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# Home Learning Pack Year 5

Guidance and Answers

Week 4

11/05/2020

Classroom  
secrets★

KIDS



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This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

## Monday

### Maths – Area of Rectangles (page 2)

**Area** is the measurement of the surface of a 2D shape and can be found by multiplying the length by the width. It is measured in unit squares such as centimetre squared ( $\text{cm}^2$ ).

The **area** is the space inside the shape.



**Area = length x width**

For this shape, the length is 5cm and the width is 2cm. Therefore, the area is  $5 \times 2 = 10\text{cm}^2$ .

**Question 1** – This question asks your child to find the **area** of each rectangle. It is important that your child notices that each square measures 2cm, not 1cm. Children must write the area of each rectangle in the box by multiplying the length by the width, and then identify which is the odd one out by finding the shape that does not have the same area as the other two.

The correct answers are **Rectangle A =  $60\text{cm}^2$ ; Rectangle B =  $72\text{cm}^2$ ; Rectangle C =  $72\text{cm}^2$ ; therefore rectangle A is the odd one out.**

**Question 2** – This question asks your child if the statement given is true or false. To answer this, your child needs to find the **area** of each of the rectangles by multiplying the length by the width. If you need to recap area, use the explanation at the top of the page.

The correct answer is **false because rectangles A, B and D have an area of  $36\text{cm}^2$ . Rectangle C has an area of  $33\text{cm}^2$ .**

**Question 3** – In this question, your child needs to use their multiplication knowledge to help them find different lengths and widths for a given **area**. They need to remember that  $\text{length} \times \text{width} = \text{area}$ .

Find 3 possible pairs of length and widths for the given area using your multiplication knowledge. There are various answers for this question, for example:  **$3\text{m} \times 28\text{m}$ ;  $4\text{m} \times 21\text{m}$ ;  $6\text{m} \times 14\text{m}$**

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## Monday

**English – Non-chronological Report** (page 3)

A **non-chronological report** is a piece of writing which provides information on a specific topic. **Non-chronological** means that the piece of writing is not in a specific time order. It is a type of **non-fiction** writing, which means that the writing is informative and factual rather than a story. Your child needs to complete a plan for a **non-chronological report** using the structure on the worksheet to help them. There are individual boxes, which will help them to organise their ideas. They should use one box for each topic e.g. 'Habitat' would be one box.

At the bottom of the worksheet, there is a list of features that are often included in non-chronological reports. Some of these are explained below.

**Subheadings** – This is a type of title that goes before a paragraph to tell you what you will be reading about in that piece of the text. For example, 'Habitat' could be a subheading in a report about animals.

**Present tense** – This is when something is written as though it is happening currently. The words such as is, live or have may be used.

**Fact** – This is something that is known to be true.

**Technical vocabulary** – These are words that are specific to a topic. For example, if the topic is on elephants, a piece of technical vocabulary may be trunk.

**Glossary** – This is generally found at the end of a piece of non-fiction writing and gives definitions for technical vocabulary highlighted within the text.

**Diagrams** – This is a labelled drawing or picture that helps explain the image or concept.

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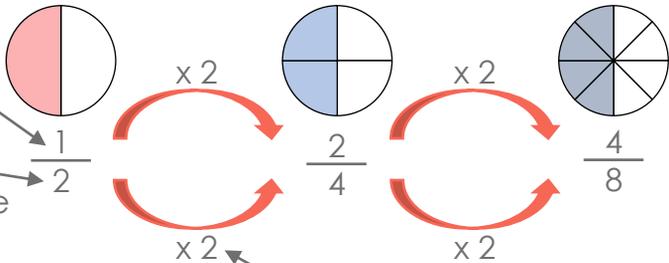
## Tuesday

### Maths – Equivalent Fractions (page 4)

**Equivalent** fractions are two fractions that are equal in value. Equivalent fractions may use different **numerators** and **denominators**, but represent the same part of a whole. For example, all the fractions below are **equivalent** because they are the same amount of the whole.

The **numerator** shows the number of parts out of the whole there are.

The **denominator** shows the number of equal parts the whole has been divided into.



To find an equivalent fraction, the numerator and denominator need to be multiplied or divided by the same number.

**Question 1** – This question asks the children to mark the boxes under the shapes that have three quarters of the shape shaded. This requires them to use their knowledge of **equivalent** fractions and knowledge of times tables.

