



Victoria Dock Primary School Home Learning Plan



Year 5

Week Commencing 18th January

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

Year 5 Maths – Online Learning		
Multiplication and Division		
Lesson	Video Link	Worksheet
Lesson 6- Square numbers (2 days)	https://vimeo.com/474984047	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO5-Square-numbers-2019.pdf
Lesson 7- Cube numbers (2 days)	https://vimeo.com/474984384	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO6-Cube-numbers-2019-1.pdf
Lesson 8- Recap- multiply by 10 (1 day)	https://vimeo.com/474984652	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y4-Autumn-Block-4-WO1-Multiply-by-10-2019.pdf

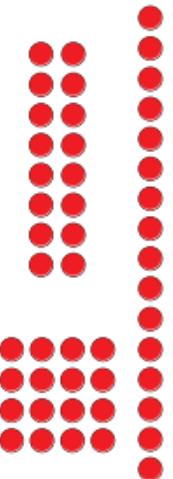
Square numbers



- 3 Which of these numbers are square numbers?
Circle your answers.

4 10 18 25

- 1 a) Use 16 counters to make these arrays.



- b) What do you notice about the shape of one of the arrays?

- c) Is 16 a square number? How do you know?

- 2 a) Is it possible to make a square array with 8 counters? _____
b) Is it possible to make a square array with 9 counters? _____

- c) Which number is a square number?
How do you know?

- 4 Dexter makes a square using 12 counters.



12 is a square number as I can make the counters into a square.



What mistake has Dexter made?

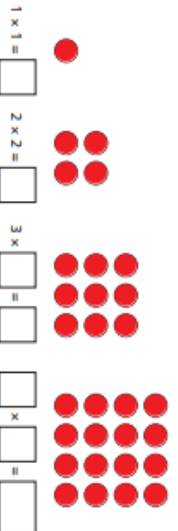
- 5 Whitney is working out a calculation.

$$8 \times 8 = 16$$

What mistake has Whitney made?

- 6 The arrays below show a sequence.

- a) Complete the number sentence. Use the arrays to help you.



- b) What do these numbers have in common?

- c) Draw the next two numbers in the sequence and write a number sentence for each.

- d) What would the next four numbers in the sequence be?

- 7 Complete the statements.

- a) $6^2 = \square$ d) $0^2 = \square$
 b) $12^2 = \square$ e) $\square^2 = 100$
 c) $\square = 9^2$ f) $64 = \square^2$

- 8 a) Write the numbers in the table.

0 3 4 11 49

Square number	Factor of 24	Not a factor of 24
Prime number		

- b) Write a different number in each part of the table.

- 9 Dani is thinking of a square number with 2 digits.
The digits add together to make another square number.
What could the number be?

- 10 Huon is celebrating his birthday.
His age is a square number.
Last year he was a multiple of 12
Next year he will be a multiple of 10
How old is Huon?

Cube numbers



- 1 a) Fit 8 multilink cubes together to make a larger cube.



- b) Is it possible to fit 9 multilink cubes together to make a larger cube?

Explain your answer.

- 2 Filip makes a cube using some smaller cubes.



- a) How many cubes make up this cube?

- b) How did you work out the number of cubes?

- c) This number is an example of a cube number.
Why do you think it is a cube number?



- 3 a) Complete the table of cube numbers.

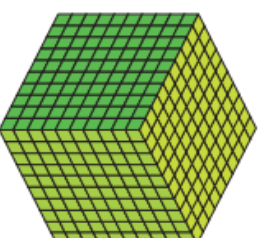
2^3	$2 \times 2 \times 2$	8
3^3	$3 \times 3 \times 3$	
4^3	$4 \times 4 \times 4$	

- b) What would the next cube number in the table be?

³ = × × =

- 4 Complete the statements.

Use the cubes to help you.



a) $5^3 =$

5 cubed =

$5 \times 5 \times 5 =$

b) $10^3 =$

10 cubed =

$10 \times 10 \times 10 =$

- 5 a) Which calculation is the same as 6^3 ?

Tick your answer.

6×3

$6 + 6 + 6$

$6 \times 6 \times 6$

- b) Kim has worked out 6^3 using this method.

$$\begin{aligned} 6^3 &= (6 \times 6) \times 6 \\ &= 36 \times 6 \\ &= 216 \end{aligned}$$

30	6
$6 \times 30 \times 6 = 180$	$6 \times 6 = 36$
$180 + 36 = 216$	

Is Kim's method correct? _____

How do you know?

