



## Year 5 Home Learning

### Learning Log: Pack 3

Support for Home Learning can be found at [Y.5@arkbentworthprimary.org](mailto:Y.5@arkbentworthprimary.org)

Learning can be accessed through your child's account on the following:

DB Primary	<a href="https://arkbentworth-lbhf.secure-dbprimary.com/">https://arkbentworth-lbhf.secure-dbprimary.com/</a>
Mathletics	<a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a>
Accelerated Reader	<a href="https://ukhosted40.renlearn.co.uk/2142174/">https://ukhosted40.renlearn.co.uk/2142174/</a>

However, we recommend that this is in addition to the times below.

Please do not feel pressured to finish all the material in one week. However, we will continue to give out new packs each week to ensure full coverage of the curriculum.

Reading	Children should read for 45 minutes daily. Reading activities based on 'POG' by Pdraig Kenny. <b>You will need to use the extract from Pack 2.</b> There are additional comprehension activities based on extracts included in the pack. Answers are provided at the back.
Writing	Children to plan and write a story based on 'The Lighthouse'. A planning template and a model text is included in the pack. Additional writing activities based on POG.
Maths	Daily Mathletics activities – see pack for details Daily lesson – Converting Measures – see pack for worked examples and activities
Spelling	Spelling activities can be accessed on DB Primary.
The wider Curriculum	Grammar and punctuation: There are short SPaG activities to complete, with the answers at the back as well as sentence work on subordinate clauses. Geography: Use the information provided and/or research London and Paris and write a recount. There will be links to explore on DB Primary. Use online maps (E.g. Google Maps) to put in the given street addresses and see which Parisian tourist attractions you can virtually see. Art – Use paper building techniques, newspaper and tape to build a model of the Guggenheim in Spain. Take the virtual tour here <a href="http://bilbao360walk.com">bilbao360walk.com</a> PSE – Learn more about making a strong password for your online accounts French – Practice your speaking and listening with Farley and his friends – see pack for details
Extra Activities	Make your bed every day this week. Design a poster to encourage people to stay home and save lives. Write a diary and record an entry each day.
Websites	<a href="https://www.google.co.uk/maps/">https://www.google.co.uk/maps/</a> <a href="http://www.kwarp.com/portfolio/grammarninja.html">http://www.kwarp.com/portfolio/grammarninja.html</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> <a href="https://myminimaths.co.uk/year-5-mini-maths/">https://myminimaths.co.uk/year-5-mini-maths/</a>

Many thanks for your continued support,

*Miss Dairo and Miss Oudomvilay*  
Year 5 and 6 Subject Specialists

## Hello Year 5 and parent/carers

A weekly overview of the learning for the week is included in the Learning Log for Year 5.

If you need more information, please email me at [y.5@arkbentworthprimary.org](mailto:y.5@arkbentworthprimary.org) or on DB Primary for any questions Maths or Science related.

Thank you and I hope to hear from you soon!

Miss Oudomvilay



An illustration of a female teacher with glasses, wearing a black dress over a white shirt, with her arms raised in a celebratory gesture. Above her is a rainbow with the word "MONDAY" written across it in colorful letters.	<p>Maths – Hit the Button challenge – 60 in 60 seconds? Mathletics – Measures x 2 Record in Maths Book – x 10/100/1000 Art – Make a model of the Guggenheim Museum PSE – What is a strong password?</p>
An illustration of a female teacher with glasses, wearing a black dress over a white shirt, holding a colorful party popper. Above her, the text "IT'S TUESDAY!" is written in large, colorful, bubbly letters.	<p>Maths – Mathletics – Measures x 2 Record in Maths Book- ÷ 10/100/1000</p>
An illustration of a female teacher with glasses, wearing a black dress over a white shirt, standing next to a calendar page. The calendar page is labeled "WEDNESDAY" in white letters on a red background.	<p>Maths – Mathletics – Measures x 2 Record in Maths Book – Converting Measures (cm and m)</p>
An illustration of a female teacher with glasses, wearing a black dress over a white shirt, holding a purple balloon. The balloon has the words "HAPPY THURSDAY" written on it in colorful letters.	<p>Maths – Mathletics – Measures x 2 Record in Maths Book Arithmetic Test – 30 mins and mark it! Science – Properties of changes in Materials</p> <p><b>**Make fluffy slime with simple ingredients! – see link</b></p>
An illustration of a female teacher with glasses, wearing a black dress over a white shirt, with her arms raised in a celebratory gesture. The word "FRIDAY!" is written in large, bold, yellow letters above her.	<p>Maths – Mathletics – Measures x 2 Record in Maths book – Converting measures (m and km)</p>

