



Home Learning Grid Year 4/5



Week Commencing – 13.07.20

Work to be completed in home learning books

	1	2	3	4
	Moving Up Challenges			
Moving Up	<p>Your Superhero Self! Year 3-6</p> <p>Can you develop a character profile of your superhero self? List 5 superhero qualities and write a unique fact about themselves. You could even create a basic comic strip of your superhero self!</p>	<p>Your Friends</p> <p>We know it has been quite some time since you were last in the classroom with your friends. Tell us all about your friends. What have you missed about being with them? What are you looking forward to doing with them when you return to school in September?</p>	<p>My School Year Memories.</p> <p>Although our school year was cut short this year, we all still have lots of wonderful memories about our fantastic year group classes. Can you tell us all about them?</p>	<p>All About You 'Chatterbox'...</p> <p>Can you cut and fold the Chatterbox (below)? Answer the questions honestly and see if someone else can guess the answers!</p>
Maths	Complete lesson 1 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 2 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 3 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 4 for the maths curriculum that you follow. Answers will be posted to seesaw.

<p style="text-align: center;">Outdoors</p>	Creative Nature Challenges			
	<p style="text-align: center;">Feed the Birds</p> <p>Summer is here and so it is the perfect time to be creative outdoors! It is also a perfect time to put out a beautiful butterfly feeder and attract a few new species to your very own outdoor space! Have a look at the picture and see if you can have a go at your very own!</p>	<p style="text-align: center;">Barefoot Safari</p> <p>Find a space outdoors/indoors to make a short trail of different surfaces to walk over bare footed! If you're indoors consider bubble wrap, iced water, shredded paper a fleecy blanket etc.</p>	<p style="text-align: center;">Nature inspired Mandalas</p> <p>Get creative outdoors with some natural resources! How many patterns/shapes/designs can you make? Can you make lots of mini mandalas or a giant one using natural resources? Have a look at the pictures for some inspiration!</p>	<p style="text-align: center;">Take a Trip</p> <p>Go on an outdoor adventure...the beach, the woods – here is some inspiration – you don't need to go too far to explore our wonderful natural environment! Take lots of pictures and upload to See saw! Can you make any recommendations of where to go and why?</p> <p style="text-align: center;">https://ourbucketlistlives.co.uk/?s=yorkshire</p>
PE	<p>School Games Active Championships</p> 			

As you are aware, the Oak National Academy also provide a wealth of learning opportunities during the national lockdown. These can be assessed here: <https://www.thenational.academy/online-classroom> . We understand that some families may prefer to work from these materials and this is absolutely fine. Our new grids will hopefully encourage children to use the final few weeks of term to get outdoors where possible and be creative. We are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom. We would like to sincerely thank everyone for their support during this strange time.



School Games

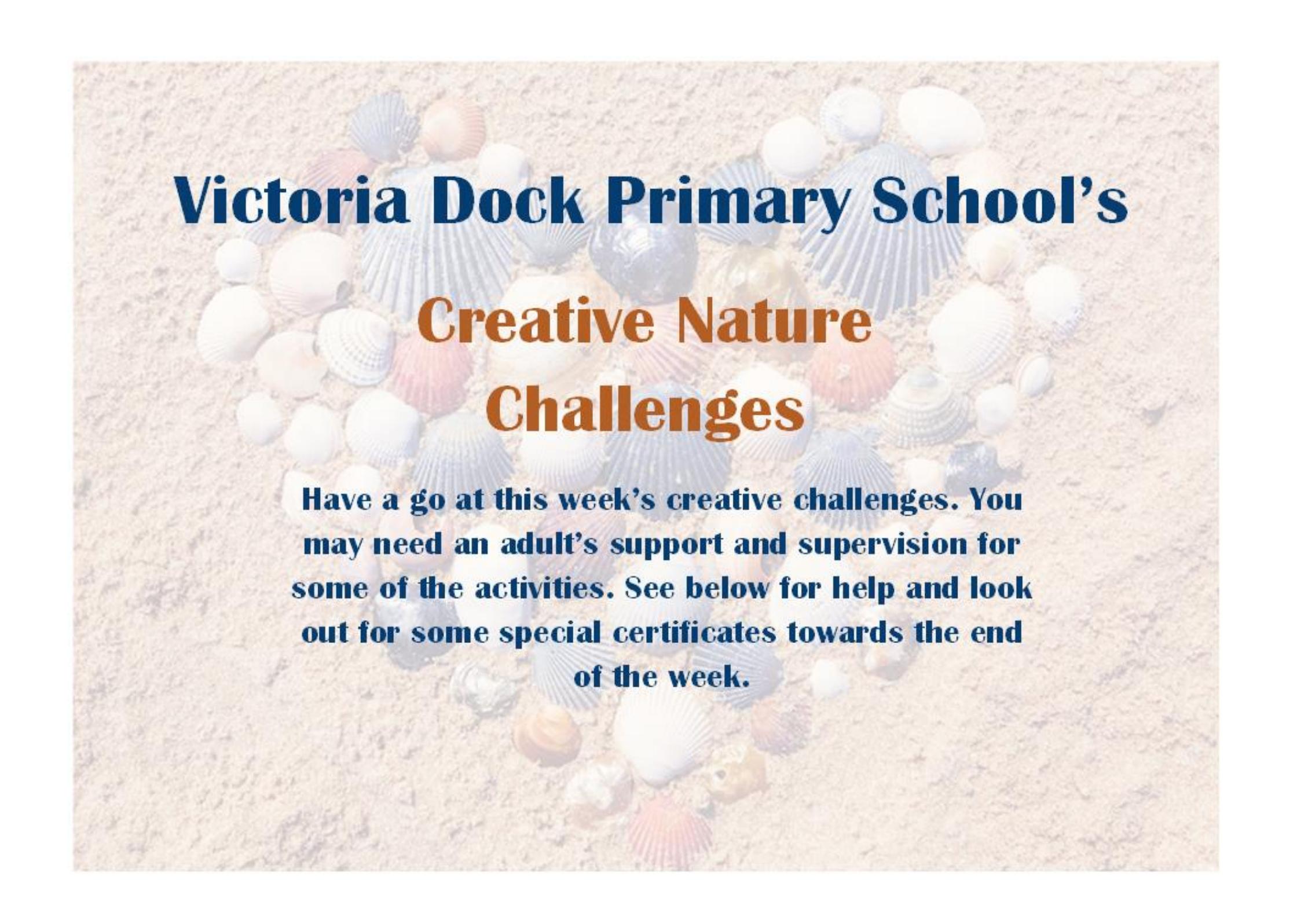
Active Championships

Developed by Hull Active Schools (HAS), the School Games Active Championships are a fun, engaging, national activity campaign for children across the UK to keep active. Parents can download the TopYa! App and sign up with our school's unique code: **28281**.

Children can practise the free active challenges, submit their best performance video and receive free personal coaching feedback from the experienced virtual coaches. For each video submitted, children can earn points, climb the leaderboard and even win prizes.