- 6 Match the cube numbers to the calculations.

One has been done for you.

4^3 4×2

5^3 9×3

2^3 16×4

3^3 25×5

- 6 Calculate 7^3

- 7

1^3 is 1, and
 3^3 is 9



What mistake has Dora made?

Why might she have made this mistake?

- 8 Scott's age is a cube number.

His sister is 2 years younger than him.

Her age is a square number.

In 3 years, Scott's age will be a multiple of 10

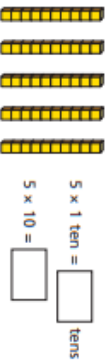
How old is Scott?

Scott is years old.

Multiply by 10

Year 5
Rose
Maths

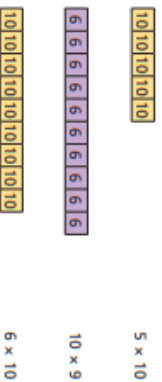
- 1 Complete the calculation shown in base 10



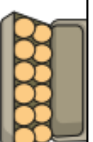
- 2 Complete the number sentences.

- a) $2 \times 10 =$ [] d) $7 \times 10 =$ []
b) $4 \times 10 =$ [] e) $10 \times 6 =$ []
c) $10 \times 8 =$ [] f) [] = 3×10

- 3 Match the bar models to the multiplications.



- 4 Tom has 10 boxes of eggs.
There are 12 eggs in each box.
How many eggs does he have altogether?



Tom has [] eggs.

- 5 Complete the sentences.

H	T	O
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]
[]	[]	[]

Each row has [] ten and [] ones.

There are [] rows.

The calculation is [] × [] = []

- 6 Use counters on a place value chart to work out 23×10
 $23 \times 10 =$ []

- 7 Which of these is the odd one out? Tick your answer.

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

Talk about it with a partner.

- 8 Complete the calculations.

- a) $45 \times 10 =$ [] e) $10 \times$ [] = 140
b) $36 \times 10 =$ [] f) [] = 40×10
c) [] = 10×78 g) $32 \times 10 = 10 \times$ []
d) $31 \times$ [] = 310 h) $670 = 2 \times 5 \times$ []

- 9 Eva walks 60 m to school.
Teddy walks 10 times as far as Eva to school.
How far does Teddy walk to school?

Teddy walks [] m to school.

- 10 Amir thinks of a 2-digit number.
He multiplies it by 10



My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

- 11 Chocolates come in boxes of 8 and 10



Rosie needs to buy 80 chocolates.

- a) What boxes could Rosie buy?

- b) What is the fewest number of boxes Rosie needs to buy?

[]

Fast maths

Do not forget to write at least one more fact out for each, if not the whole fact family!

Monday

Tuesday

Wednesday

Thursday

Friday

1 $66 \div 6 =$ _____

2 $18 \div 6 =$ _____

3 $6 \div 6 =$ _____

4 $42 \div 7 =$ _____

5 $14 \div 7 =$ _____

6 $42 \div 7 =$ _____

7 $18 \div 6 =$ _____

8 $48 \div 6 =$ _____

9 $60 \div 6 =$ _____

10 $12 \div 6 =$ _____

11 $6 \times 11 =$ _____

12 $7 \times 6 =$ _____

13 $6 \times 7 =$ _____

14 $6 \times 6 =$ _____

15 $6 \times 10 =$ _____

16 $6 \times 8 =$ _____

17 $6 \times 12 =$ _____

18 $7 \times 3 =$ _____

19 $7 \times 8 =$ _____

20 $7 \times 4 =$ _____

21 $6 \times 5 =$ _____

22 $6 \times 11 =$ _____

23 $6 \times 4 =$ _____

24 $7 \times 5 =$ _____

25 $7 \times 4 =$ _____

26 $7 \times 6 =$ _____

27 $6 \times 6 =$ _____

28 $7 \times 10 =$ _____

29 $7 \times 8 =$ _____

30 $7 \times 8 =$ _____

31 $18 \div 6 =$ _____

32 $84 \div 7 =$ _____

33 $72 \div 6 =$ _____

34 $48 \div 6 =$ _____

35 $77 \div 7 =$ _____

36 $63 \div 7 =$ _____

37 $54 \div 6 =$ _____

38 $18 \div 6 =$ _____

39 $18 \div 6 =$ _____

40 $35 \div 7 =$ _____

41 $56 \div 7 =$ _____

42 $84 \div 7 =$ _____

43 $77 \div 7 =$ _____

44 $24 \div 6 =$ _____

45 $36 \div 6 =$ _____

46 $60 \div 6 =$ _____

47 $14 \div 7 =$ _____

48 $77 \div 7 =$ _____

49 $7 \div 7 =$ _____

50 $42 \div 6 =$ _____

Spelling

- We are looking at homophones this week (words that sound the same but have different meanings). Mon- practise these spellings by doing look, say, cover, write and check.