## Maths – multiplying by 10/100/1000

**Multiplying by Multiples of 10**

★ Decimal moves... →

$\times 10 = 1$  space to the RIGHT  
 $\times 100 = 2$  spaces to the RIGHT  
 $\times 1,000 = 3$  spaces to the RIGHT

**Dividing by Multiples of 10**

★ Decimal moves... ←

$\div 10 = 1$  space to the LEFT  
 $\div 100 = 2$  spaces to the LEFT  
 $\div 1,000 = 3$  spaces to the LEFT

### Top tips for multiplying and dividing by 10/100/1000

Remember – a number has a decimal place after its ones value

$$34.0 = 34 \quad 49.0 = 49 \quad 310.0 = 310$$

This decimal place and zero act as a placeholder.

1) Multiplying the number will increase its value

$$- 12 \times 10 = 120 \text{ or } 120.0$$

This works the same with decimals

$$1.4 \times 10 = 14 \text{ or } 14.0 - \text{the decimal moves one place to the } \rightarrow$$

2) Dividing the number by a whole number will decrease its value

$$\text{e.g. } 37 \div 10 = 3.7$$

This works the same with decimals

$$\text{e.g. } 4.2 \div 10 = 0.42 - \text{the decimal moves one place to the } \leftarrow$$

Task 1 – Write out each equation and the answer in your Maths book

e.g  $24 \times 10 = 240$

1)  $34 \times 10 =$

6)  $34 \times 10 =$

11)  $34 \times 10 =$

2)  $72 \times 100 =$

7)  $72 \times 100 =$

12)  $72 \times 100$

3)  $87 \times 10 =$

8)  $87 \times 10 =$

13)  $87 \times 10 =$

4)  $4.3 \times 10 =$

9)  $4.3 \times 10 =$

14)  $4.3 \times 10 =$

5)  $91 \times 100 =$

10)  $91 \times 100 =$

15)  $91 \times 100 =$

### Reasoning with $\times 10/100/1000$

Koko says that ' $7.12 \times 100 > 71.2 \times 100$ '.

Is Koko correct? Explain how you know.



## Monday - Art

### Landmark 3 – The Guggenheim Spain

Take a virtual tour at Guggenheim and its surrounds search: [bilbao360walk.com](http://bilbao360walk.com)

The design of the museum is unique. What shapes from the natural world are represented?

1) \_\_\_\_\_ 2) \_\_\_\_\_

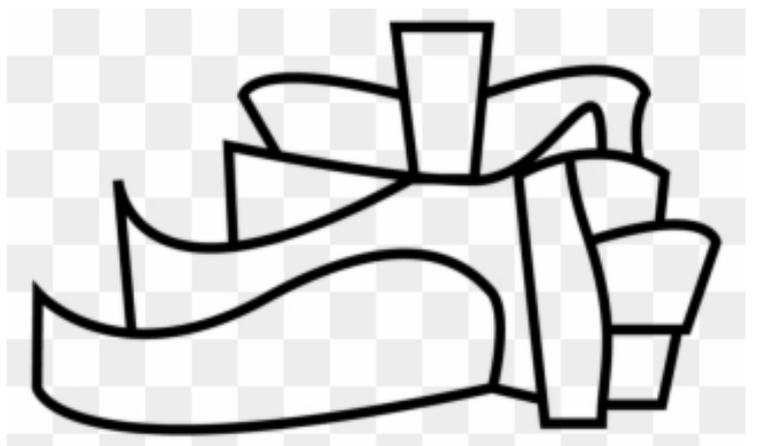
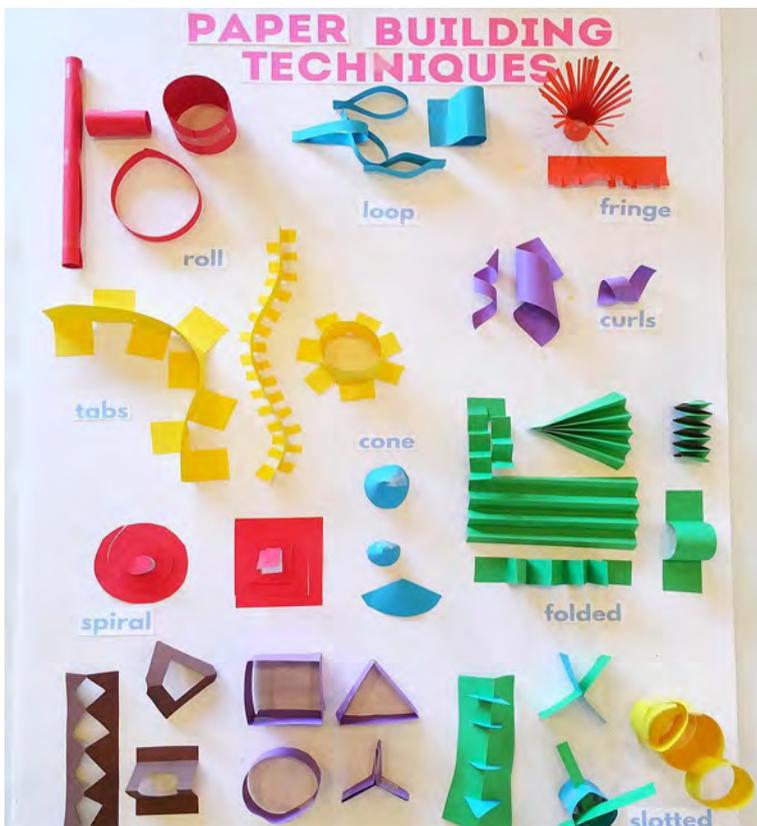
3) \_\_\_\_\_ 4) \_\_\_\_\_