The correct answers are **A, B, D and E**.

**Question 2** – This question asks your child to complete the sequences of **equivalent** fractions. A model has been provided to help your child, which shows that the **numerator** and **denominator** need to be multiplied by the same number each time. If you need a reminder on numerators and denominators, look at the explanation at the top of the page.

Complete the sequences of equivalent fractions using your knowledge of times tables:

A.  $\frac{4}{6} = \frac{8}{12} = \frac{12}{18} = \frac{16}{24}$       B.  $\frac{3}{8} = \frac{6}{16} = \frac{9}{24} = \frac{12}{32}$

**Question 3** – For this question, your child needs to explain the mistake that has been made. To do this, they will need to use their knowledge of **equivalent** fractions and times tables to find how many squares should have been shaded if two-fifths had been coloured in. An example answer has been provided below.

Jasmin has shaded 2 squares instead of 2 columns. She has shaded 2 out of 20 squares which is not equivalent to two-fifths. She needed to shade 8 out of 20 squares which is equivalent to two-fifths.

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## Tuesday

### English – Environmental Speech (page 5)

For this task, your child has been asked to write a powerful **speech** about the environment. A powerful **speech** is a piece of **persuasive** writing that aims to change or influence someone's opinion on a topic. Your child has been given some examples of what they could choose to write their speech about. Then, they will need to follow the pointers given on the worksheet for ideas of what they will need to include in each **paragraph** (sentences grouped around a theme).

You child has also been provided with a checklist of what they should include in their speech. Some of these are explained below.

**First person** – Written from your perspective using the words 'I', 'We', 'They'.

**Facts of statistics** – A number or figure to support an argument, for example, 79% of the world's orangutan habitat has been destroyed.

**Opinions** – An opinion is something that you believe, but not necessarily a fact. For example, I am the best artist in the family.

**Repetition** – This is when a word or phrase is used multiple times for effect. You are destroying the forest, destroying their homes, and destroying their lives.

**Rhetorical questions** – This is a question that you are not expecting an answer to, such as Surely you don't want to harm the wildlife?

**Emotive language** – This is when a word is used to invoke a feeling. For example, It is cruel to take away animals' homes. Cruel would be classed as a piece of emotive language because it has been used to make someone feel ashamed or angry.

**Quotes** – These are sentences or phrases that someone has spoken and are often used to support an argument. A quote is usually marked using quotation marks or speech marks at the beginning and end of what has been spoken. An example might be:

quotation marks or speech marks

quote (what has been said)

'We are disgusted by the lack of concern around the destruction of our natural world!' commented a spokesperson from WWF.

who has given the quote

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## Wednesday

### Maths – Improper Fractions to Mixed Numbers (page 6)

**Improper fractions** are fractions where the numerator is greater than the denominator (see page 3 for a recap of these!) For example:

$$\frac{9}{8} \leftarrow \text{The numerator is greater than the denominator.}$$

**Mixed numbers** are fractions which include a whole number and a fraction. For example:

$$\text{whole number} \rightarrow 1 \frac{1}{8} \leftarrow \text{fraction}$$

**Question 1** – This question asks your child match the **improper fraction** to the image and then to the **mixed number**. Your child needs to use the images to support them. Look for the number of parts shaded in total, which will give you the **improper fractions**. Then look for the number of whole circles shaded and the number of parts in the last circle. This will give you the **mixed number**.

Use the images to help you match the improper fraction and the mixed number:

$\frac{27}{8}$	$2 \frac{3}{8}$
$\frac{18}{8}$	$3 \frac{1}{8}$
$\frac{25}{8}$	$3 \frac{3}{8}$
$\frac{19}{8}$	$2 \frac{2}{8}$

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## Wednesday

### Maths – Improper Fractions to Mixed Numbers – Continued (page 6)

**Question 2** – This question asks your child to convert the **improper fractions** to **mixed numbers** and then sort the **mixed numbers** into the **Carroll diagram**. A **Carroll diagram** is a two-way table used to sort or group numbers of objects.

	Numerator is even	Numerator is odd
Whole number > 2		
Whole number = or < 2		

To sort the mixed number into the Carroll diagram, it needs to meet two requirements. For this box, the mixed number needs to have an odd **numerator** (see page 4) and a whole number of > (greater than) 2.

