	-19°C

Based on these results, decide whether the following statements are true or false and explain why:

- Sunday was the coldest day.
- Tuesday was colder than Friday.
- If Wednesday were 5 degrees colder, it would have been the same temperature as Tuesday.
- Saturday was 5 degrees warmer than Friday.

3. Use the number line or your knowledge to answer the following questions:

The temperature rises by 15 degrees from -4 °C. What is the new temperature?

The temperature falls from 11 °C to -2 °C. How many degrees does the temperature fall?

The temperature is 6 °C. It falls by 8 degrees. What is the temperature now?

The temperature is -3 °C. How much must it rise to reach 5 °C?

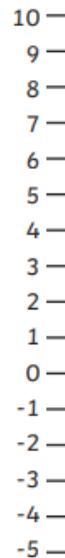
Tuesday

Fluency task

1. ~~.....~~
Hamish flew from Aberdeen to Stockholm. The temperature at the airport was -7°C on take-off and -12°C on landing. By how much had the temperature changed by the time he got to Sweden? Was this an increase or a decrease?



2. ~~.....~~ **itive Numbers**
The pizza delivery man had two deliveries to make at Takeout Towers. The flats have floors above and below ground. The first delivery was on level 5. He was then told to go down 8 floors. On which floor was his second delivery?



- 3.

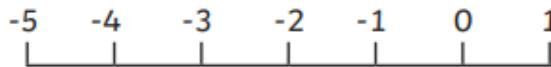
5. Find the finishing position of a robot starting at 0, facing in the positive direction, and:

It moves forwards 3 places

It then reverses 5 places

It is turned to face the negative direction and reverses 4 places

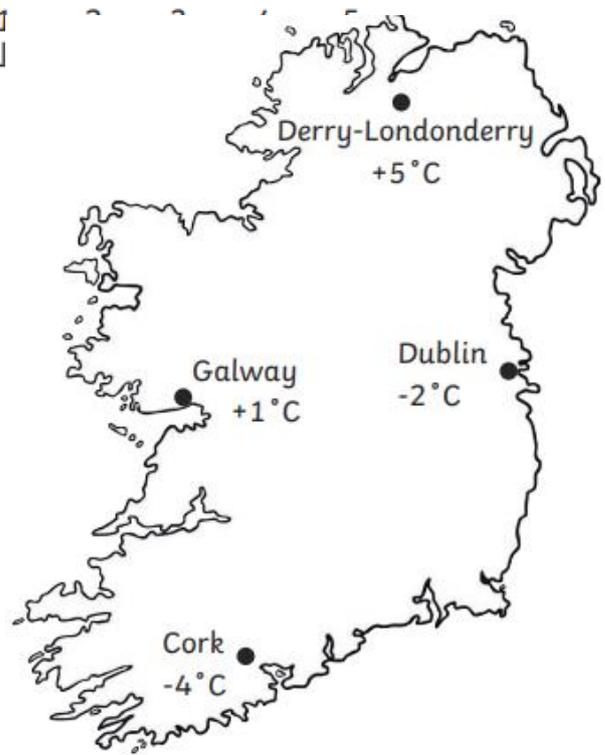
If the robot had started at +2 and made the same moves, where would it have finished?



Reasoning/problem solving tasks

Create 5 questions for someone in your family (or send to your teacher) based on this picture. Make sure you know the answers!

E.g. If it is 5° warmer in Cork tomorrow, what will the temperature be?



Challenge: Use the internet to research the temperatures of different places around the world. You could:

-Compare the temperature to London

-Look at the average temperatures in winter compared to summer

-Try to find the hottest place and the coldest place

Or anything else that interests you.

Create a poster of what you find out.

Wednesday

Example

Round 456,745 to the nearest 10.

I am rounding to the nearest 10 so my target digit is the tens digit.

456,745

The digit next to the target digit is 5 so my target digit needs to be rounded up from 4 to 5.

456,750

So, 456,745 rounded to the nearest 10 is 456,750.