Use the paper building techniques to create the shapes you can see in the Guggenheim Bilbao's structure.

Which ones would be the best for the shapes you see?

Remember that triangles are very strong shapes and will hold your structure up well.

You will need 10 – 12 sheets of paper (newspaper works), some sellotape and your imagination!



## Monday PSE: Making a strong password



1. 123456	4.1%	11. login	0.2%
2. password	1.3%	12. welcome	0.2%
3. 12345	0.8%		
4. 1234	0.6%		
5. football	0.3%	15. abc123	0.2%
6. qwerty	0.3%	16. 121212	0.2%
7. 1234567890	0.3%	17. 123654789	0.2%
8. 1234567	0.3%	18. flower	0.2%
9. princess	0.3%	19. passw0rd	0.2%
10. solo	0.2%	20. dragon	0.1%

Think about the following:

1) What is the problem with the passwords on this list?

2) Why is it problematic for other users to be able to guess your password?

Who should know the passwords to your accounts online? (psst.. it's a trick question!)

Here are some strategies that you can use for making a secure password.

Use a phrase or sentence that you remember or often say e.g. I eat chicken and rice 24/7

Take the first letter of each part of your phrase or sentence and change the letters to upper or lower case numbers and symbols. Practice in the table below!

Sentence or phrase	Secure password
<b>I eat chicken and rice 24/7</b>	<b>IECARtwenty47</b>
Im gonna take my horse to the old town road	
I dont like Maths I love it!	

## Monday – French

For some speaking and listening practice – search 'Not Again Farley!' - School (French) bbc bitesize

Respond to KoKo in French, use the word bank below

I study <i>J' e- too- di</i>	(subject)	at school. <i>Ah -le- cole</i>
J'étudie	les maths	à l'école
J'étudie	l'anglais	à l'école
J'étudie	le musiq	à l'école
J'étudie	la science	à l'école
J'étudie	le sport	à l'école
J'étudie	l'histoire	à l'école

Bonjour, Qu'est-ce que tu étudies à l'école?



**Multiplying by Multiples of 10**

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$\times 1,000 = 3$  spaces to the RIGHT

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**Dividing by Multiples of 10**

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**Top tips for multiplying and dividing by 10/100/1000**

Remember – a number has a decimal place after its ones value

$34.0 = 34$      $49.0 = 49$      $310.0 = 310$

This decimal place and zero act as a placeholder.

