James Elliman Academy

Weekly Activities

Year 5

Week beginning: 20-04-20

Learning Time	
Reading	**Text: Why Recycle?** Go to comprehension book **page 6.** **Activity 1**: Read the text. **Activity 2**: a. Identify any words and phrases you do not understand- circle/underline. b. Write the definition of the following words on the text (use a dictionary or the internet, or your knowledge of words). *waste resources manufacture mined eventually sustainably generations* **Activity 3**: Answer comprehension questions on **page 7**. **Activity 4**: Check your answers. **Activity 5**: In your own words, summarise the whole text.
Grammar	**Co-ordinating Conjunctions – Grammar book p. 21** **Activity 1- To understand what a Co-ordinating Conjunction is.** Read the yellow part in the book and understand the information, use an adult to help you. **Activity 2** Complete question1 and 2 **Activity 3** **To understand what a Subordinating Conjunction is. P.22** Read the yellow part in the book and understand the information, use an adult to help you **Activity 4** Complete question 1 and 2
Writing	Using your blue writing books **Activity 1** Use the internet to make a list of co-ordinating and subordinating conjunctions. Here are a few examples: E.g. Co-ordinating conjunctions – for, but, so, or, and E.g. Subordinating conjunctions – wherever, since, while, because, even though **Activity 2** To write a letter to the parents at school to persuade them to recycle more, using co-ordinating and subordinating conjunctions and persuasive language. You can make links to the reading comprehension text. *Success criteria* 1. Write a letter to the parents at your school to persuade them to recycle more. 2. Use co-ordinating & subordinating conjunctions. 3. Make sure the letter has a date. 4. There is a greeting to the recipients.

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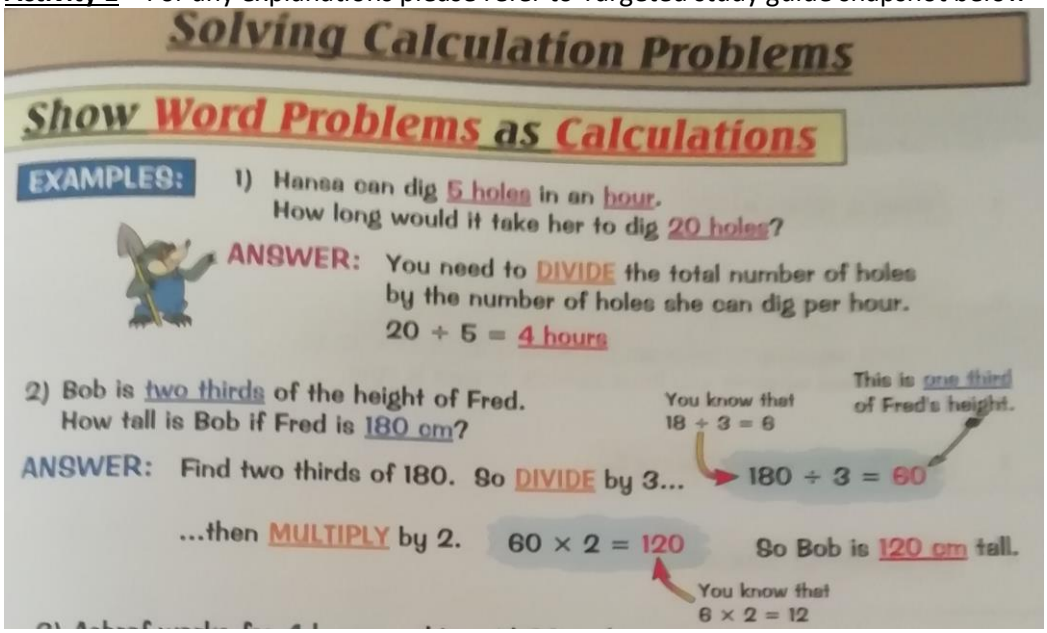
	5. The opening sentence hooks the reader and explains why you are writing. 6. The text is organised into paragraphs, which each have their own point. 7. Each point has arguments to support it. 8. Write a conclusion that summarises the main point of the letter and reiterates the opinion. 9. The letter finishes with 'Yours faithfully' if you do not know the name of the recipient or 'Yours sincerely' if you do. **Activity 3** To edit your letter using the success criteria and write up your final draft neatly using joined up writing. Co-ordinating - https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv Subordinating - https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3 Persuasive writing - https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-persuasive-text/zkcfbdm Persuasive writing - https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zr8cmfr
Maths	**Activity 1** – For any explanations please refer to Targeted study guide snapshot below  Solving Calculation Problems Show Word Problems as Calculations EXAMPLES: 1) Hanna can dig 5 holes in an hour. How long would it take her to dig 20 holes? ANSWER: You need to DIVIDE the total number of holes by the number of holes she can dig per hour. 20 ÷ 5 = 4 hours 2) Bob is two thirds of the height of Fred. How tall is Bob if Fred is 180 cm? ANSWER: Find two thirds of 180. So DIVIDE by 3... 180 ÷ 3 = 60 You know that 18 ÷ 3 = 6 This is one third of Fred's height. ...then MULTIPLY by 2. 60 × 2 = 120 So Bob is 120 cm tall. You know that 6 × 2 = 12 Your task is in CGP targeted book page 26 numbers 3-4 5. Sally's book is 92 pages long. If she reads seven pages each day, how long will she take to finish her book? **Activity 2** **https://kids.classroomsecrets.co.uk/** Start with the starter game on top marks. **https://www.topmarks.co.uk/maths-games/hit-the-button**