Step 1: Look at the target digit – if you are rounding the nearest 10 look at the tens digit, if you are rounding the nearest 100 look at the hundreds digit and if you are rounding the nearest 1,000 look at the thousands digit.

Step 2: Look at the digit to the RIGHT of the target digit. If it is 0, 1, 2, 3 or 4, your target digit will not change. If it is 5, 6, 7, 8 or 9, your target digit will be rounded up. *

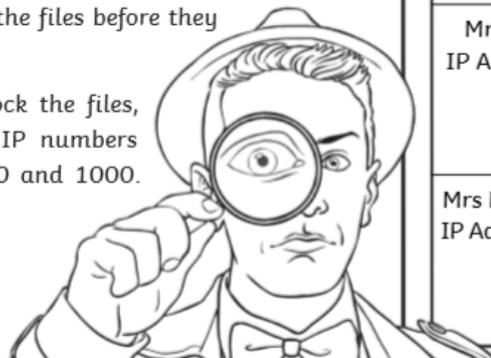
Step 3: All digits after your target digit will change to 0 and all numbers before your target digit stay the same.

*If the digit is 9 and it needs to be rounded up, it will turn to a 0 and the digit to the left will be rounded up instead. e.g. 90677 rounded to the

*/** Fluency task

There has been a breach in Internet security and we need you to help protect the data before it is stolen! The IP numbers attached to this document have fallen into the hands of despicable criminals. Soon, they will have worked out the patterns to unlock the codes and steal important and secretive information. Can you help us find the codes to lock the files before they access them?

To find the code to lock the files, you must round the IP numbers to the nearest 10, 100 and 1000. Good luck, Agent!



E.g. Mr J. Cheng IP Address: 13 494 Code: 13 490, 13 500, 13 000	Mrs P. Patel IP Address: 8473 Code:	Miss L. Smith IP Address: 25 374 Code:	Mr M. Yung IP Address: 7877 Code:
Mr M. Stubbs IP Address: 8774 Code:	Ms M. Fritz IP Address: 53 382 Code:	Mr H. Hansson IP Address: 4382 Code:	Ms B. Eden-Green IP Address: 76 354 Code:
Mrs L. Tunnicliffe IP Address: 54 845 Code:	Mr R. Petrov IP Address: 7353 Code:	Mrs A. Diarra IP Address: 81 373 Code:	Miss P. Adebayo IP Address: 9953 Code:

/ Fluency task

1) Complete the table.

	Round to the nearest 10	Round to the nearest 100	Round to the nearest 1000	Round to the nearest 10 000
52 254				
12 989				
75 348				

2) What could the starting number be for each row?

	Round to the nearest 10	Round to the nearest 100	Round to the nearest 1000	Round to the nearest 10 000
	43 820	43 800	44 000	40 000
	43 830	43 800	44 000	40 000
	43 970	44 000	44 000	40 000

Reasoning/problem solving task

1. Round 59.996 to the nearest 1,000 and 10,000. What do you notice about the answers? Can you explain why this has happened?

2. Mr Callus says, "If I round 85,995 to the nearest 10, 100 and 1,000 and 10,000, I will get the same answer for all!" Do you agree? Explain why?

3. Rounded to the nearest 10,000, around 90,000 children are set to return to school over the next few weeks. Exactly how many children could this be? Give three possible answers and explain how you know.

Thursday

Rounding is used in real life all the time to complete tasks involving numbers quickly and make them easier. Use rounding to have a go at the 'real-life' tasks below.

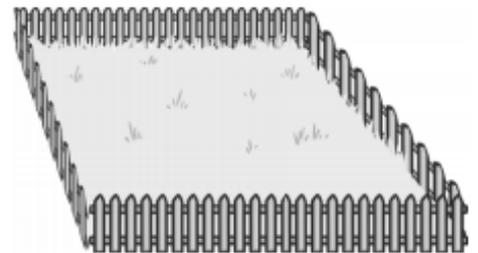
1.