Use the images to help you convert the improper fractions to mixed numbers and then sort them into the Carroll diagram:

	Numerator is even	Numerator is odd
Whole number > 2		$3\frac{1}{7}$
Whole number = or < 2	$2\frac{2}{8}$ $2\frac{2}{4}$	$2\frac{3}{5}$

If your child has simplified the fractions, for example  $2\frac{2}{8}$  converted to  $2\frac{1}{4}$ , they may place the fractions on the right of the Carroll diagram as the numerator will have changed from even to odd.

**Question 3** – This question asks your child to find the odd one out. To do this they will need to convert A, which is an **improper fraction**, into a **mixed number** and write C as a mixed number. Once your child has completed this, they will be able to see that two mixed numbers are the same and one is different.

Convert A and C to mixed numbers to be able to find the odd one out:

B is the odd one out because it represents  $2\frac{2}{8}$  whereas A and C represent  $2\frac{3}{8}$ .

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## Wednesday

### Maths – Mixed Numbers to Improper Fractions (page 7)

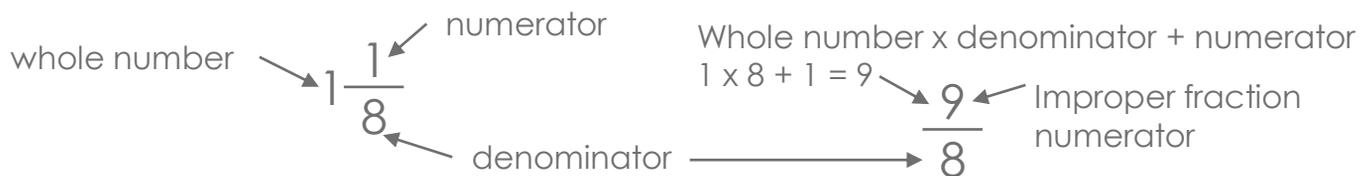
If you are not sure about **mixed numbers** or **improper fractions**, see page 4 for a reminder.

**Question 1** – This question has multiple steps. First your child needs to convert the **mixed number** to an **improper fraction**. They should use the images to help them see how many parts there are in total, which will be their **numerator**, and the **denominator** should remain the same as the in the **mixed number**. Then your child must write the correct symbol, < (less than), > (greater than) or = (equal to), to compare the **improper fraction** that they have found to the **improper fraction** given.

Use the images to help you convert the mixed numbers to improper fractions and write the correct symbol to complete the comparison statement. The correct answers are:

A.  $\frac{15}{4} > \frac{14}{4}$  ; B.  $\frac{39}{7} < \frac{59}{7}$

**Question 2** – To complete these questions, your child needs to find the missing numbers. They should use the images and their knowledge of fractions to help them. For example, the **denominator** in the **mixed number** and the **improper fraction** should be the same. To find the **numerator**, you can multiply the whole number of the **mixed number** by the **denominator** and then add the **numerator** of the **mixed number**.



Use your knowledge of converting mixed numbers to improper fractions and the images to find the missing numbers:

A.  $4 \frac{5}{6} = \frac{29}{6}$  ; B.  $5 \frac{3}{9} = \frac{48}{9}$

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## Wednesday

### Maths – Mixed Numbers to Improper Fractions – Continued (page 7)

If you are not sure about **mixed numbers** or **improper fractions**, see page 4 for a reminder.

**Question 3** – This question asks your child to identify if Raymond is correct. To do this, they will need to use their knowledge of converting **mixed numbers** to **improper fractions** as shown on page 5 and the images provided. They will then need to compare the answer they have reached to Raymond's.

Convert the mixed number to an improper fraction to identify if Raymond is correct and explain using your method of converting to help you: **Raymond is incorrect because he has multiplied the whole number with the numerator for the improper fraction. He should have multiplied the whole number with the denominator and added the numerator to find the numerator for the improper fraction. The correct answer is  $\frac{31}{8}$ .**

### English – Writing a Debate (page 8)

For this task, your child has been asked to prepare a **debate**. This is a discussion on a topic, normally by two opposing sides, to share opposite viewpoints and argue them in a controlled, polite way. Your child has been given a statement for which they need to write arguments both for and against. They have been given some **conjunctions** (words to join ideas or provide a cause such as because) to support them. Ways to extend this activity have also been provided at the bottom of the activity page.

