



Victoria Dock Primary School Home Learning Plan



Year 5

Week Commencing 1st March

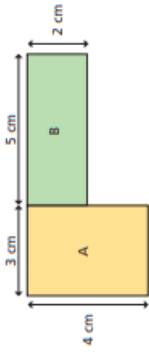
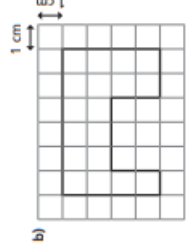
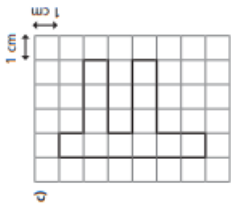
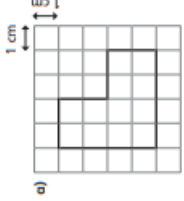
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be submitted to school when complete.

Year 5 Maths – Online Learning		
Area and Perimeter		
Lesson	Video Link	Worksheet
Lesson 8- area of compound shapes (2 days)	https://vimeo.com/480255207	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO4-Area-of-compound-shapes-2019-1.pdf
Lesson 9- area of irregular shapes (2 days)	https://vimeo.com/480246937	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO5-Area-of-irregular-shapes-2019.pdf
TEST	N/A	See sheets in pack or on assignment in Microsoft Teams.

Area of compound shapes



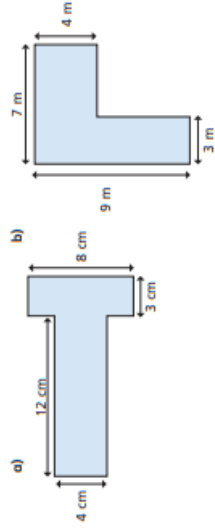
- 1 On the grid, the area of each square is 1 cm^2 . Calculate the area of each shape.



- a) Work out the area of rectangle A
area =
- b) Work out the area of rectangle B
area =
- c) Work out the area of the compound shape.
area =

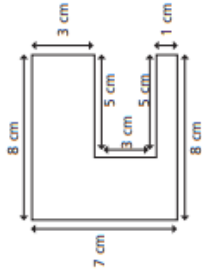
Talk about it with your partner.

- 3 Work out the area of each of the following shapes. Show all your working.

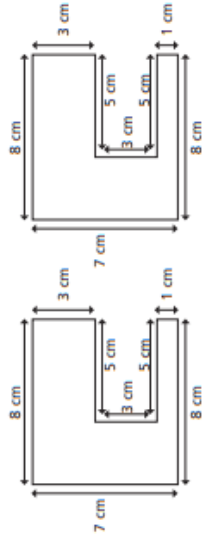


- 4 Calculate the area of the compound shapes.

a) Mark on the shape how you partitioned it.



b) Show how you can partition the shape in two other ways.



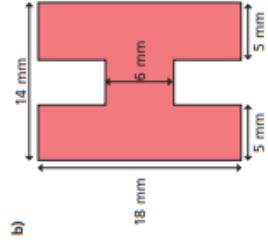
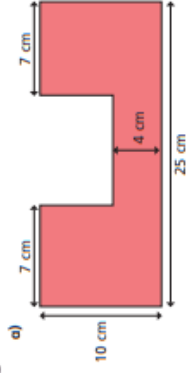
c) Alex has calculated the area of the same shape below.

$$\begin{aligned} 8 \times 7 &= 56 \\ 5 \times 3 &= 15 \\ 56 - 15 &= 41 \text{ cm}^2 \end{aligned}$$

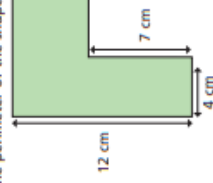
Explain the method Alex has used.



- 5 Calculate the area of these compound shapes.



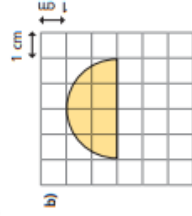
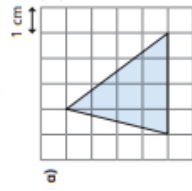
- 6 The area of this shape is 83 cm^2 . Work out the perimeter of the shape.



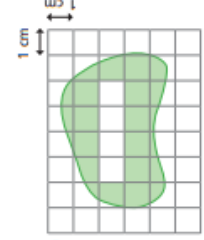
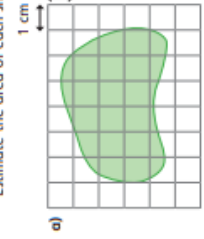
Area of irregular shapes

Rose Math

- 1 On the grid, the area of each square is 1 cm^2 . Estimate the area of each shape.

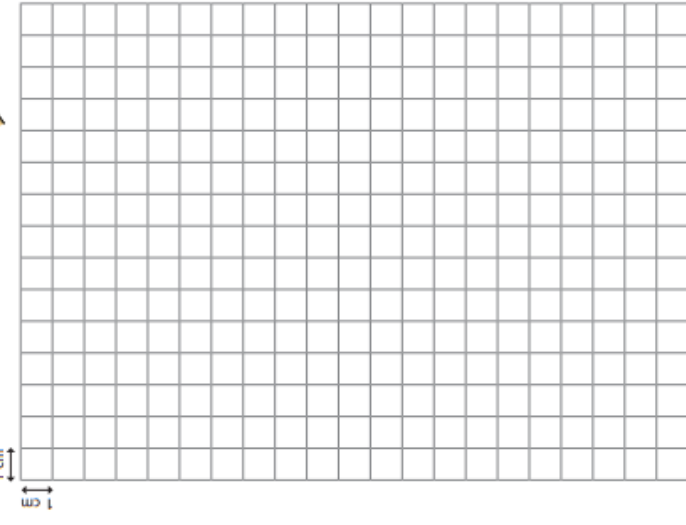


- 2 Mo draws two shapes on a cm^2 grid. Estimate the area of each shape.

