Oak Class – Week beginning July 13th 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 dividing and multiplying decimal numbers. Watch for an introduction: **https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwxs** **https://www.bbc.co.uk/bitesize/clips/zr6pvcw** **All Maths work is at the bottom of the sheets:** **Remember extension work on this area can be found on Mathletics.** **Each sheet has 4 arithmetic sums as a starter.** LO: Can I divide by 10, 100 and 1000?
	Tuesday	LO: Can I multiply by 10, 100 and 1000?
	Wednesday	LO: Can I convert between fractions and decimals?
	Thursday	LO: Can I add decimals?
	Friday	LO: Can I add decimals?
English ****Please also encourage your child to read daily either independently or to an adult.**	Monday	https://www.talk4writing.com/wp-content/uploads/2020/06/Y5-Wizards.pdf Wonderful Wizards by Maria Richards This is the second 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 pages 10-11
	Tuesday	Page 12
	Wednesday	Page 13
	Thursday	Page 14
	Friday	Page 15
Topic/Science	Topic	We are continuing with our Americas Topic. Choose one of the natural wonders from South America below. Your task is to make an information leaflet, poster or booklet about that wonder. Remember to use your e-safety skills when you are researching.

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Natural Wonders

There are many natural wonders in South America.

The Amazon Rainforest – this is the largest tropical rainforest in the world and is home to thousands of species of wildlife. More than half of the rainforest is located in Brazil.

The Amazon River – this is the second longest river in the world and runs for approximately 4000 miles.

The Atacama Desert – this is the driest desert in the world and is 600 miles long. It is in Chile which sits on the west coast of South America.

The Andes – this is the world's longest mountain range and stretches across many South American countries. The highest peak is Aconcagua which is 6962m tall.

Cape Horn – this is a narrow piece of rocky land that sits off the southern tip of South America where the Pacific and Atlantic oceans meet.

Science	We are starting to revise our solar system and space knowledge, watch: **https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zyq4wxs watch all the clips and read the information.** **LO: Can I explain how humans survive in space?** **On your poster explain your understanding of the video.** **Remember you can draw pictures and diagrams too.** **You can research it further if you wish.**

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PE	Activity 1	Joe Wicks workout (Joe is reducing his videos to Monday's, Wednesday's and Saturday's)
	Activity 2	Cosmic Kids Yoga
	Activity 3	**Real PE at home – online learning resources** **Real PE** at home includes an online programme which supports families to be active, play and learn together. Here are the details to access **real PE** at home: The website address is: **home.jasmineactive.com** Parent email: parent@lyngcofepr-1.com Password: lyngcofepr
Art/Crafts	Activity 1	Traditional South American art is brightly coloured and often includes images of animals. Google: 'traditional South American' art to find lots of examples. You task is to draw and colour your own piece of traditional South American art, you could choose to include your own favourite animal. 
	Activity 2	Traditional South American music often includes a bamboo flute. Your task is to make a set of your own flutes, maybe use rolled up paper or card. You could then decorate them. Some ideas are shown below:

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		   Remember you can email Miss Wharton any pictures of your creations. I'd love to see them.

Maths below:

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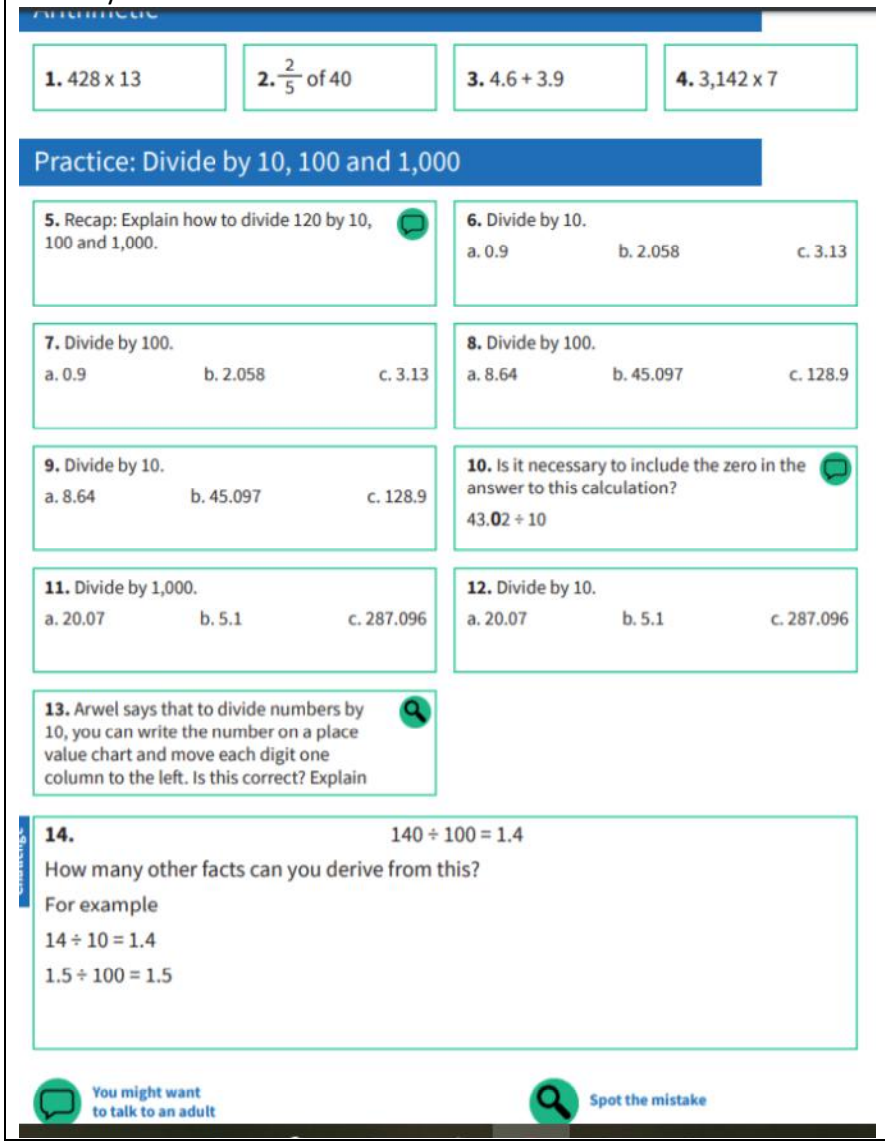
Monday's work:



1. 428 x 13

2. $\frac{2}{5}$ of 40

3. 4.6 + 3.9

4. 3,142 x 7

Practice: Divide by 10, 100 and 1,000

5. Recap: Explain how to divide 120 by 10, 100 and 1,000.

6. Divide by 10.
a. 0.9 b. 2.058 c. 3.13

7. Divide by 100.
a. 0.9 b. 2.058 c. 3.13

8. Divide by 100.
a. 8.64 b. 45.097 c. 128.9

9. Divide by 10.
a. 8.64 b. 45.097 c. 128.9

10. Is it necessary to include the zero in the answer to this calculation?
43.**0**2 ÷ 10

11. Divide by 1,000.
a. 20.07 b. 5.1 c. 287.096

12. Divide by 10.
a. 20.07 b. 5.1 c. 287.096

13. Arwel says that to divide numbers by 10, you can write the number on a place value chart and move each digit one column to the left. Is this correct? Explain

14. 140 ÷ 100 = 1.4
How many other facts can you derive from this?
For example
14 ÷ 10 = 1.4
1.5 ÷ 100 = 1.5

You might want to talk to an adult

Spot the mistake

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Tuesday's work:

Arithmetic

1. 5,309 x 9

2. $\frac{5}{6}$ of 360

3. 14.4 – 3.78

4. 3,670 ÷ 5

Practice: Multiply Decimals by 10, 100, 1000

5. Recap: Explain how to multiply 4.1 by 10, 100 and 1,000.

6. Multiply by 10.
a. 6.4 b. 2.45 c. 3.647

7. Multiply by 100.
a. 6.4 b. 2.45 c. 3.647

8. Multiply by 100.
a. 0.726 b. 3.08 c. 2.9

9. Multiply by 1,000.
a. 0.726 b. 3.08 c. 2.9

10. Look at the highlighted digit. Do I need to write it in this number? Explain your answer.
5.134**0**

11. Multiply by 1,000.
a. 24.45 b. 6.3 c. 1.005

12. Multiply by 10.
a. 24.45 b. 6.3 c. 1.005

13. 9.001 x 1,000 = 91
Is this correct? Explain your answer.