Parents, check out this video tutorial for more information:

<https://vimeo.com/423604569>



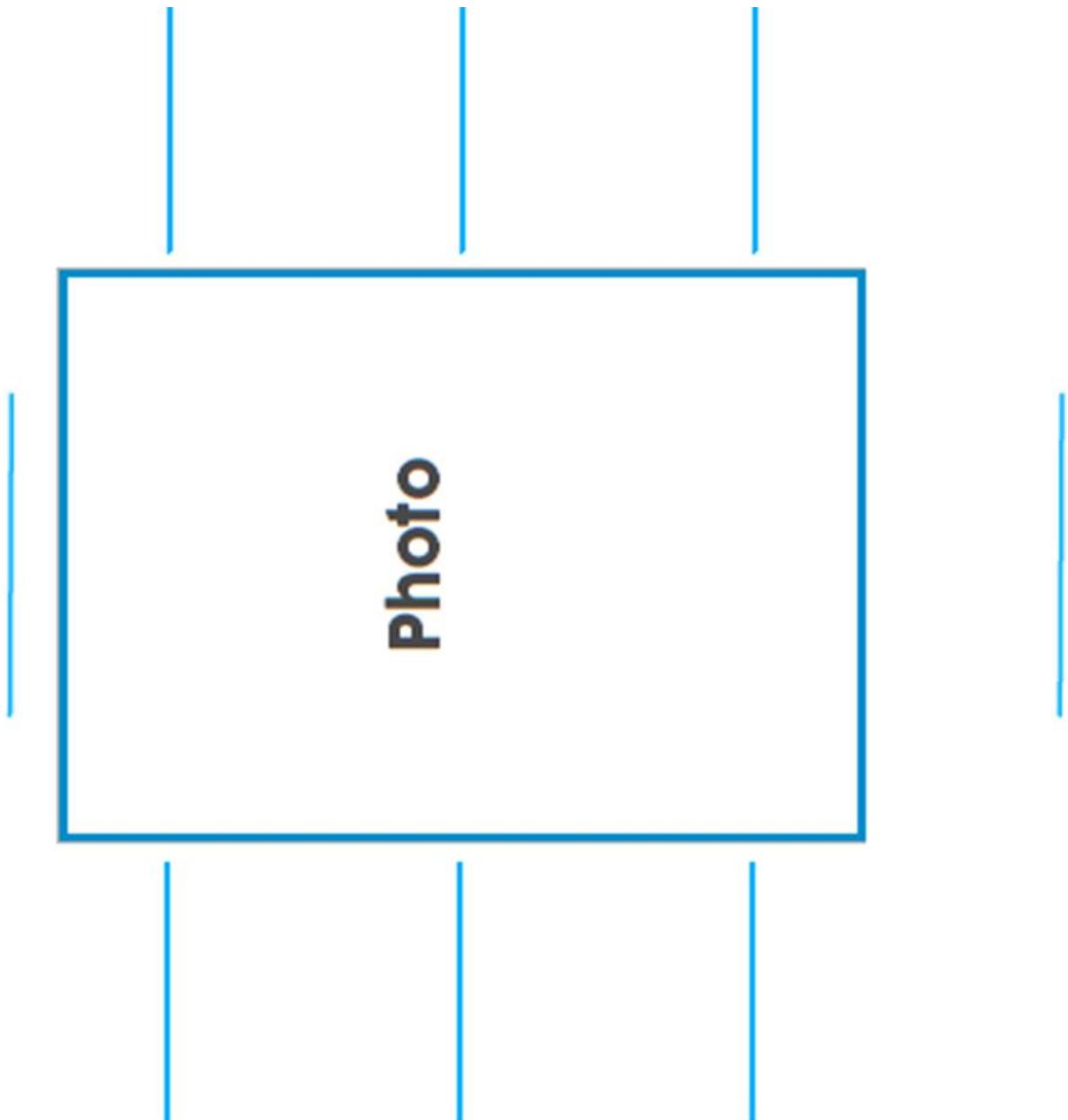
Victoria Dock Primary School's

Creative Nature Challenges

Have a go at this week's creative challenges. You may need an adult's support and supervision for some of the activities. See below for help and look out for some special certificates towards the end of the week.

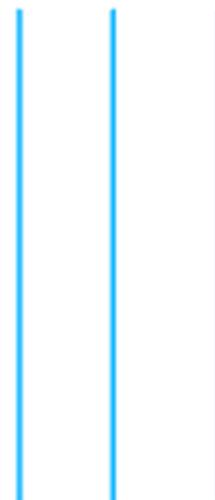
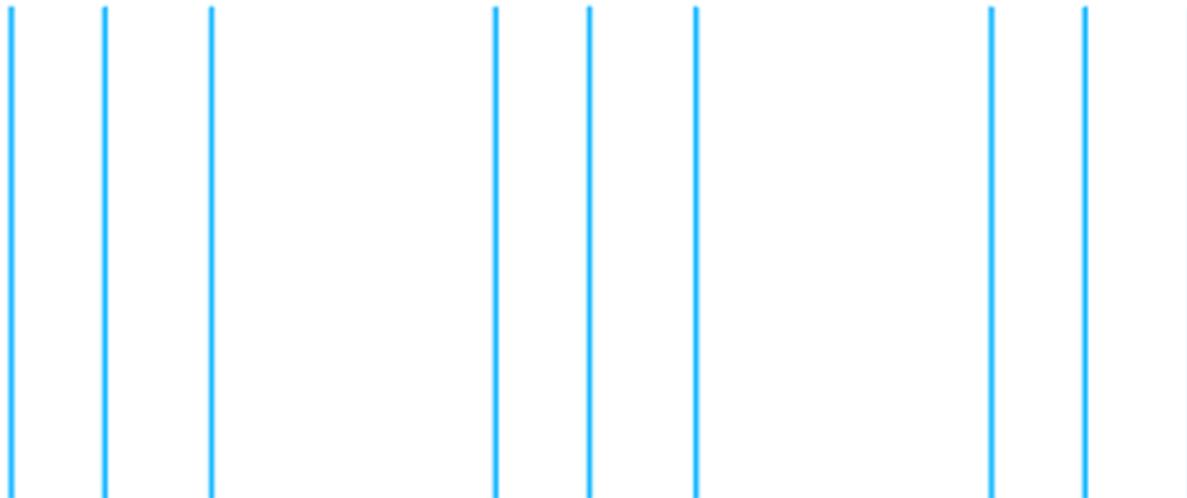
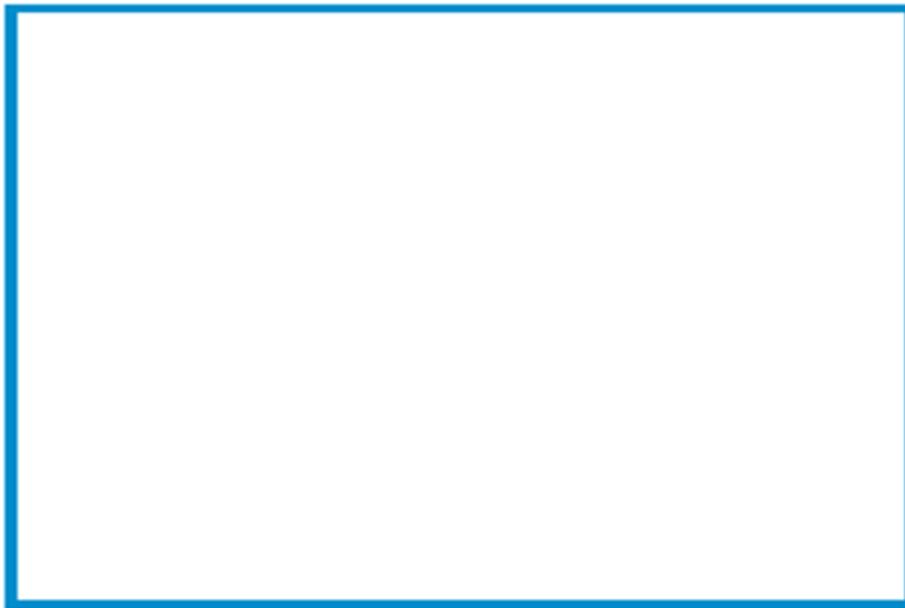
Superhero Me