A shop sells material in 1 metre lengths. A dress maker needs 3 lengths of material which are the following lengths – 88cm, 189 cm and 80 cm. How many metres of material should she buy?

2.

Imagine you have to make a quick estimate of the length of a fence that will be required to surround a field. The owner wants an idea of a price straight away. How close can you get in 10 seconds? Rounding will help.

Side 1 = 1756cm Side 2 = 1678 cm Side 3 = 1419cm Side 4 = 1949cm



3.

Votes are being counted in the election and the Red Party candidate wants to have an idea of whether he has won or lost. Can you round the numbers and add them quickly to give him the likely news?

	Area 1	Area 2	Area 3	Area 4	Area
Red Party	12 345	9876	15 499	6701	11 282
Blue Party	8781	14 456	16 221	5207	8871

Winning Party =

By approximately

votes.

4.

Beneath is a list of Gregor's monthly outgoings together with the wage he would be paid for a new job. Can he afford to take the new job? Work it out as quickly as you can because they are waiting for his answer.

Rent	£529	Gas and Electric	£107	New Wage
Petrol	£77	Telephone and Broadband	£38	£1458
Food	£371	Clothes	£67	
Council Tax	£115	Leisure expenses	£82	

Rounded cost of living per month =

Can Gregor afford to take the new job?

Challenge: think of some other situations in life where people may use rounding to make tasks involving numbers quick and easy. Ask an adult you live with when they use rounding in their every day lives. Write a list of your findings and explain why rounding is important in these contexts.

Friday

You will need 2 players. Each member will roll a die 5 times to create a 5-digit number. Round the number to the nearest 10 000. If the rounded number is on your number board, you can place a counter over it. The first person to get 4 counters in a row wins!

20 000	50 000	60 000	80 000	100 000	40 000	50 000
30 000	60 000	10 000	50 000	90 000	30 000	70 000
90 000	30 000	70 000	20 000	80 000	10 000	90 000
40 000	10 000	50 000	30 000	20 000	40 000	60 000
100 000	70 000	10 000	40 000	60 000	10 000	100 000
10 000	80 000	90 000	70 000	20 000	100 000	40 000

Year 5
Extra Curriculum Activities
Choose one from the following...

Music	Mindfulness	Helping at home
<p><u>Online activity - Name that note</u></p> <p>Click the following link, it will take you to a game where you can read music notes.</p> <p>https://www.musicteachers.co.uk/name_thatnote/?service_path=namethatnote</p> <p><u>Non-Online activity- Create your own instrument</u></p> <p>Firstly, draw what your instrument will look like.</p> <p>Then answer these questions:</p> <ul style="list-style-type: none"> • What is your instruments name? • What does your instrument sound like? • How do you play the instrument? • What group of instruments does it belong to? • What is your instrument made out of? 	<p><u>Online activity –</u></p> <p>https://www.youtube.com/watch?v=KIEcztQuyE8</p> <p>Watch and join in with the video in the above link. Draw a picture of yourself and a cloud bubble like the one in the video. Within the cloud bubble draw a picture of who you think could use a little of your kindness.</p> <p><u>Non-online activity –</u></p> <p><u>My personal weather report.</u></p> <p>Sit down, close your eyes and imagine how you feel. Then open your eyes and write about your thoughts and what weather would best describe your feelings. Do you feel relaxed and sunny or rainy and upset?</p> <div data-bbox="619 1025 1018 1406" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Name</p>  <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>	<p>This week you have probably become an expert at folding clothes, making your beds or even setting the table at dinner table.</p> <p>This week think about other ways, you can help your parents/carers.</p> <p>Can you help prepare dinners with family members?</p> <p>Could you help out in the garden watering the plants?</p> <p>How about doing a little bit of dusting?</p> <p>All these ideas, are great ways to learn new life skills, to prepare yourselves for adult life.</p> <p>Have fun!</p> <p style="text-align: center;">Send your work into the year 5 teachers at year5@johnperry.bardaglea.org.uk</p> <p style="text-align: center;">We would love to see your work and it could be posted on our school website or Facebook page!</p>