Challenge

14. Complete the calculations.
a. 1.4 x 10 = ☐ x 100
b. 5.23 x 1,000 = ☐ x 10
c. 3.718 x 100 = ☐ x 1,000

Create two completed number sentences of your own following the pattern above.

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Wednesday's work:

Arithmetic

1. 9 x 4 x 6

2. $\frac{7}{8}$ of 72

3. 6.8 + 9.5

4. 2,100 ÷ 4

Practice: Thousandths as Decimals

5. Recap: Explain what the difference is between thousandths and thousands.

6. Convert these to fractions.

a. 0.374 b. 0.401 c. 0.046

7. Convert these to fractions over 1,000.

a. 0.28 b. 0.63 c. 0.05

8. Convert these to fractions over 1,000.

a. 0.9 b. 0.1 c. 0.4

9. Write this as a decimal.

5 ones, 8 tenths, 2 hundredths and 7 thousandths

10. Are $\frac{5}{10}$ and $\frac{500}{1000}$ the same?

Explain your answer.

11. Convert these to decimals.

a. $\frac{827}{1000}$ b. $\frac{5}{1000}$ c. $\frac{43}{1000}$

12. Convert these to decimals.

a. $\frac{700}{1000}$ b. $\frac{460}{1000}$ c. $\frac{80}{1000}$

13. $0.3 = \frac{3}{1000}$

Is this correct? Explain.

0

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Thursday's work:

1. 782 x 37

2. 32.4 ÷ 10

3. 87.9 – 6.72

4. 9^2

Practice: Add - Same Decimal Places

5. Recap: When using the column method to add decimals, what is it important to remember?

6. Calculate these.

a. 3.2 + 2.4 b. 8.43 + 1.16 c. 5.67 + 2.31

7. Calculate these.

a. 5.7 + 2.5 b. 3.78 + 8.57 c. 6.86 + 6.87

8. Calculate these.

a. 2.3 + 5.5 + 2.8

b. 5.23 + 8.55 + 9.42

9. Calculate these.

a. 0.28 + 0.30 b. 0.28 + 0.03 c. 0.280 + 0.003

10. Explain what to do when a column contains ten or more.

For example 0.8 + 0.7

11. Calculate these.

a. 0.44 + 0.28 b. 0.14 + 0.80 c. 0.20 + 0.45

12. Calculate these.

a. 0.374 + 0.400 b. 0.230 + 0.712

c. 0.263 + 0.472

13. Filip has used column addition to solve a calculation. Explain his error.

	3.	3	1
+	2.	2	9
	3.	5	10

Challenge

14. Complete the calculation in as many ways as possible.

	.		
+	.		
	1.	0	0

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Friday's work:

Arithmetic

1. 63 x 24

2. 4.8 x 10

3. 54.8 – 2.49

4. 3^3

Practice: Add - Different Decimal Places

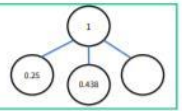
5. Recap: When using column addition to add decimals with different decimal places, why is it important to line up the decimal point?

6. Complete the missing numbers.

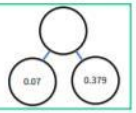
a. 0.5 + 0.22 + ☐ = 1

b. 0.6 + ☐ + 0.38 = 1

7. Complete the part-whole diagram.



8. Complete the part-whole diagram.



9. Calculate these.

a. 4.2 + 2.15 b. 3.26 + 5.712 c. 4.287 + 5.5

10. Explain how you prefer to add decimals with different decimal places.

11. Calculate these.

a. 4.7 + 3.908 b. 6.287 + 4.08 c. 3.47 + 8.9

12. Calculate these.

a. 2.44 + 5.247 + 1.2

b. 3.8 + 1.655 + 7.02

13. This is Imaani's calculation. Explain her mistake.

	7.	1	4	3
+		3.	1	9
	7.	4.	6	2

Challenge

14. What number goes in the boxes?

☐ . ☐ ☐ ☐ + 1.5 = 7. ☐ 65

Could there be different numbers?

Prove that there could/ could not be different numbers.