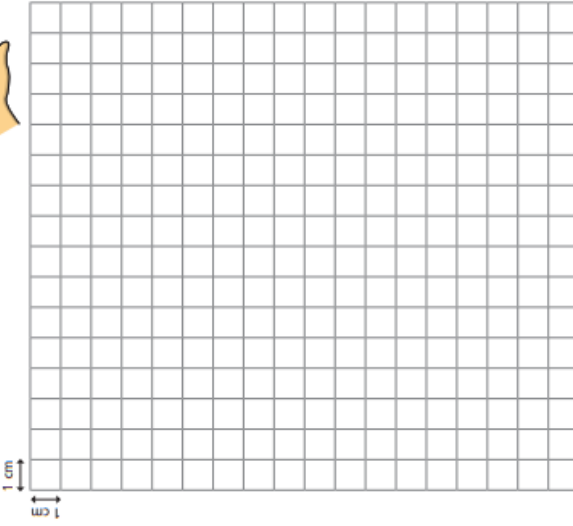


How did you estimate the area of b)?

- 3 a) On the grid below, draw around your closed hand and estimate the area.

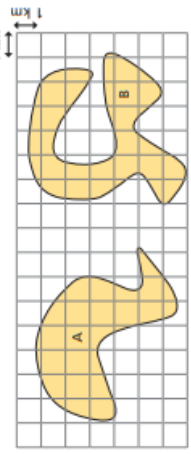


- b) On the grid below, draw around your open hand and estimate the area.

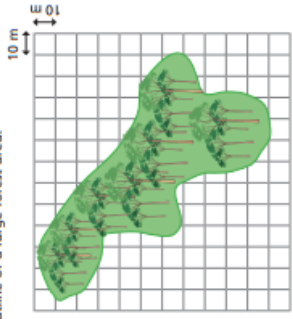


- d) Compare your estimates for a) and b). Do you notice anything?

- 4 Here is the outline of two islands. Each square represents 1 km^2 of land. Which island has the greater area and how much greater is it?



- 5 This is the outline of a large forest area.



Estimate the area of the forest.

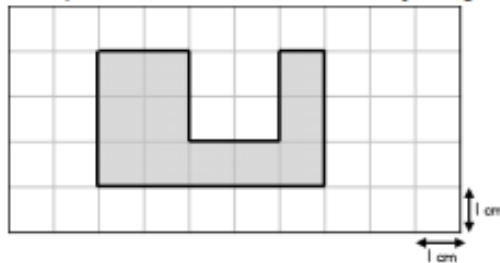
Year 5

Area and Perimeter

White
Rose
Maths

Name _____

- 1 The shape is drawn on a centimetre square grid.



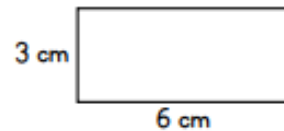
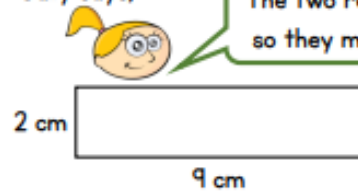
What is the area of the shape? _____ cm^2

1 mark

What is the perimeter of the shape? _____ cm

1 mark

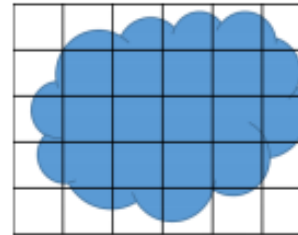
- 2 Sally says, The two rectangles have the same area, so they must have the same perimeter.



Explain why Sally is wrong.

1 mark

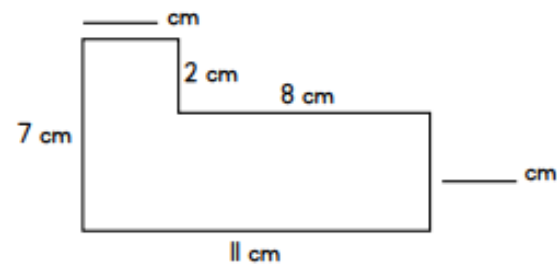
- 3 Estimate, in squares, the area of the shape.



_____ squares

2 marks

- 4



Complete the missing lengths.

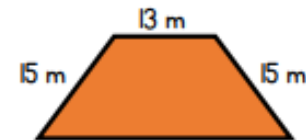
1 mark

Work out the perimeter of the shape.

_____ cm

1 mark

- 5 The perimeter of the shape is 60 m.

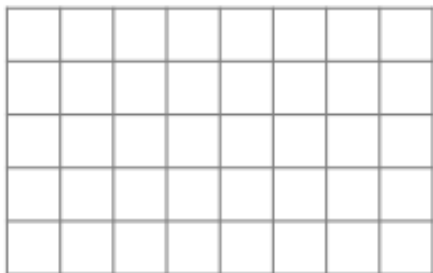


Find the length of the missing side.

_____ m

2 marks

- 6 Draw a rectangle which has an area of 12 squares and a perimeter of 16 squares.



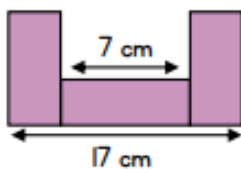
- 7 The square and the regular hexagon have the **same** perimeter.



Work out the length of one side of the square.