Name: _____



Superhero Me

Name: _____



Superhero Me

Name:

Fact:

Superhero qualities:

1	
2	
3	
4	
5	

Comic strip:

My School Year Memory Page

 **This is me!**



Greatest school trip



Favourite book I have read



My teacher

Funniest memory



Best outdoor classroom activity



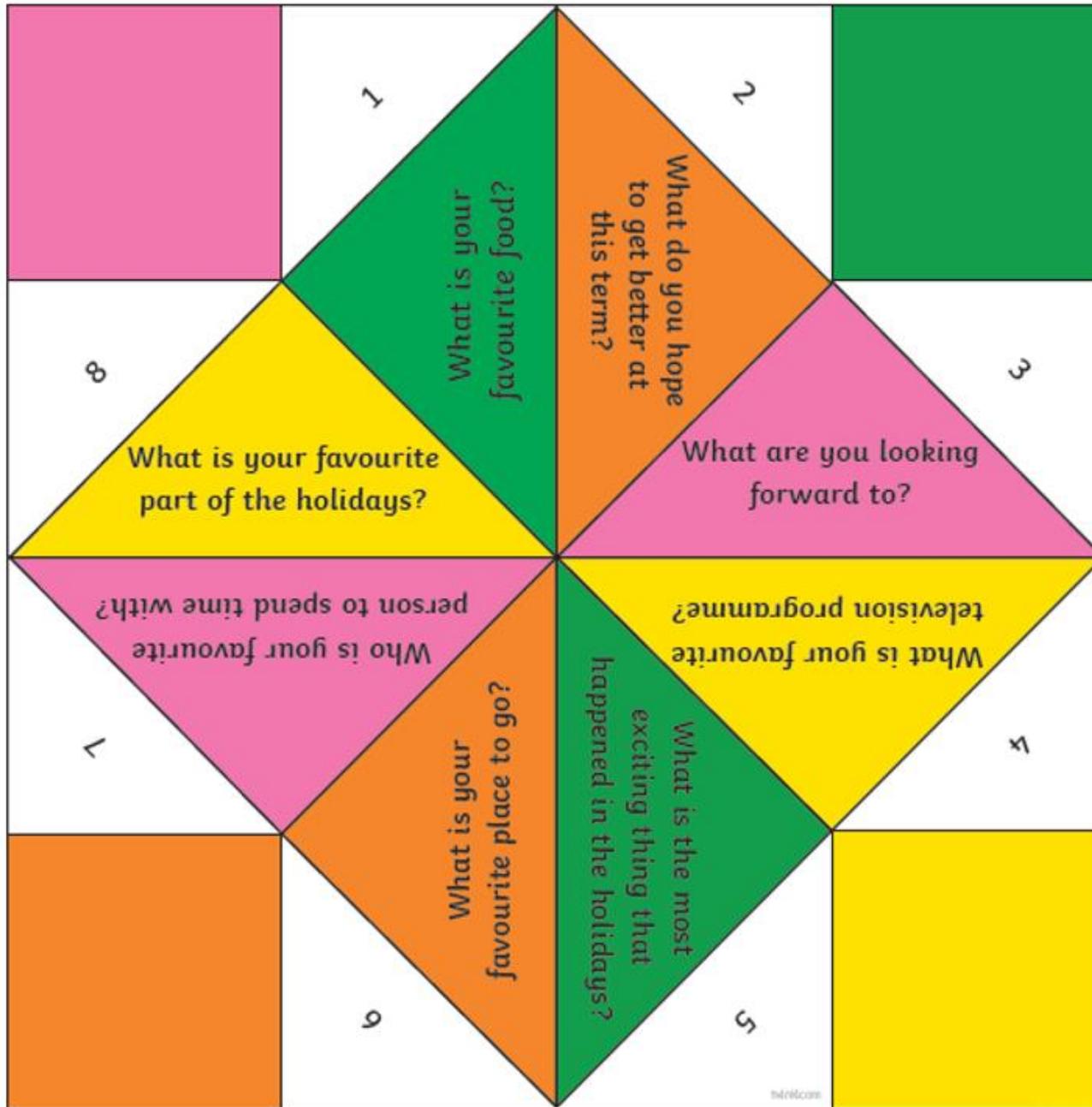
Best classroom activity



New friends



Moving Up 4
All About You 'Chatterbox'...



ALL about you Chatterbox...

You might need a grown up to help you with this when cutting out and folding. Answer and write down the questions on the paper. Then pick a number and question and see if a friend or family member can guess the answer all about you! Even better if you can upload some videos of you answering the questions on Seesaw!

Outdoors 1 Butterfly Feeder



What you will need:

- A small ramekin/jar or even plastic container
- Wool/strong string
- Half of an orange
- Bright coloured flowers (the brighter the better!)

Can you take any pictures of the different butterflies that visit you? Can you identify the species of butterfly? You could even carry out your own science investigation and data collection around what colour flowers attract the most butterflies! We can't wait to see your own creations on Seesaw or Dojo!

Outdoors 3 Nature Mandalas

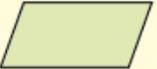
Try creating some beautiful, natural mandalas. You can investigate different patterns as you go – this is a wonderful activity to be creative but also a fantastic calming activity to do in the outdoors.

Use leaves, stones, rocks, sticks, berries...the list is endless! Don't forget to upload your wonderful designs

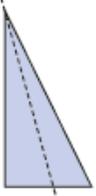
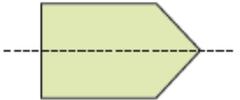
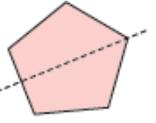
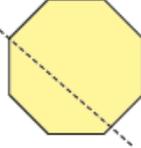
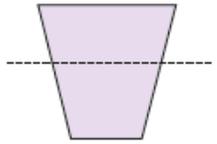
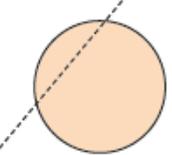
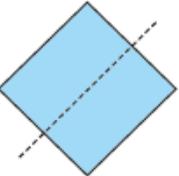
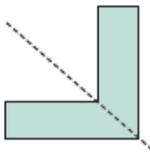


Lines of symmetry

1 Tick the shapes that have at least one line of symmetry.

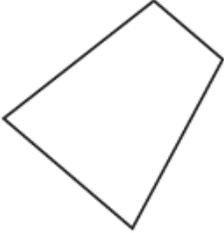
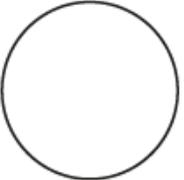
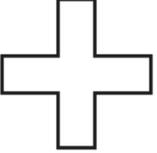
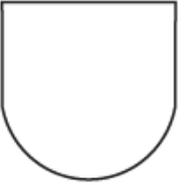
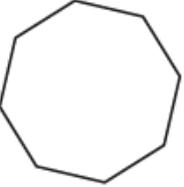
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Tick the shapes that show a correct line of symmetry.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you know which shapes to tick?

