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Home Learning Pack Year 5

Guidance and Answers

Week 9

22/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Subtracting – Same Decimal Places (page 2)

A **decimal place** is the number of digits after the decimal point. For example 2.34 has 2 digits after the decimal point, so there are 2 decimal places.

A **calculation** is a way to determine an amount. It may involve addition, subtraction, multiplication or division.

Question 1 – This question asks children to put an 'X' next to the correct **calculations**, and correct any that are incorrect. To do this, your child will need to complete each calculation.

Put an 'X' in the box next to the calculations where the answers are correct and write the correct answers next to those that are incorrect. The correct answers are: **A. 2.45, B. correct, C. 0.9, D. correct.**

Question 2 – This question asks children to use the **digit cards** to complete the missing numbers in the calculations. They can only use each card once. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers. To do this, children will need to use their knowledge of subtraction, including when exchanges are needed. They should start at the hundredths column (the right hand side of each calculation below).

Use the digit cards and your subtraction knowledge to complete the missing numbers in the calculations. The correct answers are:

<p>A.</p> $\begin{array}{r} 6 . \boxed{4} \boxed{1} \\ - 1 . 0 9 \\ \hline \boxed{5} . 3 2 \end{array}$	<p>B.</p> $\begin{array}{r} 3 . \boxed{9} 4 \\ - 3 . 0 \boxed{6} \\ \hline \boxed{0} . 8 8 \end{array}$
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Question 3 – This question asks children to calculate the missing numbers in the models to crack the code and find the word. To do this they will need to complete 5 subtraction calculations and write the letter they found in the box under the correct answer. This will then spell a word.

Calculate the missing numbers on the models, using subtraction, to crack the code and find the word. The correct answer is: **spear**

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Monday

English – Using Colons (page 3)

A **colon (:)** is used to introduce a list or to separate two clauses where the second clause following the colon explains or gives examples illustrating the first.

A **comma (,)** is a type of punctuation mark indicating a pause between parts of a sentence or separating items in a list. For example: The cat, dog, mouse and rat ran down the street.

Question 1 – This question asks children to put an 'X' in the box where the colon should be in the sentence. Your child needs to read the sentence carefully to find where the colon is needed in the list.

Read the sentence carefully and add an 'X' in the box where the colon should be added. The correct answer is: **An 'X' should be placed in the box that points between 'items' and 'a'.**

Question 2 – This question asks children to rewrite the sentence provided correctly by adding in the missing colon and commas. To do this, children need to read the sentence carefully to find where the list starts, and find the different items in the list.

Read the sentence carefully before rewriting it correctly by adding in the missing colon and commas. The correct answers are: **During my holidays, I'm hoping to visit many places in Cornwall: St Ives, Truro, Penzance and Padstow.**

Question 3 – This question asks children to find out if Tabitha is correct and prove their answer. To do this, they will need to add the missing punctuation (colon and commas) to the sentence and count how many they have used. This will then need to be compared to Tabitha's idea.

Add in the missing punctuation to the sentence provided to prove whether or not Tabitha is correct or incorrect. The correct answer is: **Tabitha is incorrect as she needs 1 colon and 3 commas. The correctly punctuated sentence is: To make the mixture you need four ingredients: six eggs, 250ml milk, 150g sugar, two cups of flour and ten squares of chocolate.**

This week's pack supports the Week 9 timetable on Classroom Secrets Kids.

Tuesday

Maths – Subtracting – Different Decimal Places (page 4)

To refresh your memory on **decimal places** or **calculations**, please refer to page 2.

Question 1 – This question asks children to fill in the missing digits in the calculations to make them correct. They will need to use their knowledge of subtraction and place value to complete the question.

Use your knowledge of place value and subtraction to fill in the missing digits in the calculations. The correct answers are: **A. $8.33 - 6.128 = 2.202$ B. $9.216 - 3.31 = 5.906$**

Question 2 – This question asks children to circle the group of counters that represent the answer to the calculation given. Each group of counters need to be added together to find the total that the group represents. They will then need to complete the subtraction calculation to see which group of counters matches the answer they get.