_____ cm

- 8 The shape is made up of three identical rectangles.



Work out the area of the shape.

_____ cm²



2 marks



2 marks



3 marks

- 9 Ian wants to paint a wall measuring 3 metres by 7 metres. Each tin of paint covers 5 m². How many tins of paint will Ian need?

_____ tins



2 marks

- 10 An equilateral triangle has a perimeter of 21 cm.



John uses 5 of these triangles to make this shape.



What is the perimeter of the new shape he has made?

_____ cm



2 marks

Circle how confident you feel with area & perimeter.

1 2 3 4 5
Not Very
confident confident

Fast maths

Monday

$234 + 434 =$

$567 - 324 =$

$8 \times 12 =$

$56 \div 8 =$

$795 + 764 =$

$1,805 - 368 =$

$65 \times 21 =$

$544 \div 8 =$

Tuesday

DAILY 10

$1. 6 \times 7 =$

$2. 4403 - 923 =$

$3. 8004 + 296 =$

$4. 6300 \div 10 =$

$5. C + L =$

6. Round 18 to the nearest ten.

$7. 804 \div 4 =$

$8. 25 \times 7 =$

$9. 740 \div 6 =$

$10. \underline{\quad} + 1320 = 5877$

Wednesday

DAILY 10



$1. 8 \times 11 =$

$2. 129 + 5641 =$

$3. 4219 - 739 =$

$4. 17 \times \underline{\quad} = 170$

$5. XIX + X =$

6. Round 210 to the nearest hundred.

$7. 928 \div 4 =$

$8. 703 \times 12 =$

$9. 3901 - \underline{\quad} = 3240$

$10. 12 \times 3 \square 6 \times 6 \quad \text{is it } < > = ?$

Thursday

$1. 1600 \div \underline{\quad} = 16$

$2. 179 + 7163 =$

$3. 6412 - \underline{\quad} = 830$

$4. 12 \times 7 =$

$5. XIII + X =$

Friday

6. Round 19 to the nearest ten.

$7. 247 \div 7 =$

$8. 10 \times \underline{\quad} = 2400$

$9. 48 = \underline{\quad} \times 8$

$10. 16 - 2 \square 2 \times 7 \quad \text{is it } < > = ?$

Spelling

Focus: homophones and near-homophones (words that sound the same but have different meanings).

- 1) allowed
- 2) aloud
- 3) steal
- 4) steel
- 5) ascent
- 6) assent
- 7) descent
- 8) dissent
- 9) affect
- 10) effect

Mon- practise these spellings by doing look, say, cover, write and check.

Tue-

Colour code your words- consonants in one colour, vowels in another.

Wed-

Write a silly story with all of your spellings in.

Thur-

Write your words forwards and backwards.

Complete a test on Friday and let me know your score.

Writing

****We are continuing with our unit of work based around 'One Small Step' for our narrative.**

You have to watch the LIVE English sessions at 11am all week as part of the lesson. If you cannot watch it live, then it will be recorded and saved in the 'general' channel after each session.

Writing Task 1- Sentence stacking 8

Planning side	Writing side – important shoes throughout Luna's life.
1. Metaphor	
2. Complex sentence	
3. Action	

Writing Task 2- Sentence Stacking 9

Planning side	Writing side – on the moon
1. Show not tell	
2. Inner thoughts	
3. Positive adjectives	

Writing Task 3- Planning lesson Watch this short animation film.

<https://www.youtube.com/watch?v=Bl1FOKpFY2Q> Plan your narrative from this- we are going to write a story for it like we did with 'One Small Step'. Collect some vocabulary, phrases and sentence to help you write. Use the Success Criteria to help you.

Success Criteria	
Relative clause (who, that, which)	
Simile (as, like)	
Repetition using rhetorical questions	
Complex sentence (ISAWAWABUB)	
Compound Sentence (FANBOYS)	
Colon sentence	
Metaphor	
Parenthesis (), -	
Alliteration	