3 Draw one line of symmetry on each shape.

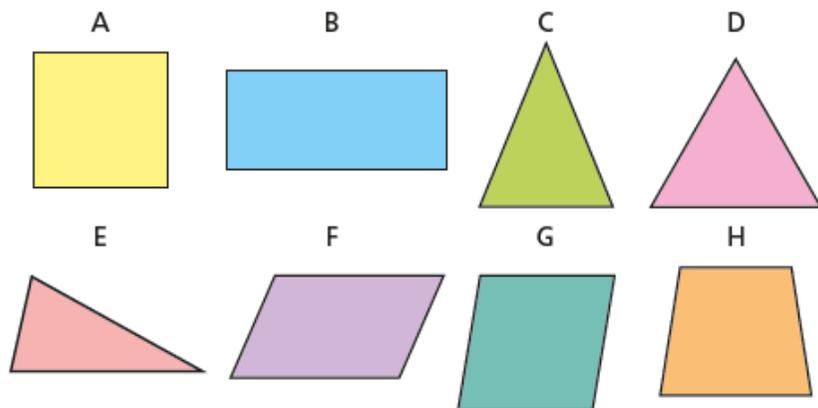
a) 	e) 
b) 	f) 
c) 	g) 
d) 	h) 

Is there more than one possible answer for each?



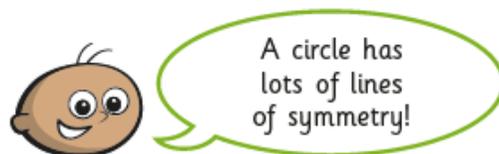
4 Sort the shapes into the table.

The first one has been done for you.



	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

5 Tommy is folding a paper circle to find lines of symmetry.



Do you agree with Tommy? _____

Talk about it with a partner.

6 Here are 3 logos.



All of these logos have lines of symmetry because they're circles.

Dora



I disagree because the design on them isn't symmetrical.

Mo

Who do you agree with? _____

Talk about it with a partner.

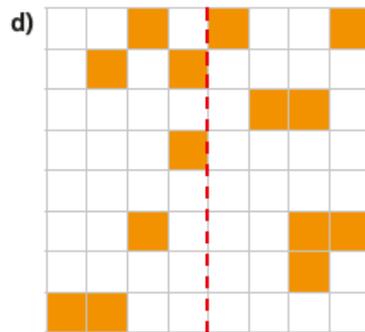
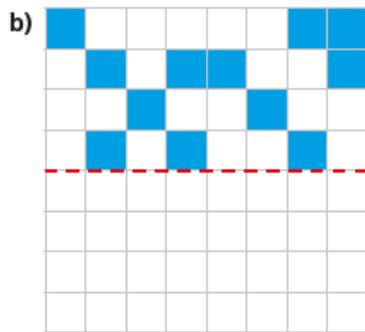
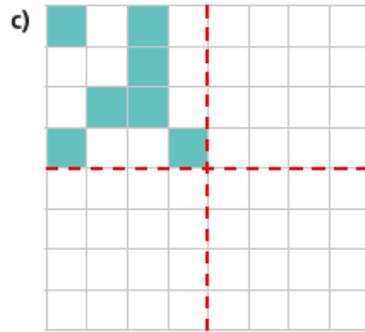
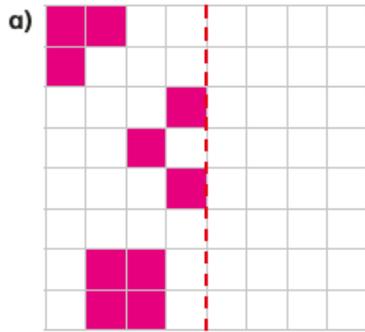
7 Shade a maximum of 8 squares to make a symmetrical shape.



Compare answers with a partner. How many different shapes can you make?

Complete a symmetric figure

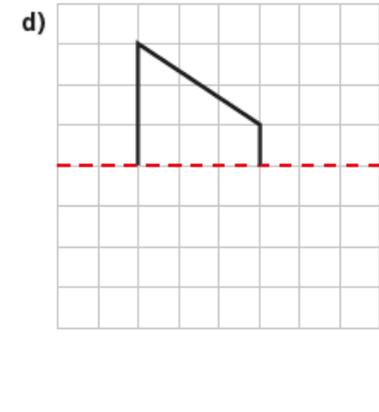
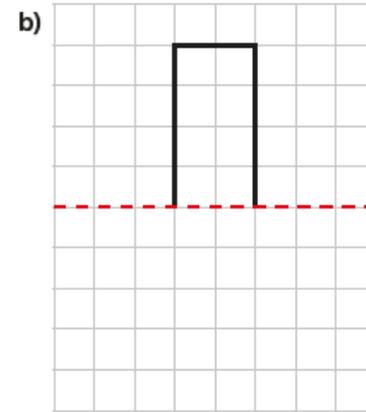
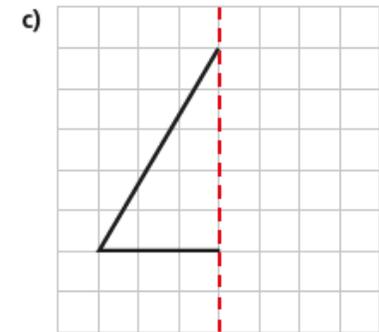
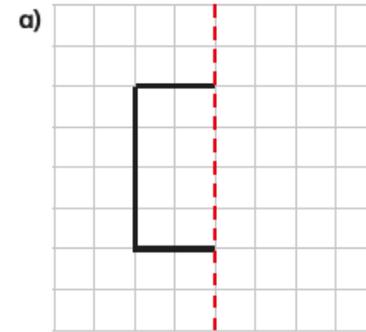
1 Shade squares to make the patterns symmetrical.



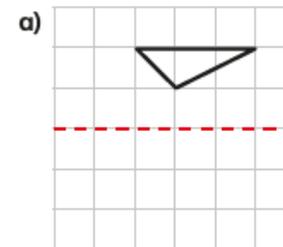
Compare methods with a partner.