Tues- complete the sentences by choosing the correct word worksheet. Wed- complete the vowel circle activity. Thur - complete the crossword. Fri- test.

Vowel Circle

Write each of your spelling words.
Then go back and circle all the vowels
in your spelling words!

Do not forget to write neatly!

Starstruck!

My friend Milly told me that she had **past/passed** a couple of people on the street, and **herd/heard** them talking about an exciting **guessed/guest** who was staying at the local hotel.

'You want to take a look, don't you,' I **guest/guessed**.

'You **guest/guessed** right,' said Milly, and she rushed **passed/past** me to collect her coat.

Half walking, half running, she **lead/led** me to the entrance of the hotel. There was a photographer standing outside.

'If you're looking for the famous film star, you've just **mist/missed** him,' she said.

Milly's face dropped.

On the way back home, she walked as if her boots were full of **led/lead**.



Crossword

Can you use the clues to solve the crossword in the fastest time?

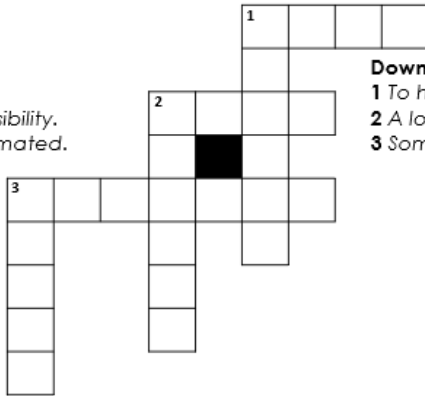
Clues

Across

- Gone by in time.
- Weather that limits visibility.
- Estimated or approximated.

Down

- To have moved or left behind.
- A lost opportunity.
- Someone who is invited



- guest
- guessed
- mist
- missed
- herd
- heard
- lead
- led
- past
- passed

Writing

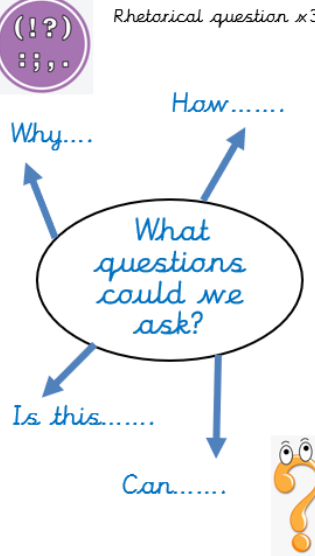
Writing Task 1- sentence stacking 2- please watch the videos on Microsoft Teams to complete these lessons.

Complex sentence 18.1.21




Even though this is happening, zoos are becoming increasingly popular places to visit, where families pay high entrance fees for a good day out.

Rhetorical question x3 18.1.21



Is it fair for animals to live in enclosures for the benefit of humans? Can we continue with zoos? Is this place heaven or hell?

Fronted adverbial 18.1.21



How will the report investigate?

- Undoubtedly,
- -
- -
- -

Undoubtedly, this report will investigate the pros and cons of zoos.

Writing Task 2- sentence stacking 3-

(!?)
:;,.
Colon- introduce list

19.1.21

What would they learn?

(!?)
:;,.
Parenthesis

19.1.21

At the local zoo, one could get really close and experience it first-hand: learn how to care for them, what they eat and what they need to survive.

(!?)
:;,.
Parenthesis

19.1.21

What do we need to protect them from?

Secondly, some animals are on the brink of extinction, and by raising them in captivity (where they can be cared for and protected) this can hopefully be prevented.

Fronted adverbial and synonym

• How else can we say 'in addition to this'?

extinction

19.1.21

In addition to this, zoos have breeding programmes designed to prevent extinction which will ultimately protect the longevity of the species.

