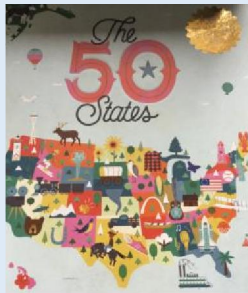

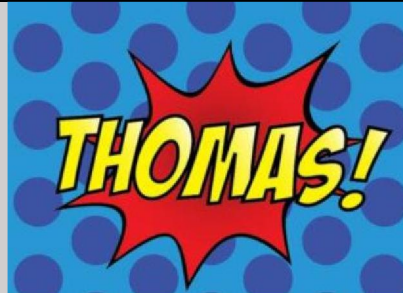


Oak Class – Week beginning May 11th 2020
Year 5

Maths **Please also encourage your child to access Mathletics daily on top of or to help the work set**	Monday	This week we have maths investigations based on our previous data handling learning: Lo: Can I construct and use a tally chart? See below
	Tuesday	Lo: Can I find all the possibilities? See below
	Wednesday	LO: Can I calculate the mean? See below.
	Thursday	LO: Can I calculate the range? See below.
	Friday	LO: Can I calculate the Median? See below.
English **Please also encourage your child to read daily either independently or to an adult.	Monday	https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf Is a unit of English work to last three weeks , each day I have selected the pages to complete so that you can work through the booklet. It will be similar to our English lessons, in that we used an author's work to base our learning around. Today- Page 21
	Tuesday	Page 22
	Wednesday	Pages 23-24
	Thursday	Page continue pages 23-24
	Friday	Page 25-26
Topic/Science	Topic	<p>After our internet safety break, last week, this week we return to our Americas Topic. We are going to research individual states of America. If we were in class, we would be using this book as a starting point of our learning.</p>  <p>This week, I'd like you to research the state of Alabama, make a poster including things like: key facts (capital city, largest cities, state bird, state flower, state tree, significant towns and monuments and dates to remember).</p>

		<p>Make your poster colourful and fact filled. Keep this poster to be the first page of your States of America book.</p>
	<p>Science</p>	<p>https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb Revision : How are sounds made? Make a poster based on this short clip. You could research it further, if you wish.</p>
<p>PE</p>	<p>Activity 1</p>	<p>Joe Wicks workout</p>
	<p>Activity 2</p>	<p>Cosmic Kids Yoga</p>
	<p>Activity 3</p>	<p>Real PE at home – online learning resources</p> <p>Real PE at home includes an online programme which supports families to be active, play and learn together. It includes a programme. Here are the details to access real PE at home:</p> <p>The website address is: home.jasmineactive.com</p> <p>Parent email: parent@lyngcofepr-1.com</p> <p>Password: lyngcofepr</p>
<p>Art/Crafts</p>	<p>Activity 1</p>	 <p>Last week we looked at the work of the Pop artist Andy Warhol, this week we are looking at pop art words. Your task is to find some examples from google and have a go at drawing your own.</p>

Activity 2



Create a pop art style picture using your own name.

Monday's Maths:

Class 5's Names

Here are the lists of first names of the members of Class 5. (They are in alphabetical order of their surnames so they do not seem to be ordered.)

Oak Class – Week beginning May 11th 2020

Year 5

Girls in Class 5

Hetty
Annie
Tessa
Debbie
Willow
Jess
Abby
Sindy
Penny
Bel
Sara
Pippa
Selma
Becky
Mel
Pauline
Netty

Boys in Class 5

David
Nelson
Ali
Jake
Harry P
William
Ben
Tom
Dai
Arlo
Andrew
Harry W
Tim
Joe
Alan
James
Jeff
Mohammed

One day when 34 children were in class, Mrs Clifton, their teacher, said they were going to make some block graphs and other things using their first names. She put the class lists onto the white board.

First, the class made tally charts of the initial letters of their names. They worked in pairs. The first part of Becky and Selma's tally looked like this:

Tally

A +H+ |

B ||

C

D ||

E

Can you make a full tally chart using the class names?

Next they all made frequency tables using this information.

This is the first part of Alan and Joe's table:

Frequency table

A - 6

J - 5

B - 3

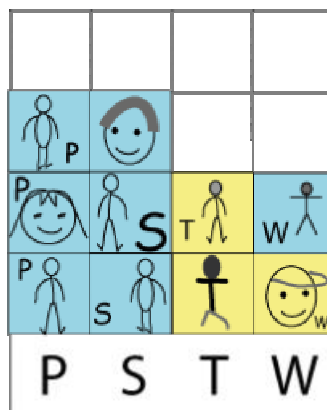
H - 3

D - 3

Can you make a frequency table using all the class's names?

Next they decided which letters of the alphabet were needed and which were not needed to make a block graph of their class names. Then the boys took yellow squares and the girls took pale blue squares, drew a picture of themselves and put the initial of their first name on the square and stuck it onto paper to make a pictogram graph.

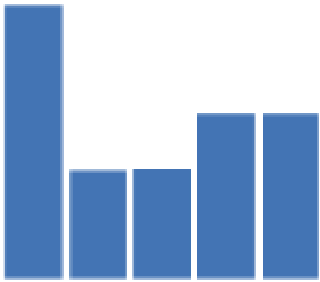
The last part of the class's block graph looked like this:



Can you see who was away from school that day from this information?

Next they made true block graphs from the class lists to include anyone who was away that day.

This is part of the middle of the block graph:



Can you tell what letters these were?
Can you make a block graph of all the class?

Tuesday's Maths

It's a Tie

Kaia's father always wore a white shirt and coloured tie for work. He didn't like deciding which tie to wear so he would put his hand in the drawer and wear the first tie that he pulled out. Each evening the tie would go back in the drawer.