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## Thursday

### Maths – Compare and Order Fractions Less than 1 (page 9)

Three symbols are commonly used when comparing numbers. These are < (less than), > (greater than) and = (equal to). For example:

$$2 < 3$$

← This reads, 'Two is less than three.'

**Question 1** – This question asks your child to use the numbers given to find four different ways of completing the statement given. A set of example instructions has been labelled below.

Fourth, enter the answer to the division of the numerator. In our example: 3

Fifth, as the numerators in our example are the same, the denominator can be any number greater than 4.

$$\frac{3}{\boxed{\phantom{00}}} < \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{12}$$

↑  
Third, enter the answer to the division of the denominator. In our example: 4

Second, choose a number that can divide by the same number you divided the denominator by. E.g. 9 so  $(9 \div 3 = 3)$

First, choose a number to divide this number by. E.g. 3 so  $(12 \div 3 = 4)$

Use your knowledge of equivalent fractions and comparing fraction to complete the statements. There are various answers to this question, for example:

A.  $\frac{3}{\boxed{5}} < \frac{\boxed{6}}{\boxed{8}} = \frac{\boxed{9}}{12}$

B.  $\frac{3}{\boxed{9}} < \frac{\boxed{1}}{\boxed{2}} = \frac{\boxed{6}}{12}$

C.  $\frac{3}{\boxed{6}} < \frac{\boxed{6}}{\boxed{8}} = \frac{\boxed{9}}{12}$

D.  $\frac{3}{\boxed{5}} < \frac{\boxed{2}}{\boxed{3}} = \frac{\boxed{8}}{12}$

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## Thursday

### English – Writing a Recount (page 10)

For this task, your child has been asked to write a **recount** of their week. A **recount** is when you write about something that has happened in the past, in this case in the form of a diary entry. They have been provided with a word bank of **adverbials** which are words or phrases which give extra information as to when or how something happened. For example: In the morning, I brushed my teeth. 'In the morning' is the adverbial because it adds extra information to the sentence.

Your child has also been provided with a features list, which they should try and use in their own recount. Some of these are explained below.

**Past tense** – The past tense of the verb is used to show that something has already happened. For example, cook will be become cooked.

**Time conjunctions** – These are words which tell you when something happened. For example: then, next or after.

**First person** – Written from your perspective using the words 'I', 'We', 'They'.

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## Friday

### Maths – Fractions

Click on the link to watch the learning video clip on equivalent fractions, converting improper fractions to mixed number and vice versa. As the video progresses, it will provide questions to answer. Pause the video and answer the questions. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-year-5-fractions-consolidation-steps-1-2-and-3/>

### English – Revision

Click on the link to play an interactive game which revises some of the grammar taught so far in Year 5. <https://kids.classroomsecrets.co.uk/resource/year-5-autumn-revision/>

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## Additional Resources

English – Guided Reading – Romulus and Remus (page 11 - 13)

Children should read the **myth** (a traditional tale which explains an event using a mythical creature) 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. Your child 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 is normal to read the text once in full and then for a second time to find the answers. Help your child practice 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. Who are Numitor and Amulius?  
Numitor is the King of Alba and the father of Rhea Silvia. Amulius is the evil brother of Numitor.
2. Why did Amulius kill Rhea Silvia and try to kill the boys?  
He wanted to remain as the king instead of Romulus and Remus who were rightful heirs to the throne.
3. Look at the paragraph beginning 'He was suspicious'. Which word is a synonym of 'isolated'?  
secluded
4. What disgusted the brothers?  
That Amulius had killed their mother.
5. Why did Romulus think he had been favoured by the gods?  
He saw more vultures overhead than Remus.
6. 'Romulus taunted Remus.' Is this statement true or false? Explain your answer.  
It is false because Remus taunted Romulus by suggesting that the enemy would be able to enter his city easily.
7. Which words or phrases indicate that Romulus's city is full of criminals?  
Outlaws and fugitives
8. Rome is called the 'Eternal City'. What do you think this means?  
It means the city will exist forever.

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## Additional Resources

English – Guided Reading – Romulus and Remus – Continued (page 11 - 13)

9. What features tell you that this story is a myth?

It includes creatures or beasts. It includes a quest and a conflict. It includes royalty, gods or goddesses.