Writing Task 3- sentence stacking 4-



Precise verb

20.1.21

taking

On the other hand, other people may argue that taking animals from the wild (seizing them from their homes) may be considered inhumane.



Feelings- alliteration

20.1.21

How are they feeling and why?



As well as this, the environment is not stimulating and the animals become bored and depressed: they may be enclosed in small cages with no room to exercise, people flash their cameras and food is thrown at them.



Basics- adjectives and verbs.

20.1.21

What behaviour do they display?

- purposefully pacing
- -
- -
- -

Furthermore, the zoos are only thinking about their profits- keeping spaces confined. Because of this, the animals display disturbing behaviours: pacing, swaying and biting.

Writing Task 4- sentence stacking 5- please watch the videos on Microsoft Teams to complete these lessons.



Franted adverbial

21.1.21

How else can we say 'in view of the arguments for and against?'

- -
- -
- -

In view of the arguments for and against, I believe that zoos can be (and most are) fabulous places.



Basics- adjectives

21.1.21

dominant

important

persuasive

convincing

The argument that they are extremely educational and continue to preserve our endangered species is, for me, the most convincing and important one.



Complex sentence- sub. Clause.



21.1.21



Although I have this opinion, I know that continual investment is needed for zoos to replicate the animals' habitats: savannahs, rainforests and jungles.

Writing Task 5- sentence stacking 6- please watch the videos on Microsoft Teams to complete these lessons.

Compound sentence

22.1.21

To conclude, it is evident that there are many reasons in favour of zoos, yet there are also some compelling reasons against them.

simile.




as heavenly as.....



hellish like...

22.1.21

It is up to you to decide if zoos can all be heavenly places rather than the hellish places that do unfortunately still exist today.

Compound sentence

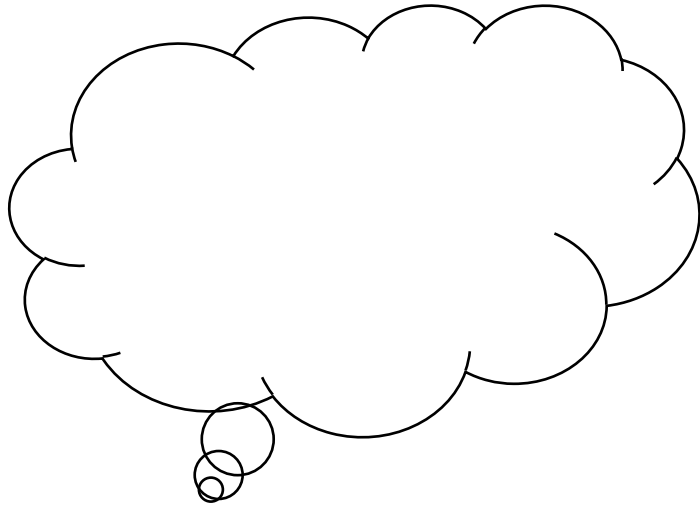



22.1.21

Earth belongs to everyone. Perhaps in the future, we will regret (feel shame and sorrow) the way in which we have treated our animals, or will we hold our heads up high and be immensely proud of it?

Reading

Reading task 1- chapter 8



Write down another opinion from this chapter. Whose opinion is it?

Monday 18th January

NCO: I can distinguish between statements of facts and opinion.

De

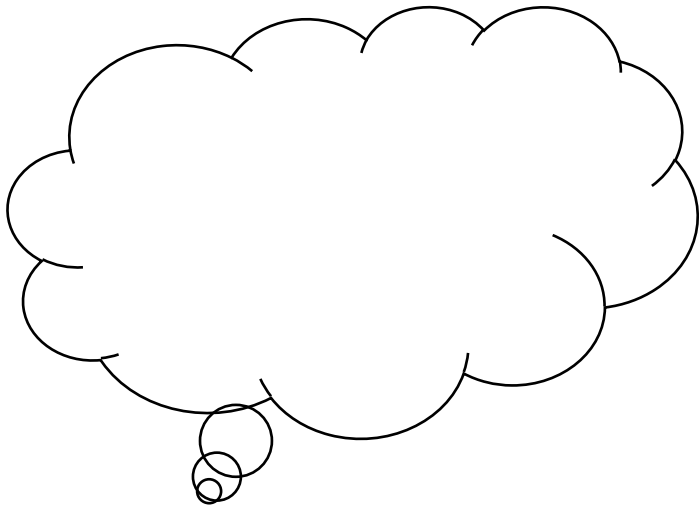
Task- read chapter 8 and put these events in order 1-5

Dad phoned the Chinese takeaway.	
Dad said the Chinese food was delicious	
The baby puked over mum's shoulder.	
Michael put his leftover food in the bin	
Mum and the baby came home from hospital	

One of these statements is an opinion, all the others are facts. Copy down which one it is.