Complete the subtraction and match it to the group of counters that have the same value as the answer you get. The correct answer is: **B**

Question 3 – This question asks children to solve the word problems given. There are three to complete, which children need to read carefully, so they can take in the important information in the question.

Solve the word problems below. The correct answers are: **A. 1.663°C ; B. 0.133kg ; C. 0.74km**

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Tuesday

English – Using Commas in Lists, Adverbials and Clauses (page 5)

To refresh your memory on **commas** please refer to page 3.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

An **adverbial phrase** is a group of words that act in the same way as an **adverb** (modifies a verb e.g she *quietly* closed the door).

Question 1 – This question asks children to underline where the comma that has been used in a list and circle the comma that has been used to separate a **clause**. To do this, they will need to read each sentence carefully to understand its meaning.

Read the sentences carefully to identify the comma that has been used in a list and the comma that has been used to separate a clause. The correct answers are: A. Alfie loved chips, pizza and spaghetti; B. Although it was raining heavily, Alfie still wanted to play outside.

Question 2 – This question asks children to identify whether the statement given is true or false. Children need to read the sentence, then decide whether it matches the statement and write either 'true' or 'false' in the box provided.

Read the sentence carefully to help decide whether the statement is true or false. The correct answer is: **true**

Question 3 – This question asks children to put an 'X' in the box that shows the correct use of the comma in the sentence given. To do this, they need to read the sentence carefully to decide if the comma is used in a list, to separate a clause or in an adverbial phrase.

Read the sentence carefully to determine how the comma has been used in the sentence. The correct answer is: **adverbial**

Question 4 – This question asks children to rewrite the sentences given correctly by adding in the missing commas. To do this, they should read each sentence carefully to determine where the commas are needed.

Read the sentence carefully to determine where the commas should be, then rewrite them with the commas in the correct places. The correct answers are:

A. My house, which has a red door, is next to the park.

B. She really likes running, reading and painting.

This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

Tuesday

English – Using Commas in Lists, Adverbials and Clauses – continued (page 5)

Question 5 – This question asks your child to write a sentence that uses **commas** (see page 3) in a list. They have been provided with a word bank to help them with an idea for their sentence.

Use the word bank to help you write a sentence that uses commas in a list. There are various answers for this question. An example answer is: **The girl loved playing cricket and had her own bat, ball and gloves.**

Question 6 – This question asks children to identify which of the two sentences given uses commas correctly. They then need to explain their answer. To do this, they need to think about how the comma has been used.

Read the sentences carefully to identify which sentence uses commas correctly and explain your answer. The correct answer is: **B is correct because the comma is used after the 'where' adverbial.**

Question 7 – This question asks your child to identify whether Lucy is correct and explain their answer. To do this, they need to read the sentences carefully and ascertain if the comma has been used in the correct place. If it has not been used correctly, they will need to think about where the comma should have been placed to help them with their explanation.

Read the sentences carefully to identify if Lucy is correct and explain your answer. The correct answer is: **She is incorrect. 'Even though the cast were tired' is the full clause, so the comma should come after the word 'tired'.**

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Wednesday

Maths – Multiply by 10, 100 and 1,000 (page 6)

To refresh your memory on **calculations**, please refer to page 2.

A **representation** refers to a number that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or a place value chart.

A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent ones, tens, hundreds, thousands, ten thousands, and so on. It can also represent decimal numbers such as tenths, hundredths, thousandths and so on.

Question 1 – This question asks children to match the calculations to the correct representations to reveal the odd one out. To do this they will need to complete each calculation and identify the numbers that the representations are showing to be able to match them. This will then reveal the odd one out.

Complete the calculations and match them to the representations to reveal the odd one out. The correct answer is: **B = 516.5 x 100, it is the odd one out.**

A. 51.65×10

B. 516.5×100

C. $5.165 \times 1,000$

TTh	Th	H	T	O	t	h	th
	●●●●	●	●●●●	●●●●	●		

?