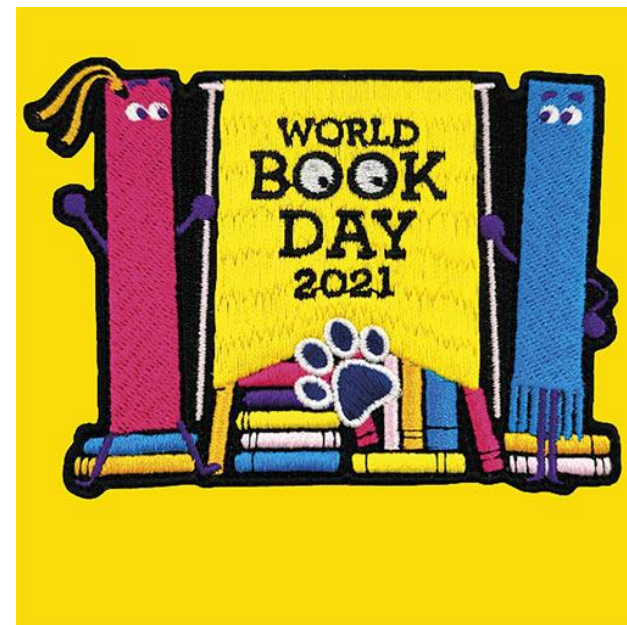
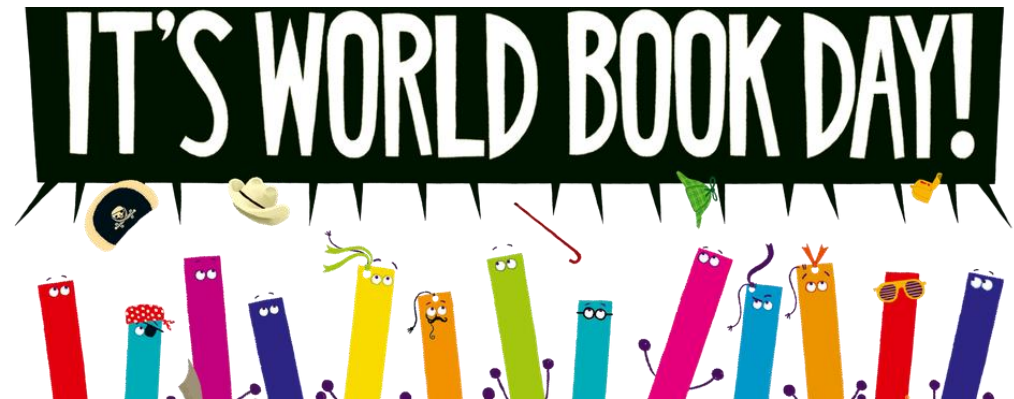
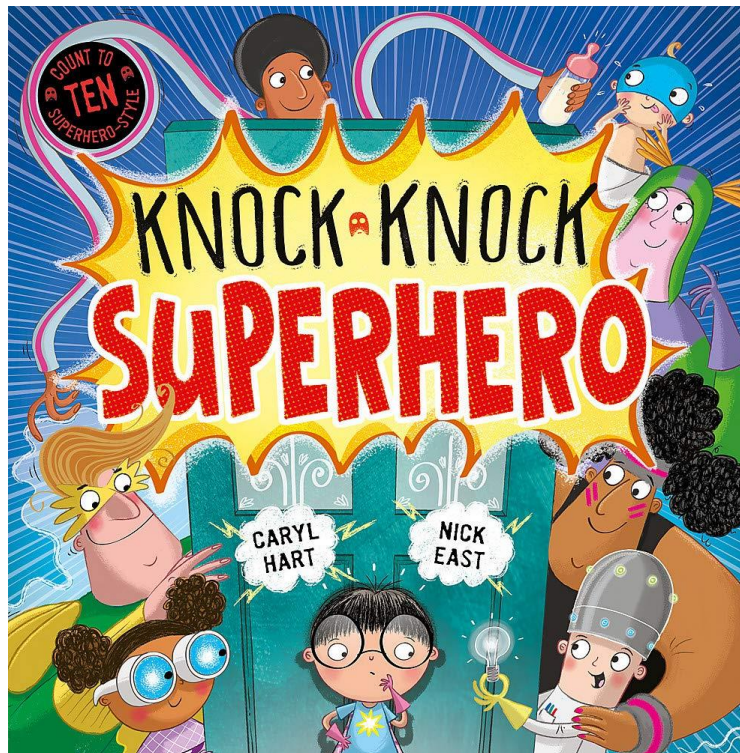
*Please complete planning sheet below.

Title: Umbrella	
Paragraph	Sentences/ phrases/ vocabulary
1. The Beginning	
2. The Build-up	
3. The Problem	
4. The Resolution	
5. The Ending	

Writing Task 4 – Thursday 4th March- World Book Day!

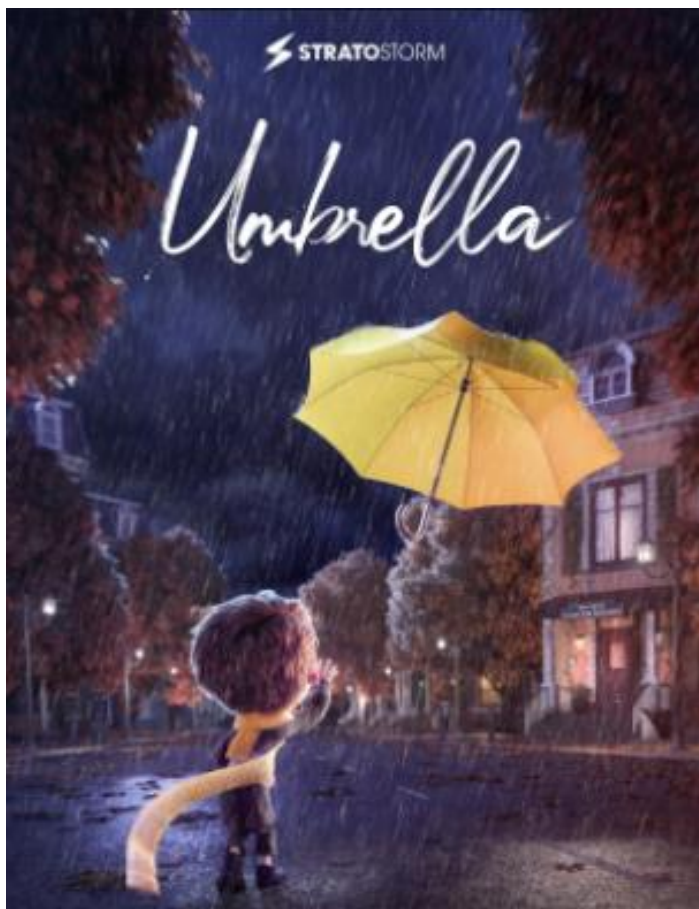
Today will be a fun-filled day of activities focused around our school book. More information to follow via Microsoft Teams, so keep a look out.

World Book Day Book



Writing Task 5- independent write.

Friday, you will be completing your independent writing. Please take your time and use your plan and success criteria to help you. Don't forget to look back at your wonderful 'One Small Step' writing so that you can remember your great vocabulary, sentence structure and ideas.