Explain why it is an opinion instead of a fact.

Reading task 2- chapter 9



Write down another opinion from this chapter. Whose opinion is it?

Tuesday 19th January

NCO: I can distinguish between statements of facts and opinion.

Task- read chapter 9 and put these events in order 1-5

Mina showed Michael her drawings of birds.	
Mina said that Michael was silly.	
Michael's dad went inside to check on the cement.	
Michael saw Mina again.	
Mina said she would like to see Michael's baby sister.	

One of these statements is an opinion, all the others are facts. Copy down which one it is.

Explain why it is an opinion instead of a fact.

Reading task 3- chapter 10 p25-27

Wednesday 20th January

NCO: I can distinguish between statements of facts and opinion.

Task- read p25-27 of chapter 10 then tell me if these statements are facts (F) or opinions (O)

I want the baby to get stronger	
The thing is weak	
I think I might be going crazy	
Michael dreamt about Mina and the baby	
Michael gave the thing aspirin and food	
I am grateful for the help	

For each opinion that you have identified, tell me whose opinion it is and why they might think that. **Pick a different character for each opinion.**

Reading task 4- chapter 10 p28-30

Thursday 21st January

NCO: I can distinguish between statements of facts and opinion.

Task- read p28-30 of chapter 10

- Write 3 **facts** down from this section-

- Write 3 **opinions** down from this section- tell me whose opinions they are.

Why does the thing think he is, 'nearly nobody'? Use point, evidence, explain to answer.

In my opinion, I think that.....

I know this because in the text it says.....

This creates the idea that....

Reading task 5- main points of a text - comprehension

There's a fire in the forest!

The creatures are fleeing

The flames close behind

With the wind driving onward.

From underbrush up to

The high moving tree-tops

The fire's surging forward.

There's a fire in the forest;

The whole woods are burning.

The whole world is burning!

The creatures are seeking

The safety of streams

Beyond the hot burning.

The creatures are fleeing;

They are labouring, straining


To reach the cool river

They know just beyond them,

To escape the fierce burning,

To reach the cool stream

For which they are yearning.



There's a Fire
in the Forest

by W.W.E. Ross

In the poem, what are the forest animals:

a) escaping from?

b) looking for?

Find two verbs in the poem that suggest movement.

Write **one** in each space.

What is the main idea of the **second verse** of the poem?
Select the best answer.

the size and depth of the river

the fear and urgency of the animals

the beauty of the forest

the cause of the forest fire

If you had to pick the main idea for the first verse, what would it be and why?

Challenge- how has the feeling of panic been created in this poem? Think about the choice of words and the way the lines have been written.

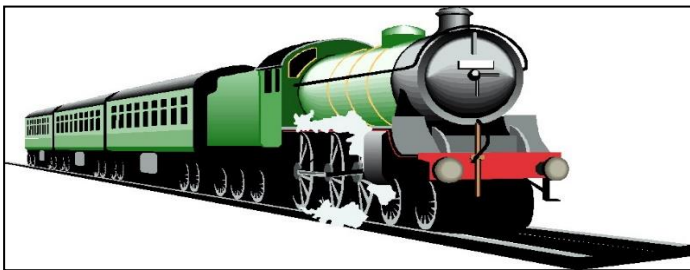
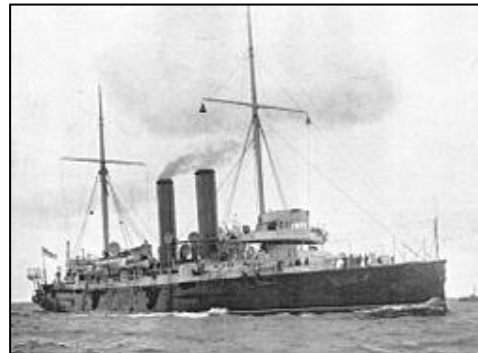
****Please read chapters 11 and 12 of Skellig as we are starting on chapter 13 on Monday 25th January. Thank you.**

Other Subjects

- **Monday 18th January- Topic- We are Hull**

The History of Victoria Dock Village- detective activity.