2 Complete the shapes according to the lines of symmetry. Name each shape once you have drawn it.

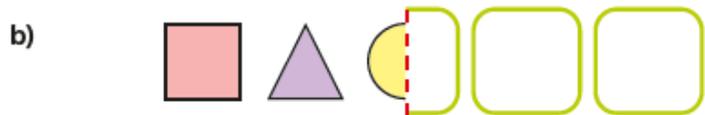


3 Reflect the shapes in the given mirror line.

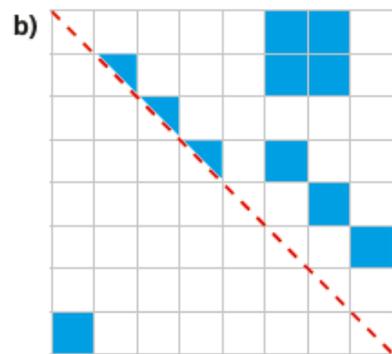
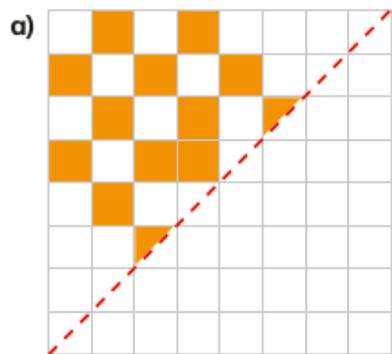


4 Each pattern is symmetrical around the mirror line.

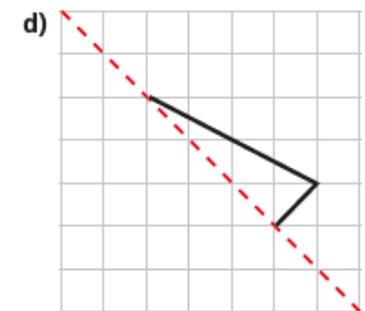
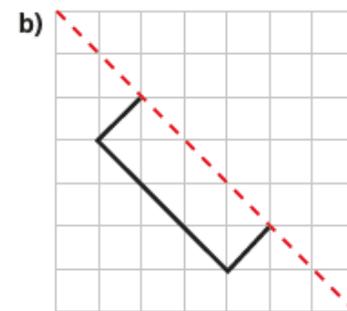
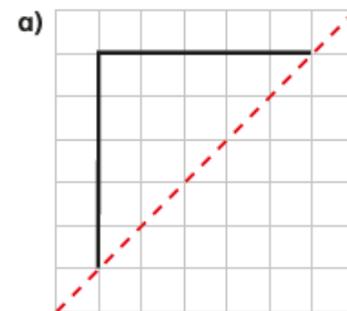
Complete the patterns.



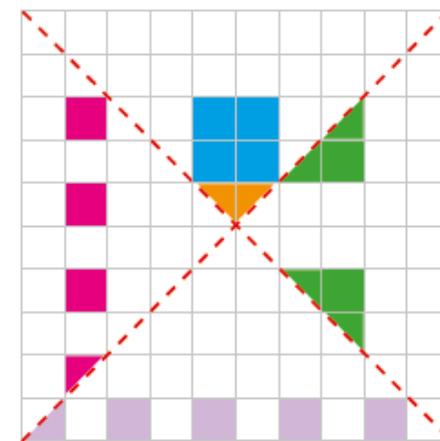
5 Shade squares to make the patterns symmetrical.



6 Complete the symmetric figures.



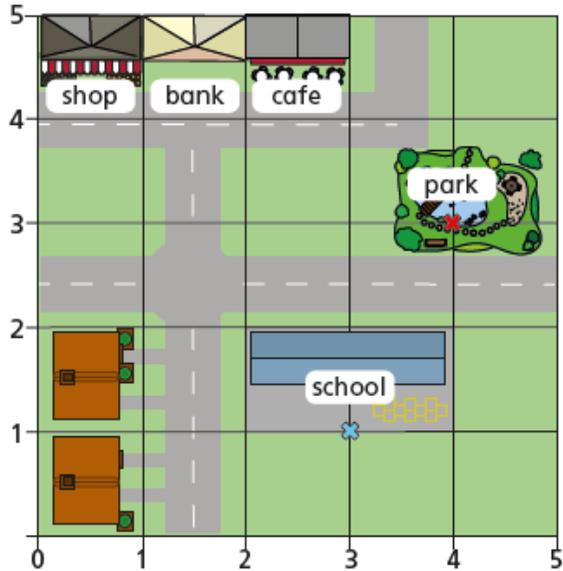
7 Complete the symmetric figure.



Create your own question like this for a partner.

Describe position

1 Here is a map of part of a town.

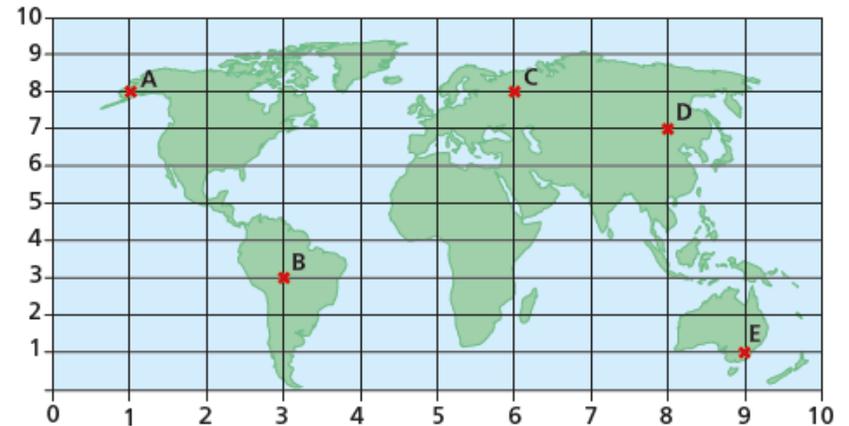


- a) Which place is next to the shop? _____
- b) Which place is next to the bank and close to the park? _____
- c) The front gates of the school have been marked with a cross.
Write the coordinates of the school gates. (,)
- d) The slide in the park has been marked with a cross.
Write the coordinates of the slide. (,)

Compare answers with a partner.



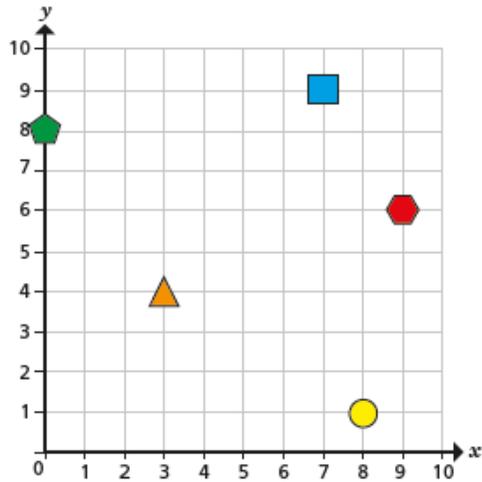
2 A map of the world is drawn on a grid.
Some locations are marked at points A to E.



- a) Which point is at the bottom right of the grid?

- b) Which two points are to the left of point C on the map?
_____ and _____
- c) Write the coordinates of each location.
A (,) D (,)
B (,) E (,)
C (,)

3 Some shapes are drawn on a grid.



a) Tommy, Dora and Eva are working out the coordinates of the pentagon.

Dora: The coordinates of the pentagon are (0, 8).

Tommy: The coordinates of the pentagon are (8, 0).

Eva: I think you are both right!