Success Criteria	
Relative clause (who, that, which)	
Simile (as, like)	
Repetition using rhetorical questions	
Complex sentence (ISAWAWABUB)	
Compound Sentence (FANBOYS)	
Colon sentence	
Metaphor	
Parenthesis (), -	
Alliteration	

Reading

Reading task 1- chapter 36

Read the chapter and then answer the questions below.

- 1) What is Michael waiting for?

- 2) What does Mina say we just have to accept?

- 3) List 2 things that Mina says that blackbird babies dream about.

- 4) Explain why Mina says that her and Michael are 'still like chicks'.

- 5) How is Michael feeling at the moment? Use P.E.E to explain your answer.

Challenge- what does 'an oblivious heart' mean? Explain.

Reading task 2- chapter 37

Read the chapter and then decide whether these statements are true or false. Circle your answer.

- | | |
|---|---------------------|
| 1) Michael slept well. | True / False |
| 2) Dad and Michael had an argument. | True / False |
| 3) They drank a hot cup of tea for breakfast. | True / False |
| 4) Mina needed assistance with something. | True / False |
| 5) Baby blackbirds can fly. | True / False |
| 6) Fledglings have to rely on their parents. | True / False |
| 7) Dad says to Michael that he has to get a grip. | True / False |

Challenge- what is the connection between the baby blackbirds and Michael and his dad in this chapter? Explain.

Reading task 3- chapter 38

Read the chapter carefully.

Task- in this chapter, Mina talks about the goddess of Persephone. She tells us the myth. Using the information in the chapter, and the link below, summarise the myth in no more than 6 sentences. Sequence your events.

<https://www.youtube.com/watch?v=2C6AiLxIYgw>

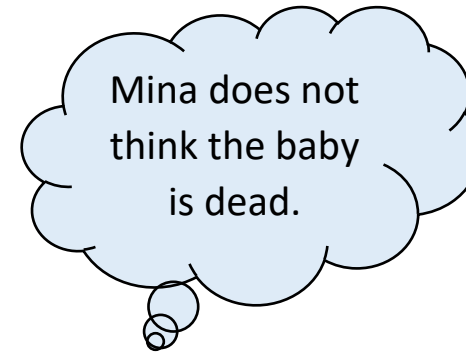
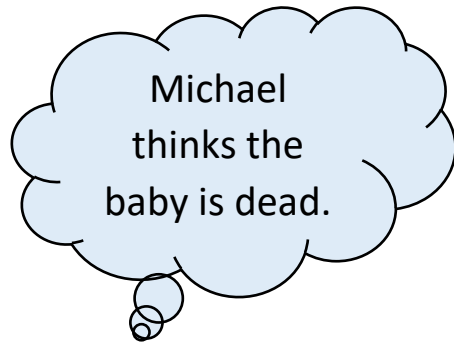
1	
2	
3	
4	
5	
6	

Challenge- why do you think that Mina tells Michael this myth? What is she trying to teach him? Explain.

*****Reading Task 4- World Book Day**

Reading task 5- chapter 39

Task- read the chapter and then write words and phrases from the chapter around each idea bubble. Make sure you get every bit of evidence from the chapter.



Challenge- what do you think- is the baby dead or not? Make a prediction and justify your opinion.

****Please read chapters 40 and 41 of Skellig as we are starting on chapter 42 next time.**

Other Subjects

Monday 1st March- RE- Creation Story. Read this PowerPoint presentation about the Judeo- Christian creation story and then fill in the storyboard to explain what happened on each day. How does it compare with what your beliefs are about how the world was created?


Aim

- I can retell the Judeo-Christian story of creation.

Success Criteria

- I can understand why Jews and Christians have the same creation story.
- I can sequence the Judeo-Christian story of creation.


Judeo-Christian



Creation

What does the word creation mean?
Discuss this with your partner.

Definition:
The act or process of bringing something into existence.



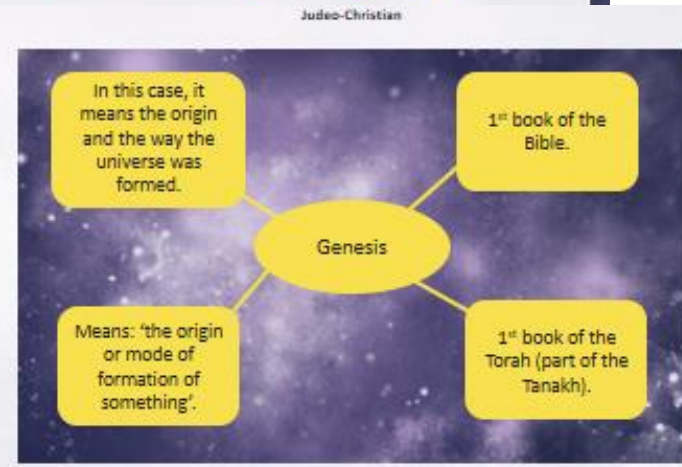
Creation Stories:
Religious stories that explain how the Earth and humans came into existence.

Judeo-Christian

The word Judeo-Christian refers to those aspects of Judaism and Christianity, which are essentially the same in both religions.

- Christianity originated from Judaism, and Jesus was Jewish.
- Christianity as a religion began after his death.
- The Bible is split into two parts - the Old Testament and the New Testament.
- The Old Testament comprises of the 24 books of the Jewish Tanakh (Jewish Holy Texts), but also additional books which are not part of the canon of Jewish holy texts. The number of additional books varies.