500

16

0.5

Question 2 – This question asks children to put an 'X' in the box to show whether the calculations are true or false. If they are false, they are required to write the correct answer in the space provided. To do this, they will need to complete each calculation themselves, and compare their answers with the one given.

Complete each calculation to find out whether they are true or false. Write down any corrections that are needed. The correct answers are: **A is true; B is false, the answer is 65,030; C is false, the answer is 49,305; D is true.**

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Wednesday

Maths – Multiply by 10, 100 and 1,000 – continued (page 6)

Question 3 – This question asks children to state and explain whether Steph is correct. To do this, they will need to complete the **calculation** (page 2) themselves, and compare their answer to the number shown in the **place value chart** (page 7).

Complete the calculation to find out whether Steph is correct and explain your answer. The correct answer is: **Steph is incorrect because she has moved the digits three place value columns so that each digit becomes 1,000 times bigger. The correct answer is 435.**

English – If I Were Elected Prime Minister... (page 7)

This writing prompt asks children to write about what they would do if they were Prime Minister. They are asked to write about three policies they would introduce and explain why they have chosen them. This writing prompt is designed to encourage children to use **conjunctions** (words that are connect **clauses** (page 5) or sentences together. They have been provided with a conjunction word bank, which they can use to help them.

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Thursday

Maths – Divide by 10, 100 and 1,000 (page 8)

Multiples of ten are numbers which are in the ten times table. They end in a 0. For example, 10, 20, 30, 40 and so on.

To refresh your memory on **digit cards**, please refer to page 2.

Question 1 – This question asks children to use the digit cards to find different starting numbers for the table. These starting numbers need to also match the following clues: they should be between 5 and 90; two of them should be **multiples of ten** and they should all have a different tens digit. They are only allowed to use the digit cards once for each starting number. Once they have completed the starting number, they need to divide the number by 10, 100 and 1,000 to complete the table.

Use the clues to find the starting numbers, then divide them by 10, 100 and 1,000 to complete the table. There are various answers for this question. An example answer is:

Original Number	÷ 10	÷ 100	÷ 1,000
6	0.6	0.06	0.006
8	0.8	0.08	0.008
14	1.4	0.14	0.014
28	2.8	0.28	0.028
40	4	0.4	0.04
69	6.9	0.69	0.069
71	7.1	0.71	0.071
80	8	0.8	0.08

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Thursday

English – Recognising Commas to Avoid Ambiguity (page 9)

To refresh your memory on **commas** please refer to page 3.

Ambiguity is when a sentence could have more than one meaning, so it may be misunderstood.

Question 1 – This question asks children to put an 'X' next to the things that Michelle likes. To do this, they will need to read the sentence carefully, taking care to note where the punctuation is.

Read the sentence carefully to identify what Michelle likes. The correct answers are: **cooking; giraffes**


Question 2 – This question asks your child to identify whether the statement is true or false. To do this, they will need to read the sentence carefully, taking care to note where the punctuation is.

Read the sentence carefully to identify whether the statement is true or false. The correct answer is: **False; Harry Potter is one of the things he loves.**

Question 3 – This question asks children to put a **comma** in one box to change the meaning of the sentence given. To do this, they may want to read the sentence as though the comma has already been added into a box.

Read the sentence carefully to identify where the comma should go to change the meaning of the sentence. The correct answer is: **An 'X' should be placed in the box that points between 'left' and 'Sam'.**

Question 4 – This question asks children to circle the comma that could be removed to change the meaning of the sentence. To do this, they need to read the sentence carefully. They may want to try reading the sentence as though a comma is not there.

Read the sentence carefully to identify which comma can be removed to change the meaning of the sentence. The correct answer is: Today, after lunch, are we going to draw  Miss Smith?