You would not believe the history of where you live right now! Victoria Dock has seen a lot of changes throughout the years. It is your challenge to cut out these pictures and create a Victoria Dock timeline. Research what they might mean (the clue is in the picture) and try and find out some dates and facts to go with the pictures.



• **Tuesday 19th January- PSHE- anti-bullying**

Task 1- cyberbullying

Complete this quiz below, answer whether the example is online (O), real life (R) or both (B).

- 1) Consistently adding nasty comments on Facebook.
- 2) Pushing someone over on purpose.
- 3) Using discriminatory language in a conversation.
- 4) Tripping someone up after class every lesson.
- 5) Video calling someone to be mean and spread vicious rumours about them

6) write down the definition of cyberbullying.

7) True or False- We can help to stop cyberbullying _____

Task 2- staying safe online

Write the labels below in the correct circle, should we keep these details private, or should they be shared and made public?

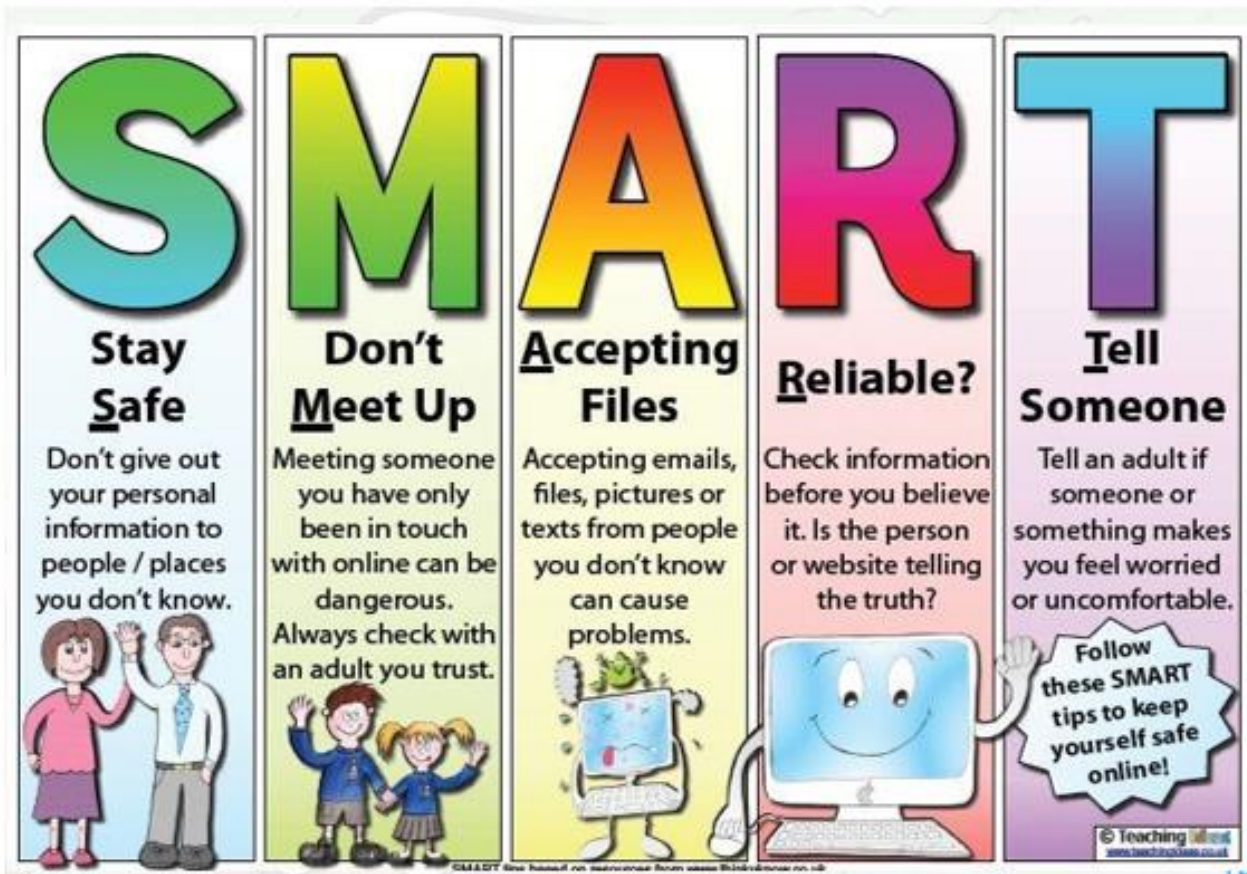
Private or public?