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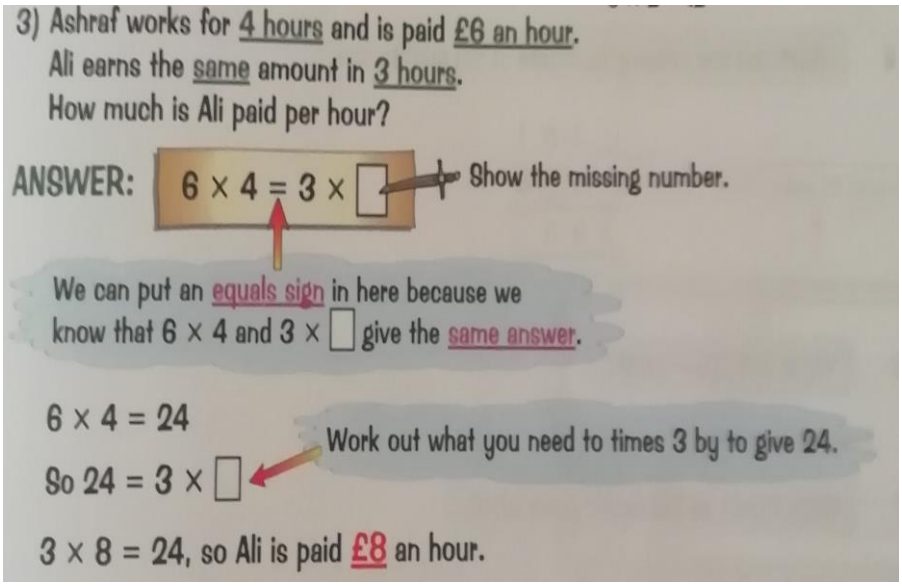
For further explanation see example below



1. Pencils come in boxes of 64
A school bought 270 boxes.
Rulers come in packs of 46
A school bought 720 packs.

How many more rulers were ordered than pencils?

2.Find the product of 115 and 12

Activity 3 and 4

Extended learning

https://www.mathematicsmastery.org/wp-content/uploads/2020/03/Parent_Maths_Y5_W1-4.pdf

https://www.mathematicsmastery.org/wp-content/uploads/2020/03/Student_Maths_Y5_W1-4.pdf

Activity 5

Always, sometimes, never
• When multiplying a two-digit number by a one-digit number, the product has 3 digits and is always even.
Prove it.

https://www.topmarks.co.uk/maths-games/hit-the-button

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1.Teddy and his mum were having a reading competition.
In one month, Teddy read 814 pages.

His mum read 4 times as many pages as Teddy.
a) How many pages did they read altogether?
b) How many fewer pages did Teddy read?

2a) A 50 cm length of wood is cut into 4 cm pieces.
How many 4 cm pieces are cut and how much wood is left over?

2b)Fill in the blanks to represent the problem as division:

☐ ÷ ☐ = ☐ remainder ☐

Fill in the blanks to represent the problem as multiplication:

☐ x ☐ +☐ = 50

3.

3^3	3 × 3 × 3	27
5^3	5 × 5 × 5	
	6 × 6 × 6	
4^3		
		8

https://kids.classroomsecrets.co.uk/

4.Look back

Fill in the Venn diagram to find the factors of 20 and 24

Where are the common factors of 20 and 24? Can you use a Venn diagram to find the common factors of 9 and 15?

Extension work

https://nrich.maths.org/7280?utm_source=primary-map

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Creative Time

Science: Properties of Materials

Science: What is a mixture?

Activity 1- Mixtures are a substance made by mixing other substances together.
Go to the BBC bitesize and watch some of the short clips on mixtures in this link:
https://www.bbc.co.uk/bitesize/topics/z4339j6/resources/1
You will then investigate items around the house and see how many things contain a mixture of substances together, which you will then record this information in a notebook or a piece of lined paper.

Activity 2- Watch https://www.bbc.co.uk/bitesize/articles/z2bdjxs
https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm
You will look over your work from the previous lesson and then create a poster to show a range of different mixtures (for example, salt and water).

Activity 3- Your task is to look around the room and write down the best descriptive words for the objects you see. Each material has certain properties, which we can describe. Complete the describing materials activity sheet first, and using those examples as a guide, create a table describing the properties of objects around the house. You can also use the materials card activity sheet to help you with descriptive words for material properties.