Judaism - Tanakh	Christianity - Old Testament		
(24 books)	Protestant (39 books)	Catholic (46 books)	Eastern Orthodox (51 books)





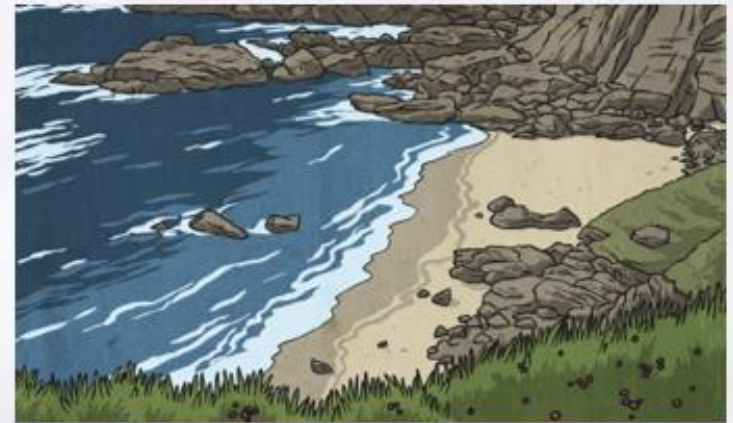
Judeo-Christian
Creation Story



On the first day, God created light and separated it from darkness.



On the second day, God created the sky.



On the third day, God created the land and sea. He also created trees and plants.



On the fourth day, God created the sun, the moon and the stars.



On the fifth day, God created birds and sea creatures.



On the sixth day, God created all the other animals. He also created man and gave him great mental ability. God also gave man the power of speech and the responsibility to look after the animals on Earth.



On the seventh day, everything was created and God rested. Christians believe that they should work for six days and rest on the seventh day. By doing this, Christians show that they believe in God as the creator of the world.

- Can you think of any other creation stories or beliefs from other religions?
- Has your belief of how the world was created changed?

Task- Story board-create a story board of the Christian creation story. Draw a picture and write what happened for each of the seven days.

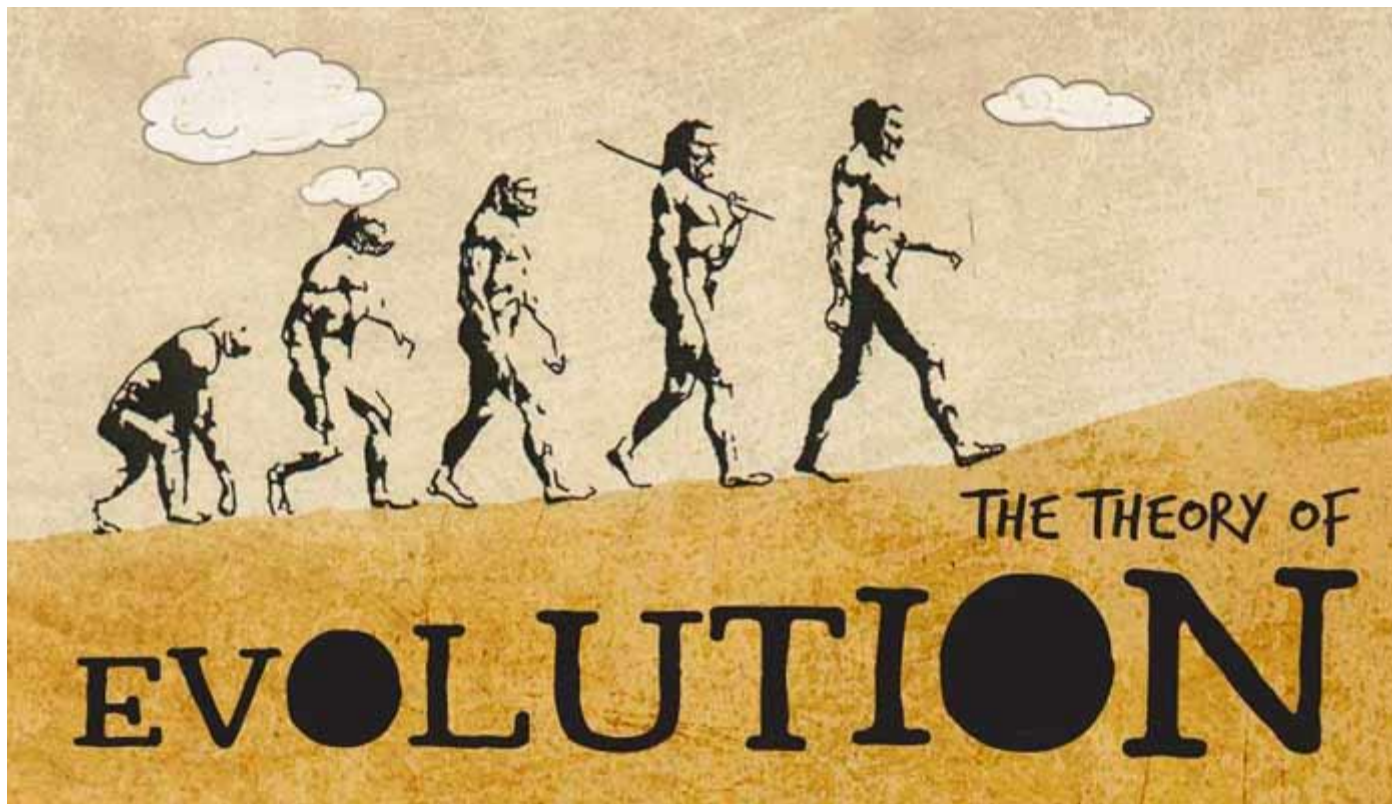
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- Tuesday 2nd March- Science- what is the theory of evolution?