Who is correct? _____

Talk about it with a partner.

b) Write the coordinates of the other shapes.

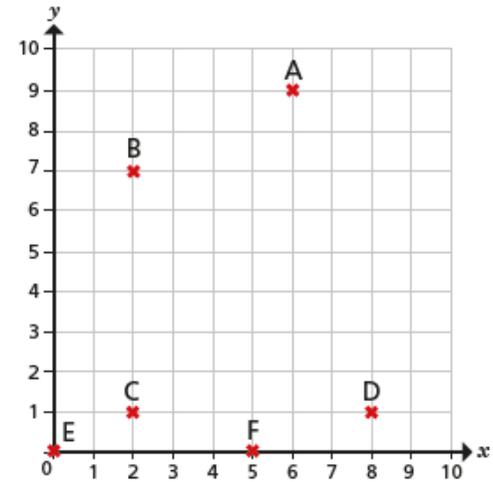
square (,)

triangle (,)

circle (,)

hexagon (,)

4 Six points are drawn on a grid.



a) Write the coordinates of each point.

A (,)

C (,)

E (,)

B (,)

D (,)

F (,)

b) Teddy and Alex each choose a point.

Teddy: Our x coordinates are the same.

Alex: My y coordinate is greater than Teddy's.

What points have Alex and Teddy chosen?

Alex (,)

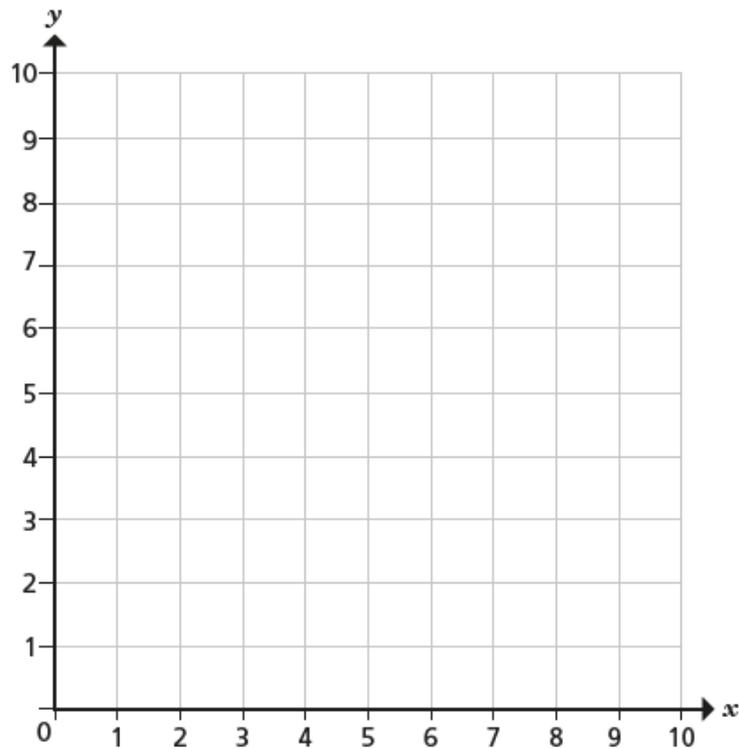
Teddy (,)

Draw on a grid

1 The cards show the coordinates of six points.

A (4, 4)	B (2, 3)	C (6, 4)
D (10, 8)	E (0, 5)	F (9, 0)

Plot and label the points on the grid.



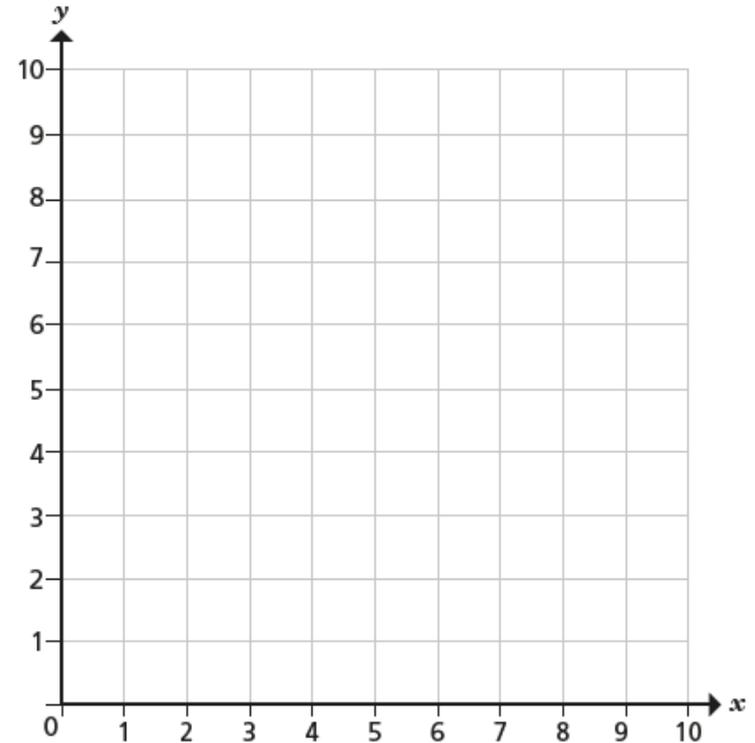
Compare answers with a partner.



2 Here are the coordinates of three points.

X (1, 3)	Y (2, 5)	Z (3, 7)
----------	----------	----------

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

(,) and (,)

Compare answers with a partner.

- 3 Here are the coordinates of the vertices of a rectangle.

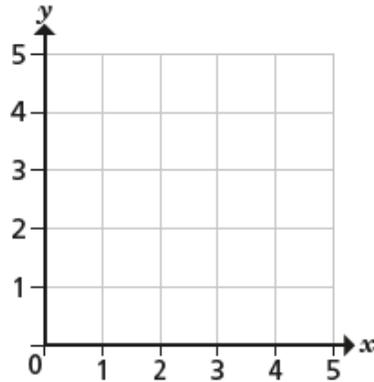
(1, 1)

(5, 1)

(1, 3)

(5, 3)

Draw the rectangle on the grid.



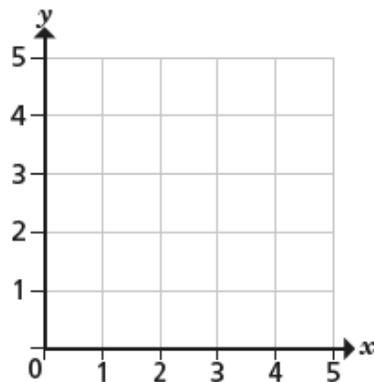
- 4 Two squares are drawn on a grid.

Here are the coordinates of the vertices of each square.

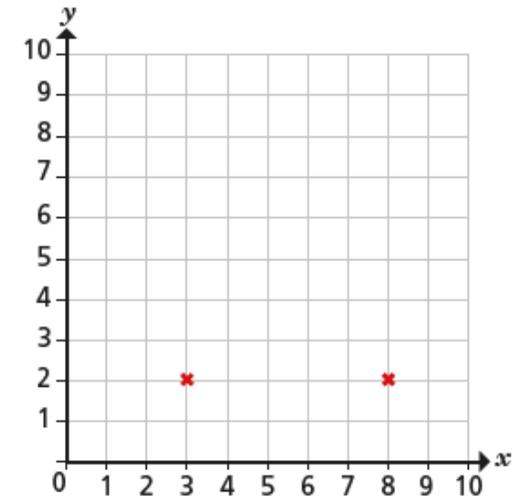
Square A (1, 1) (1, 3) (3, 3) (3, 1)

Square B (2, 2) (2, 4) (4, 4) (4, 2)

- a) Do you think the squares will overlap? _____
- b) Draw on the grid to check your answer.