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Describing materials

tigtag

Here are some words that are useful in describing materials. Read them carefully and make sure you understand what each means. You may be able to think of some more.

Now think about the many different objects that you use each day. Complete the table, using as many suitable words as you can to give a really good description of each object.

Hard	Soft	Shiny
Dull	Fluffy	Stretchy
Flexible (bendy)	Rigid (not bendy)	Smooth
Rough	Transparent (see-through)	Opaque (not see-through)
Spongy	Heavy (for its size)	Light (for its size)
Natural	Man-made	

Object	Material	Description
Saucepan	Steel (metal)	Rigid, smooth, opaque, heavy, man-made

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Figure 1 materials card activity

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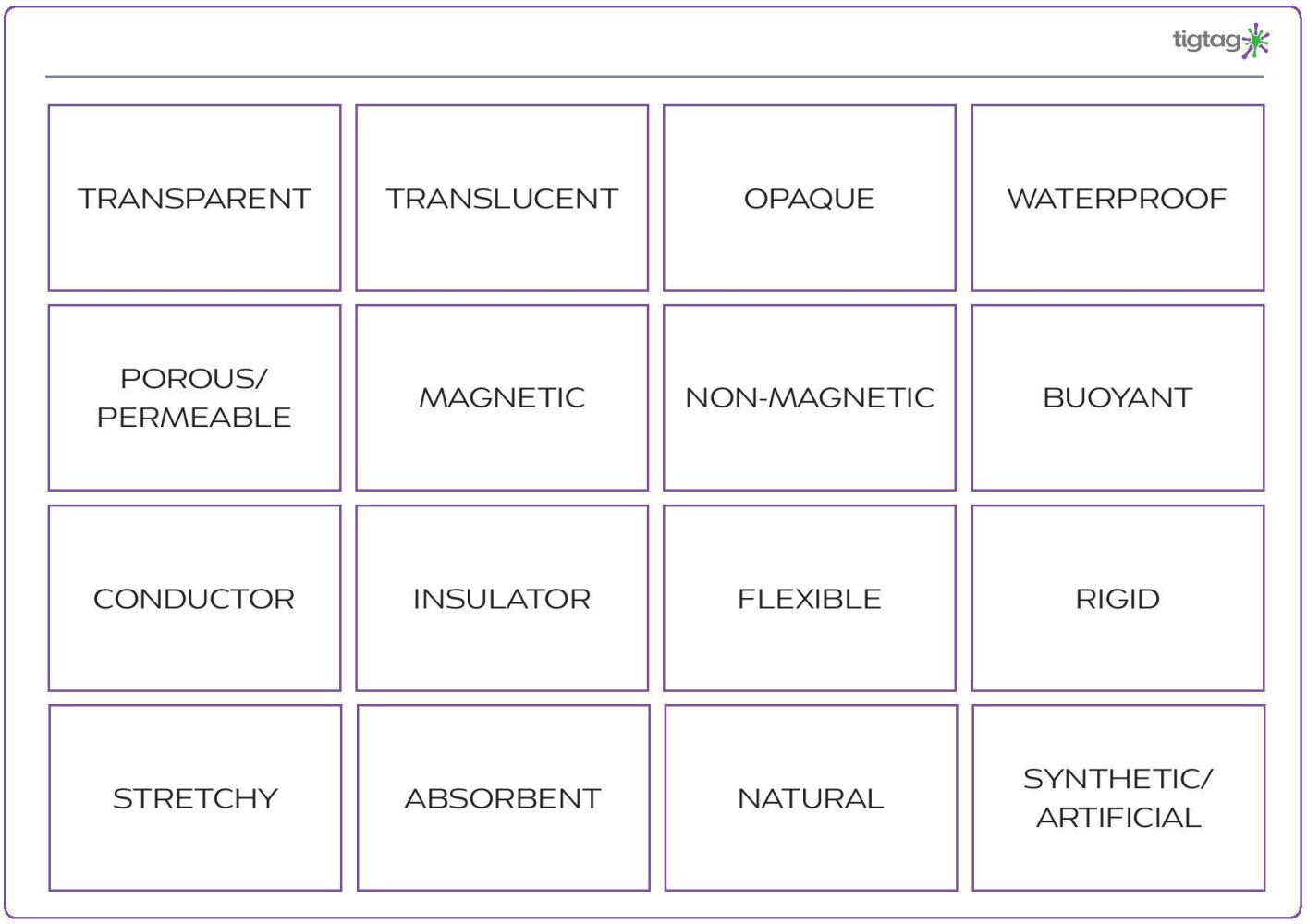

Figure 2 materials card activity

For additional "material" related videos/activities, go to the following links:
https://www.bbc.co.uk/bitesize/topics/zryycdm

https://www.educationquizzes.com/ks2/science/properties-of-materials/

http://www.primaryresources.co.uk/science/science3a.htm

https://www.pinterest.co.uk/pin/555139091539560741/