This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

Thursday

English – Recognising Commas to Avoid Ambiguity (page 2)

Question 5 – This question asks children to explain how the **commas** (see page 2) change the meaning of the sentences below. It may help to read each sentence as it is, and reading the sentence as though the comma is not there, so that they can hear the difference.

Read the sentences carefully to be able to explain how the commas change the meaning of the sentence given. The correct answers are: **In the first sentence, the comma is linked to the word 'then' suggesting that if they go at a certain time Alice and Billy will be able to join them. In the second sentence, the comma is linked to the word 'cinema' suggesting that if they go to the cinema (rather than doing another activity) Alice and Billy will be able to join them.**

Question 6 – This question asks children to identify the true statement and then rewrite the sentence, adding in another **comma**, to make the other statement correct. They will need to read the sentence carefully, taking care to note the position of the **comma** currently in the sentence.

Read the sentence carefully to identify which statement is correct, then rewrite the sentence with another comma to make the other statement correct. The correct answer is: **B. Yasmin likes baking cakes; Yasmin likes cycling, baking, cakes and music.**

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Friday

Maths – Reasoning

Click on the link to play a reasoning game which revises some of the skills covered in Year 5 so far. <https://kids.classroomsecrets.co.uk/resource/year-5-reasoning-test-practice-1/>

English – Spelling

Click on the link to play an interactive game which revises some of the spellings from the Year 5 spelling list. <https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-2/>

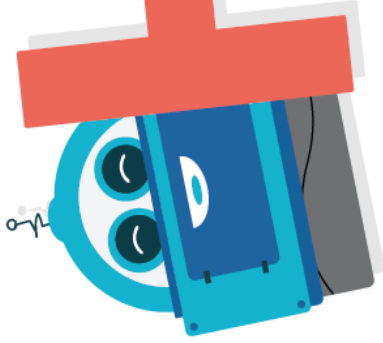
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Assembly Activity

Celebration certificate

On the following page in this pack (page 14), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!



_____ This certificate of brilliance goes to _____



..... for being **TOTALLY AWESOME** at



Signed _____

Date _____



This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Rainforest Diary (page 10 - 13)

Children should read the diary entry and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. Why was the diarist ready to go to bed? Give two reasons.
Any from: he is exhausted; he has travelled a long way or it is very hot.
2. Look at the first paragraph. Find and copy the word which tells you the journey was boring.
dreary
3. Dad calls Manaus, 'the gateway to the Amazon rainforest'. What does this suggest about Manaus?
Manaus is on the edge of the Amazon rainforest.
4. Look at the diary entry for Tuesday 2nd August. Find and copy the phrase which tells you that the Amazon can sometimes be an unsafe place.
Wild and potentially dangerous
5. Why is the diarist worried about the boat sinking? Give two reasons.
He knows the rainforest can be dangerous; he does not want to be in the water with the caimans.
6. Write two facts and two opinions from the diary.
Facts
The Rio Tapajós is a tributary of the Amazon.
Howler monkeys live in the Amazon rainforest.
Opinions
Dad's stew is delicious.
The Rio Tapajós is magnificent.

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Additional Resources

English – Guided Reading – Rainforest Diary – continued (page 10 - 13)

7. Which modes of transport did the diarist use on the journey?
boat, walking, aeroplane, 4x4 vehicle
8. Look at the diary entry for *Wednesday 3rd August*. Find and copy three words that tell you the diarist is amazed by the rainforest.
magnificent, beautiful, incredible
9. What does the phrase, 'pretty tough terrain' suggest?
It suggests that uneven ground made walking tricky.
10. What does the phrase 'unlock the secrets of this magical place' suggest about what the diarist's father wants to do whilst in the rainforest?
It suggests that he wants to find answers to questions that have not yet been found about the rainforest and its creatures.
11. Number the events below to show the order they happened.

They reached the village of Alter de Chao.	4
They arrived in the city of Manaus.	2
They trekked to the village where the Wajapi tribe live.	5
The diarist went on an 8,266km journey.	1
They travelled down the Rio Tapajós.	3