1) Multiplying the number will increase its value

-  $12 \times 10 = 120$  or  $120.0$

This works the same with decimals

$1.4 \times 10 = 14$  or  $14.0$  – the decimal moves one place to the →

2) Dividing the number by a whole number will decrease its value

e.g.  $37 \div 10 = 3.7$

This works the same with decimals

e.g.  $4.2 \div 10 = 0.42$  – the decimal moves one place to the ←

Task 1 – Write out each equation and the answer in your Maths book

**e.g  $24 \times 10 = 240$**

1)  $134 \div 100 =$

6)  $0.4 \div 10 =$

11)  $62 \div 10 =$

2)  $72 \div 1000 =$

7)  $23.1 \div 1000 =$

12)  $49 \div 100 =$

3)  $287 \div 10 =$

8)  $659 \div 100 =$

13)  $32.7 \div 10 =$

4)  $54.3 \div 100 =$

9)  $20.3 \div 10 =$

14)  $46.3 \div 10 =$

5)  $915 \div 100 =$

10)  $991 \div 1000 =$

15)  $18.8 \div 100 =$

**Reasoning with  $\times 10/100/1000$**

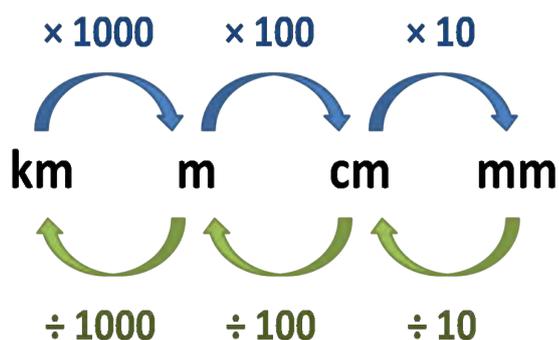
Odd One Out     $435 \div 100$      $72 \div 100$      $109 \div 100$



Steve says that  $72 \div 100$  is the odd one out because the answer to this equation is less than one or 1.0. The other two equations are more than 1.0 Is Steve correct?

Explain how you know.

## Wednesday – Maths



Converting measures is all about remembering the rules for when you are changing from one unit to another.

A small unit like cm converted into a bigger unit like m, is divided by 100. Why? See below!

Changing cm  $\rightarrow$  m =  $\div 100$

the decimal place moves two places to the left

Changing m  $\rightarrow$  cm =  $\times 100$

the decimal place moves two places to the right

Task 1 – Convert cm to m ( $\div 100$ ) Write out each conversion and the answer in your Maths book

e.g **24cm = 0.24m**

1) 390cm 2) 420cm 3) 805cm 4) 600cm 5) 730cm 6) 1000cm 7) 1056cm

Task 2 – Convert m to cm ( $\times 100$ ) Write out each conversion and the answer in your Maths book

e.g **3m = 300cm**

1) 4m 2) 7m 3) 11m 4) 15.5m 5) 9.2m 6) 7.34m 7) 9.02m

### Reasoning with cm and m

Always Sometimes Never



KiKi the koala says that when you change m to cm, the answer will never have 3 decimal places. Is KiKi the Koala correct? Explain how you know

I think KiKi is in/correct because I know....

The answer to this equations shows that.....

Show your working out

## Thursday – Maths

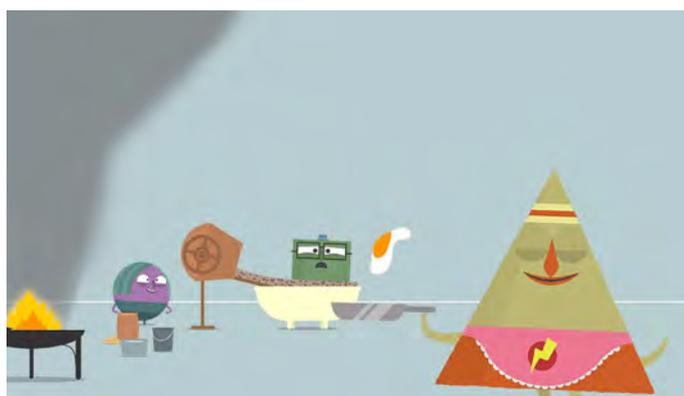
Enough with the measures for a moment... arithmetic test time! You will need a notebook for the test, the answers are on the next page. Have fun, try your best and good luck! You have 30 minutes.