This is a National Academy lesson- follow the link and complete the activities.

<https://classroom.thenational.academy/lessons/what-is-the-theory-of-evolution-6ru32d?activity=video&step=1>



• **Wednesday 3rd March- screen free time- please pick from these activities below.**

Maker Hour 	Build the tallest tower	Build a den in your house or garden	Make a boat to float in your bath	Create a large piece of art	Make a sock puppet	Make your own healthy lunch	Paint a pebble	Draw a picture on a cereal box and cut it to make a jigsaw	Create a board game to play with your family	Bake and decorate a cake
Genius Hour 	Play Kim's Game (memory game with a tray of objects)	Learn to read/spell 5 new words	Learn some words in another language	Learn some sign language	Learn a magic trick	Write a rap song	Draw your family and any pets you have	Learn to juggle	Learn to tie a tie	Practice a musical instrument
Indi Reading Hour 	Find a picture in a book you never noticed before	Read a recipe or instructions to complete an activity	Read a poem	How many book titles can you read in 1 minute? Can you improve?	Turn your favourite story into a comic book	Read a description from a book and create your own illustration	Read to someone else in your family for THEIR enjoyment	Time how many words you can read in 1 minute. Can you improve?	Read someone else's favourite book	Begin to read your favourite book again
Fitness Hour 	Have a disco with your family and dance to your favourite tunes	Go on a safe walk with a family member	Make an obstacle course inside and out	Make up a fitness workout – Joe Wicks style	Touch every wall in your home	Take 200 steps around the house	Walk up and down the stairs 10 times	Do 50 star jumps	Throw and catch a ball as many times as you can without dropping	Sit down on the floor and stand up straight again 20 times
Service Hour 	Draw a picture for someone	Make a phone call to a relative	Write a card or letter to someone to say "hello"	Tidy your room	Match Tupperware lids to bottoms	Fold your clothes	Write a card or letter to someone to say "thank you"	Teach someone else how to do something	Hoover a room in your house (ask a parent first)	Do the washing up

I know it is World Book Day- but if you wanted to do some PE, then here are some links for this week.

Thursday 4th March- PE

Yorkshire Sport Foundation and national organisations, including afPE, have been working with physical educators from across the country to support parents to teach PE at home. Short two-minute videos have been created that show parents (and teachers) free, fun and easy to follow PE activities for the whole family to enjoy together.

Try this link below.

Link 6

https://www.youtube.com/watch?v=cRjO1IGwbLo&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=7

Link 7

https://www.youtube.com/watch?v=cUynGjLWQM&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=8

Link 8

https://www.youtube.com/watch?v=GXN9cYj6eX8&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=9

Link 9

https://www.youtube.com/watch?v=laNjXnB79U&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=10



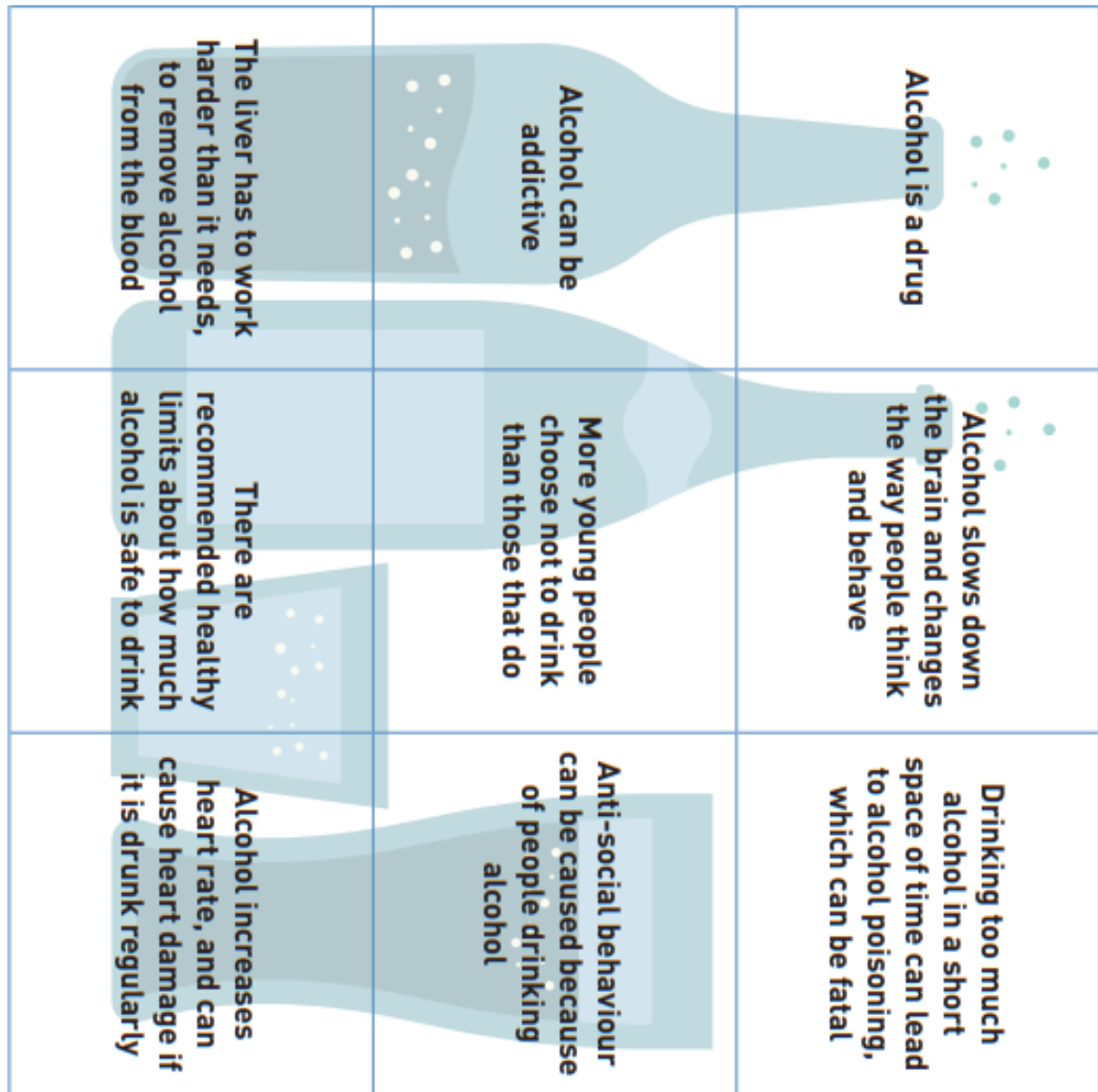
• Friday 5th March- Jigsaw- Puzzle 5:
Healthy Me- Ages 9-10 – Piece 2