- 5 Two vertices of a triangle are shown on the grid.



- a) What are the coordinates of the two vertices shown?
 (,) and (,)
- b) Give a possible coordinate for the third vertex, if the triangle is right-angled. (,)
- c) Give a possible coordinate for the third vertex, if the triangle is isosceles. (,)

Compare answers with a partner.

- 6 The coordinates of one vertex of a square are (10, 10).
 Give possible coordinates for the other three vertices.

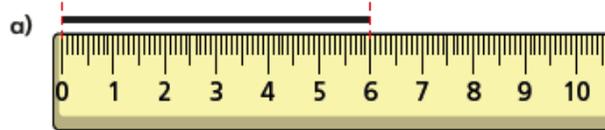
(,) (,) (,)

How many different answers can you find?

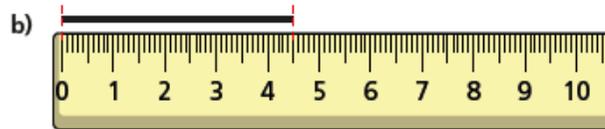
Metric units

1 How long is each line?

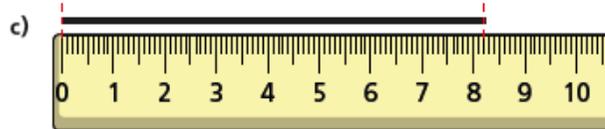
Give your answer in both centimetres and millimetres.



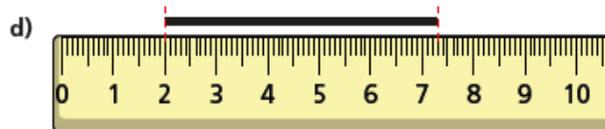
cm mm



cm mm



cm mm



cm mm

2 Complete the conversion.

1 cm = mm

3 Dexter is converting units of measure.



If I know how many millimetres are in 1 cm, and how many centimetres are in 1 m, then I can work out how many millimetres are in 1 m.

Complete Dexter's workings to show that he is correct.

1 m = cm

1 cm = mm

so, 1 m = mm

What other conversions could you work out using Dexter's method?

4 Complete the conversions.

- | | |
|-------------------------------------|--|
| a) 15 cm = <input type="text"/> mm | e) <input type="text"/> cm = 0.2 m |
| b) 12 m = <input type="text"/> cm | f) 4.65 m = <input type="text"/> cm |
| c) 16.5 m = <input type="text"/> cm | g) 52,000 mm = <input type="text"/> cm |
| d) <input type="text"/> mm = 165 cm | h) 52,000 mm = <input type="text"/> m |

- 5 Mo and Rosie are measuring the length of the playground.



I'm going to measure it in metres.

Mo

Rosie

I'm going to measure it in centimetres.



- a) Whose unit of measure is more appropriate? _____

Explain your answer.

- b) Rosie has measured the length of the playground as 563 cm.

What answer will Mo get in metres?

 m

- 6 Eva and Amir are measuring the length of a paper clip.



I'm going to measure it in millimetres.

Eva

Amir

I'm going to measure it in centimetres.



- a) Whose unit of measure is more appropriate? _____

Explain your answer.

- b) Amir has measured the length of the paper clip as 0.8 cm.

What answer will Eva get in millimetres?

 mm

- 7 The table shows the heights of four sunflowers.

Sunflower	A	B	C	D
Height	0.86 m	91 cm	640 mm	72 cm

Put the sunflowers in order, starting with the shortest.

- 8 The depth of a plank is 15 mm.

12 of the planks are stacked on top of each other.

What is the depth of the stack of planks?

Give your answer in centimetres.


 cm

- 9 Dexter is 146 cm tall.

Annie is 0.27 m shorter than Dexter.

How tall is Annie?

Give your answer in metres.

 m

- 10 The thickness of a 20p coin is 2 mm.

Tommy stacks £4 worth of 20p coins on top of each other.

How tall is the stack of coins?

Give your answer in centimetres.


 cm

Imperial units

1

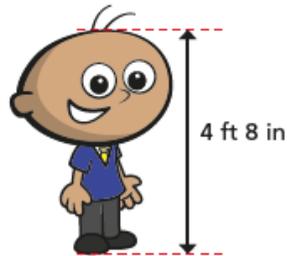
1 inch is approximately equal to 2.5 cm
1 inch \approx 2.5 cm

Use this fact to complete the conversions.

- | | |
|---|--|
| a) 2 inches \approx <input type="text"/> cm | e) <input type="text"/> inches \approx 7.5 cm |
| b) 4 inches \approx <input type="text"/> cm | f) 25 cm \approx <input type="text"/> inches |
| c) 5 inches \approx <input type="text"/> cm | g) <input type="text"/> inches \approx 22.5 cm |
| d) 0.5 inches \approx <input type="text"/> cm | h) 1 m \approx <input type="text"/> inches |

2

There are 12 inches in 1 foot.
Tommy is 4 feet 8 inches tall.



a) What is Tommy's height in inches?

inches

b) Approximately, how tall is Tommy in centimetres?

cm

3

1 kilogram is approximately equal to 2.2 pounds
1 kg \approx 2.2 lb

Use this fact to complete the conversions.

- | | |
|---|---|
| a) 2 kg \approx <input type="text"/> lb | e) <input type="text"/> kg \approx 22 lb |
| b) 4 kg \approx <input type="text"/> lb | f) 24.2 lbs \approx <input type="text"/> kg |
| c) 5 kg \approx <input type="text"/> lb | g) <input type="text"/> kg \approx 220 lb |
| d) 0.5 kg \approx <input type="text"/> lb | h) 2,500 g \approx <input type="text"/> lb |

4

A dog weighs 25 kg.



a) Approximately, what is the weight of the dog in pounds?

lb

b) There are 14 pounds in a stone.

Approximately, what is the weight of the dog in stones and pounds?

stone lb

5

1 pint is approximately equal to 568 millilitres
1 pint \approx 568 ml

Use this fact to complete the conversions.

- a) 2 pints \approx ml
- b) 4 pints \approx ml
- c) 5 pints \approx ml
- d) 0.5 pints \approx ml
- e) l \approx 5 pints
- f) 56.8 ml \approx pints
- g) pints \approx 56.8 l
- h) 20 pints \approx l

6

The capacity of a barrel is 11.36 l.