One Friday morning, Kaia said, "Do you like that tie? You usually wear it at least twice a week."
"I do not," replied her father, "I have eight ties and I only work five days a week. I certainly don't wear any tie

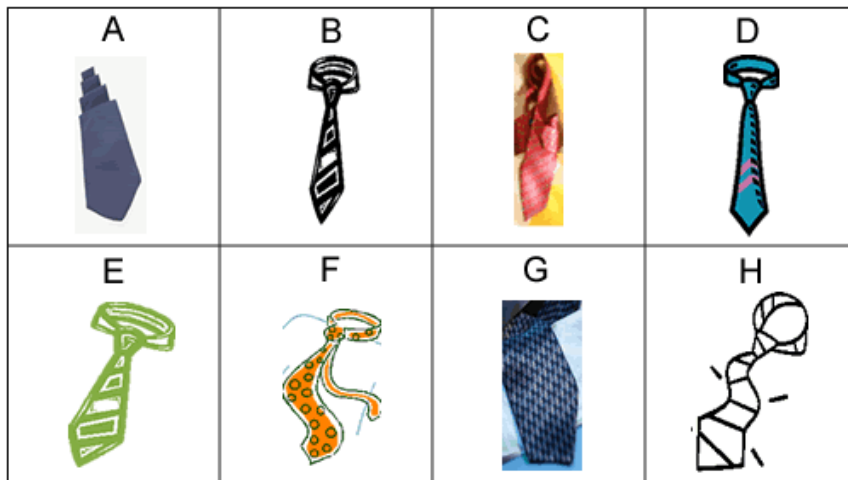
more than once a week."

"You have worn that tie twice a week in at least five of the ten weeks you have been taking me to school," Kaia insisted.

"Impossible! Prove it!" challenged her father.

Do you think Kaia or her father was right? Why?

That weekend Kaia did an experiment. She made the following drawings of his ties and created the chart shown below.

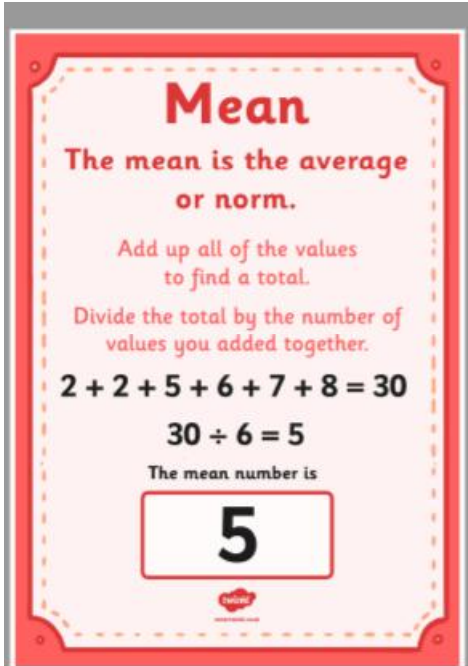


Week no.	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

How might Kaia use the drawings and chart to prove her father wrong?
Try doing an experiment yourself to find out which ties might be chosen.
What did the result of your experiment show?

Wednesday's maths



Mean

The mean is the average or norm.

Add up all of the values to find a total.

Divide the total by the number of values you added together.

$2 + 2 + 5 + 6 + 7 + 8 = 30$

$30 \div 6 = 5$

The mean number is

5

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For each set of numbers, calculate the mean:

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Year 5

For each set of numbers calculate the me

1.	9, 7, 8, 8	
2.	8, 7, 9, 8	
3.	1, 2, 7, 6	
4.	2, 3, 9, 2	
5.	4, 9, 4, 7	
6.	5, 5, 8, 6	
7.	7, 1, 10, 2	
8.	3, 1, 8, 8	
9.	9, 7, 6, 2, 3	
10.	7, 10, 6, 5, 7	

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For each set of numbers calculate the value of the missing number using the given mean.

31.	6		10	with a mean of 8
32.	3	9		with a mean of 5
33.		15	7	with a mean of 11
34.	8		14	with a mean of 9
35.	7		16	with a mean of 14

Thursday's Maths

Range

The range is the difference between the lowest and the highest value.

Find the highest and lowest values

Subtract the lowest value from the highest

2, 2, 5, 6, 7, 8

$8 - 2 = 6$

The range is

6

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Six children are measured in height.
Their heights are:
40cm, 156cm, 134cm, 142cm, 130cm and 144cm.
What is the range of their heights?

Find the range of the sets of numbers below:

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Extension create your own sets of numbers and calculate the range and mean:

(a) 3, 4, 7, 3, 5, 2, 6, 10

(b) 8, 10, 12, 14, 7, 16, 5, 7, 9, 11

(c) 17, 18, 16, 17, 17, 14, 22, 15, 16, 17, 14, 12

(d) 108, 99, 112, 111, 108

(e) 64, 66, 65, 61, 67, 61, 57

(f) 21, 30, 22, 16, 24, 28, 16, 17

Friday's Maths:

Median

The median is the middle number.

Put the numbers in order from the smallest to largest

Cover up one number on each end until you get to the middle

2, 2, 5, 6, 7, 8, 9

The median is

6

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(a) 1, 6, 9, 5, 11, 8, 5, 13, 5.

(b) 23, 11, 17, 12, 14, 29, 30, 11, 29, 19.

(c.) 8, 3, 6, 5, 2, 10, 1, 7, 4, 9.

(d) 103, 134, 109, 112, 121, 148, 134.

(e) 9, 1, 7, 3, 5, 4, 3, 5, 4, 8, 2, 9.

Calculate the median of these numbers.

Extension: also calculate the mean and range of these number sets.