Private Public

Pictures of pet Name Hobbies Mobile number Address School Pictures of your tea Pictures of you

Task 3- design a leaflet or poster

This is a poster about keeping safe online-

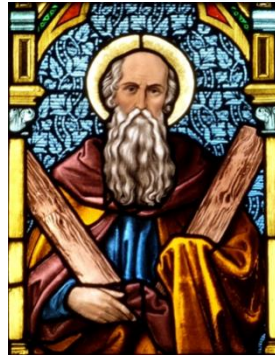


Design your own poster about cyberbullying or keeping safe online. Remember to get your key points across.

• **Wednesday 20th January- RE- Saints and Heroes**


Saint- a saint is a person who is recognised as having an exceptional degree of holiness, or likeness to God. **Hero-** a hero can be a real person. They can be a fictional character from a book or film. They can be any age or gender. Heroes and saints have similar characteristics-


- Heroic
- Brave
- Daring
- Strong
- helpful
- Mighty
- Positive



- **Thursday 21st January- PE-** try this skills challenge at home, let me know your score!

HULL ACTIVE SCHOOLS: Virtual Skills Challenge!

BOCCIA SKILL CHALLENGE 

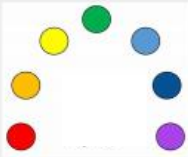


How to Enter!

- Register your school on www.yourschoolgames.com (Contact Alex Sherwood if you need to reset your school login credentials)
- Why not engage with **Parents/Careers** by setting this challenge as an 'At Home' task - parents can submit their own child's scores!

How to Play 'RAINBOW TARGETS'

- ❖ Set up 7 targets, to represent each colour of the rainbow
- ❖ Player has 7 attempts / throws
- ❖ Try to hit or land on as many of the targets as possible in the correct order starting with the **RED** target, then **ORANGE**, **YELLOW**, **GREEN**, **BLUE**, **INDIGO** and finish with **PURPLE**
- ❖ Targets should be placed at least 1.5 away from the player in the middle - use a measuring tape




How to Score!

- ◆ **RED - 1 POINT**
- ◆ **ORANGE - 2 POINTS**
- ◆ **YELLOW - 3 POINTS**
- ◆ **GREEN - 4 POINTS**
- ◆ **BLUE - 5 POINTS**
- ◆ **INDIGO - 6 POINTS**
- ◆ **PURPLE - 7 POINTS**

Add up the total of points you manage to hit - 28 points is the TOP score!

Upload results on www.hullactiveschools.org



TOP TIP: You can throw, kick, roll or use a ramp to play! If you don't have Boccia Balls, rolled up socks are perfect to play with.

Equipment Needed:

1. Boccia Balls or Socks
2. Floor markers or coloured paper
3. Measuring Tape!

Do not forget- **Joe Wicks** is back with his daily workouts every Monday, Wednesday and Friday. Check out his channel and complete one. Example below.

<https://www.youtube.com/watch?v=hnOtrnh80hs>

• **Friday 22nd January- Jigsaw- Puzzle 3: Dreams & Goals - Ages 9-10 - Piece 2**

Objective- I know about a range of jobs carried out by people. I know and explore how much people earn in different jobs. I appreciate the contributions made by people in different jobs.

- 1) Game- job charades- act out a particular job role e.g. doctor, fireman etc...and see if someone can guess it. Swap over. Do this a few times each.
- 2) Time yourself for 1 minute and write down/ think of as many different jobs or professions as you can- hoe many did you get?
- 3) Rank the different jobs from most important (1) to least important (16) - this is your opinion.

Doctor		Singer	
Nurse		Office worker	
Teacher		Pilot	
Mechanic		Vet	
Footballer		Train driver	
Charity worker		Fire officer	
Police officer		Army	
Chef		Farmer	

4)Research the salaries of all these jobs and write them down. Then, answer these questions;

- Who earns the most and why might that be?
 - Who contributes the most to society?
 - Who should earn the most based on the job they do?
- Do we always choose a profession based on salary?
 - Does a high salary mean that we are successful?

** If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.