- a) Approximately, what is the capacity of the barrel in pints?



pints

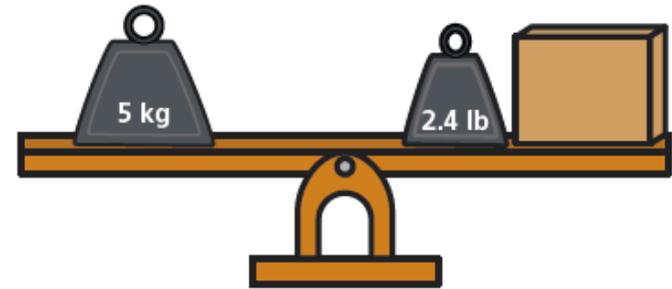
- b) There are 8 pints in a gallon.

Approximately, what is the capacity of the barrel in gallons?

gallons

7

A set of scales is balanced.



What is the weight of the box? Give your answer in pounds.

lb

8

A milkman delivers 50 pints of milk a day.

How many litres of milk does he deliver in a full week?

l

9

The average weight of a newborn baby is 7.5 lb.

Dora weighed 3.5 kg when she was born.

Did Dora weigh more or less than the average weight when she was born? _____

Approximately, how much more or less than the average did she weigh? _____

lb

Converting units of time

1 Use the numbers to complete the statements.

- 60
- 52
- 7
- 12
- 60
- 24

- a) There are days in a week.
- b) There are hours in a day.
- c) There are minutes in an hour.
- d) There are weeks in a year.
- e) There are months in a year.
- f) There are seconds in a minute.

2 Tommy and Kim are completing the statement.

There are days in a year.



The answer is 365

Tommy

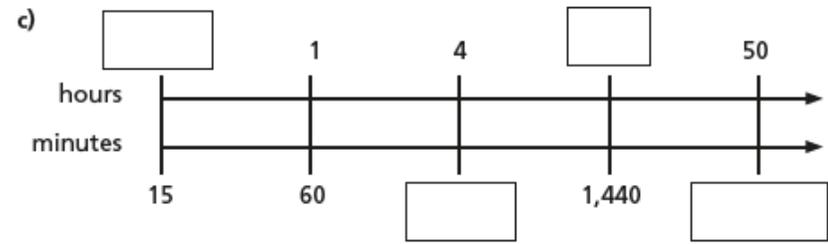
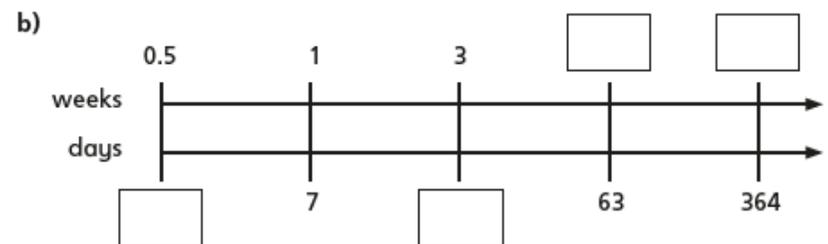
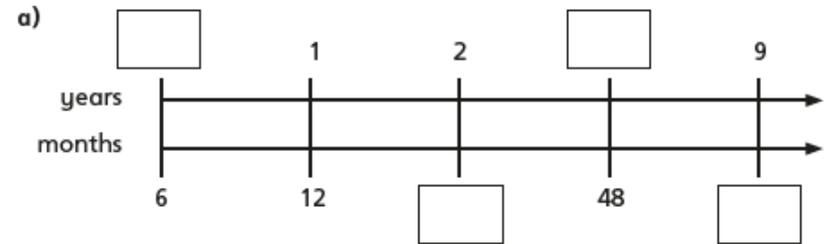


The answer is 366

Kim

Who do you agree with? _____
Talk about it with a partner.

3 Fill in the boxes to complete the conversions.



4 Complete the conversions.

- a) 6 weeks = days
- b) 7 years = months
- c) 5 minutes = seconds
- d) 3 days = hours
- e) weeks = 98 days
- f) minutes = 9 hours



g) hours = 2.5 days i) $\frac{1}{2}$ an hour = minutes

h) 18 months = years j) seconds = $\frac{3}{4}$ of a minute

5 Alex and Jack are converting 52 days into weeks.

Alex: I can't do it because 52 is not a multiple of 7

Jack: I can convert it into weeks and days.

Who is correct? _____

Talk about it with a partner.

6 Ron and Eva have known each other for 103 days.
For how many weeks and days have they known each other?

weeks and days

7 Amir and Annie ran a race.
Amir ran the race in 3 minutes and 14 seconds.
Annie ran the race in 187 seconds.
Who was faster? _____
Show your workings.

8 Dora's birthday is on 17 August.



It's currently 6 pm on 14 August.



a) How many hours is it until Dora's birthday?

hours

b) How many minutes is it until Dora's birthday?

minutes

c) How many seconds is it until Dora's birthday?

seconds

9 Work out how old you are in days, hours and minutes.

days hours minutes

Timetables

1 Here is a bus timetable.

	Bus A	Bus B	Bus C
Green Park Road	08:45	09:00	09:15
Forrest Drive	09:05	09:20	09:35
Summerville Street	09:22	09:37	09:52
Penny Bridge	09:40	09:55	

a) What time does Bus A arrive at Green Park Road?

b) What time does Bus B arrive at Summerville Street?

c) What time does Bus C arrive at Forrest Drive?

d) Each bus takes the same amount of time to get from Green Park Road to Penny Bridge.

What time does Bus C arrive at Penny Bridge?

e) Eva needs to be at Summerville Street by 9:35

Which bus does she need to get from Green Park Road?

2 Here is an extract from a TV guide.

17:00	17:30	18:00	18:30	19:00	19:30	20:00
News	Catch It!	Giant George	Wilson Street		News	Detective Files

a) At what times is the news on? and

b) What time does *Detective Files* start?

c) How long is *Wilson Street* on for? _____

d) Eva is working out how long *Catch It!* is on for.

Here are her workings.

	7	9
	1	8 : 10 '0
-	1	7 : 1 5
<hr/>		
	0	0 : 8 5
<hr/>		



Catch It! is on for 85 minutes.

Do you agree with Eva? _____

Talk about it with a partner.

e)



The news is on for half an hour in total.

Do you agree with Ron? _____

Explain your answer.

3 Here is part of a train timetable.



St Pancras	06:25	06:40	06:55	07:05	07:22
Stratford	06:32	06:47	07:02	07:12	07:29
Ebbsfleet	06:43	06:59	07:15	07:23	07:40
Ashford	—	07:19	—	07:42	—
Gravesend	06:47	—	07:18	—	07:43

- a) How many of the trains go all the way from St Pancras to Gravesend?
- b) How long does the 06:40 take to get from St Pancras to Ashford?
 minutes
- c) Which train takes the least amount of time to get from St Pancras to Gravesend?

4 In this timetable, all the trains stop at every station and the time taken between stations does not change.

Fill in the missing information.



Aberford	08:30	11:00	13:10	
Cartown		11:22		
Donville			13:47	
Highborough			14:01	
Southland	09:57			16:03

5 Draw a timetable of your school day.

- a) How many minutes do you spend at school?
 minutes
- b) How many seconds do you have for your lunch break?
 seconds
- c) Write your own questions for a partner to answer about your timetable.

- d) Work with a partner to create your timetable for the rest of the week.
Work out how many hours, minutes and days you spend on each subject.