1) $250 + 620 =$	10) $152 \times 4 =$	19) $0.3 \times 7 =$	28) $3027 \times 23 =$
2) $9000 - 875 =$	11) $8 - 2.73 =$	20) $12,982 - 4,031 =$	29) $5,400 \div 90 =$
3) $18 \times 7 =$	12) $8.81 + 4.04 =$	21) $434 \times 18 =$	30) $54,993 - 907 =$
4) $700 \times 60 =$	13) $10,000 - 5,438 =$	22) $4^3 =$	31) $5280 \div 4 =$
5) $3.7 \times 3 =$	14) $49 \times 0 =$	23) $\frac{3}{10} + \frac{1}{10} =$	32) $9.97 - 8.13 =$
6) $10^2 + 10 =$	15) $807 \times 1 =$	24) $\frac{7}{10} - \frac{4}{10} =$	33) $834 \times 4 =$
7) $300 \div 2 =$	16) 50% of 720 =	25) $1.2 \times 5 =$	34) $736 \times 3 =$
8) $3100 \div 10 =$	17) $\frac{2}{5}$ of 640 =	26) $85,000 - 9,000 =$	35) $1255 \div 5 =$
9) $180,000 + 600 =$	18) $\frac{1}{4}$ of 820 =	27) $3,500 \div 5 =$	36) $3,000 \times 9 =$

1) 870	10) 608	19) 2.1	28) 69,261
2) 8125	11) 5.27	20) 8,951	29) 60
3) 126	12) 12.85	21) 7812	30) 54,086
4) 42,000	13) 4,562	22) 64	31) 1,320
5) 11.1	14) 0	23) $\frac{4}{10}$	32) 1.84
6) 110	15) 807	24) $\frac{3}{10}$	33) 3,336
7) 150	16) 360	25) 6.0 or 6	34) 2,208
8) 310	17) 256	26) 76,000	35) 251
9) 180,600	18) 205	27) 700	36) 27,000

## Thursday - Science

BBC Changing Materials – search: what are irreversible changes bbc bitesize (see reversible changes bbc too)



This lesson is a great chance to do some tests with some materials from the kitchen cupboard.

**Always** work with an adult if you are testing anything and **always** ask an adult if you are using stuff from cupboards, in the fridge or under the sink in your scientific tests.

Borrow ideas from the website and fill in the table below with your observations

Type of change	What are the variables?	Results
Irreversible 1 –  <b>Mixing</b>  White vinegar and bi carb soda		
Irreversible 2 –  <b>Heating</b>  Microwave and an egg		
Irreversible 3 –  <b>Burning*</b>  Only with an adult	Lighter and a tea light candle	
Reversible 1 –  <b>Dissolving</b>  Salt and hot water		
Reversible 2 –  <b>Melting*</b>  Only with an adult	Lighter and a tealight candle	

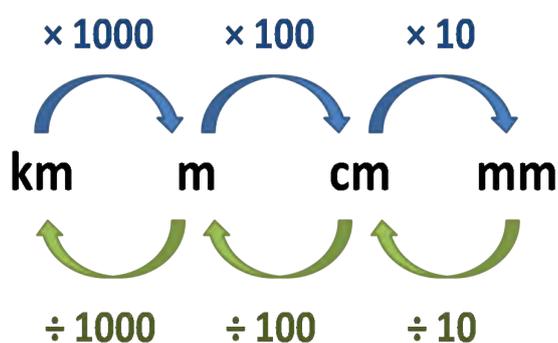
This lesson was supposed to be our fluffy slime lesson.

I have included a link to the instructions below so that you can ask your parents if you can make it at home. Please post a video or pictures on DB Primary of the final product if you do make some fluffy floofy slime!!

Search: DIY FLUFFY SLIME WITHOUT SHAVING CREAM

Channel: Rachel Alacron

## Friday – Maths



Converting measures is all about remembering the rules for when you are changing from one unit to another.

A smaller unit like m changing into a larger unit like kilometres means there will be *less* kms because the number of m is divided by 1000.

Changing m  $\rightarrow$  km =  $\div 1000$    the decimal place moves three places to the left

Changing m  $\rightarrow$  cm =  $\times 1000$    the decimal place moves three places to the right

Task 1 – Convert m to km ( $\div 1000$ ) Write out each conversion and the answer in your Maths book

**e.g 5000m = 5km**

1) 4000m   2) 5000m   3) 4,100m   4) 5,200m   5) 7000m   6) 1800m   7) 9200m

Task 2 – Convert km to m ( $\times 1000$ ) Write out each conversion and the answer in your Maths book

**e.g 3km = 3000m**

1) 8km   2) 6km   3) 3.2km   4) 7.5km   5) 8km   6) 10km   7) 9.25km

### Reasoning with km and m

THINKING...

#### Show Me

Miss Oudomvilay says 'the total of 6,700m and 3.03km is equal to 10km'.

This is incorrect. Can you explain why?



Show your working out