Objective- know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.

Task 1- cut this picture-puzzle out, shuffle the cards, and then place them face down. Time yourself how long it takes you to turn them over and complete the puzzle. Read the facts on the puzzle pieces- were you surprised by any of the facts? Is there anything new you have learned about alcohol?

Task 2- look at the PowerPoint about antisocial behaviour below.

For some people, anti-social behaviour starts when they have too much alcohol.





Anti social behaviour
OR Criminal behaviour?
Which ones are which?

So what is Anti Social Behaviour?

- “Anti-social behaviour (ASB) is any aggressive, intimidating or destructive activity that damages or destroys another person’s quality of life”



Types of ASB

<i>Begging</i>	<i>Throwing Missiles</i>
harassment	<i>Graffiti</i>
JOYRIDING	<i>Substance misuse</i>
<i>Noise Nuisance</i>	<i>Criminal Damage</i>

ASSAULT	<i>Under age drinking</i>
<i>Vandalism</i>	<i>Vehicle Crime</i>
THREATENING BEHAVIOUR	<i>Verbal Abuse</i>

Task 3- Read Gregg and Lottie's story below and think about the choices and consequences regarding the different characters.

Gregg and Lottie are both 16. They have recently started going out with each other as boyfriend and girlfriend. Gregg is very popular at school. He is the captain of several of the school's sports teams, and he is particularly good at basketball. He has a try-out for the national basketball team in a month and is extremely excited about the possibility of representing his country at the next Olympics. Lottie isn't as popular and doesn't have as many friends as Gregg, but Gregg likes her. Some of the other girls in school have started to be unkind to Lottie because they don't understand why Gregg has chosen to go out with her. Lottie has had a few rude text messages about it from another girl called Jax. Gregg knows about it and has told Lottie to ignore it. Jax used to go out with Gregg. One day Gregg's best friend, Davy, says he is having a party. Davy's parents will be away, and he asks Gregg to bring some alcohol. Davy says that everyone is bringing something, so Gregg has too as well. On the evening of the party, Gregg takes some beers from the fridge before he leaves hoping that his Dad won't notice. He picks up Lottie and they walk to Davy's house. By the time they get to the party a few of the other teenagers are already drunk. Gregg opens a can of beer and joins in, everyone else is drinking, so why shouldn't he? Lottie says she wants to have soft-drinks and chooses not to have any alcohol. The party is good, and there is lots of chatting and dancing to the latest music. Lottie and Gregg have a good time, and because he isn't taking too much notice about the amount he is drinking, Gregg finishes all the beers he brought. He feels a little dizzy and doesn't feel in control anymore. Jax arrives at the party with her new boyfriend. They have been drinking alcohol on the way to the party and are drunk. Jax storms up to Lottie and pushes her backwards into someone else starting an argument. Gregg defends Lottie, and Jax's boyfriend argues back. A fight starts between the two boys. Lottie tries to pull Gregg away, but the boys won't stop. They are both getting hurt and Davy's house is getting damaged. Lottie calls the police because it is an emergency. She is the only person who is sober enough at the party to see that the situation is dangerous. The police arrive and stop the fight. Both boys are arrested for being drunk, causing the fight, and behaving anti-socially. They are taken to the police station. Lottie has to walk home on her own. Both boys have to appear in court and Davy's parents want them to pay for all the damage caused to their house. In court, both boys are found guilty and are given fines to pay and a criminal record. Lottie must break up with Gregg because her parents have said she is not allowed out with a boy like him. Gregg loses his chance to try-out for the national basketball team because of his behaviour and criminal record.

Think about these questions below-

- What might have influenced Gregg to have the beers?
- Did the misuse of alcohol change Gregg's behaviour?
- How might Gregg have reacted to the argument if he had not been misusing alcohol?
- Do the children think that Jax and her new boyfriend would have behaved differently if they hadn't misused alcohol?
- Was Lottie right to call the police? Did it help that she hadn't been drinking alcohol?

Think of an alternative ending for the story, beginning at the point where Jax and her boyfriend arrive at the party. You need to tell the story where none of the characters had drunk alcohol and were more in control of their thoughts and feelings. Record or write your response here-

Do you feel you could now make an informed decision about whether to choose to drink alcohol or not when you are older? What helps with that choice?

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