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Home Learning Pack Year 5

Week 4

11/05/2020

Classroom
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KIDS

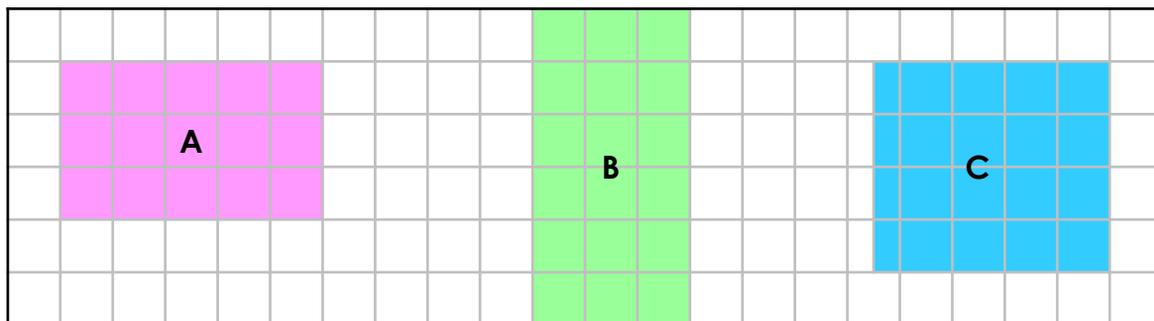


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Monday – Area of Rectangles

1. Record the area of each rectangle if each square measures 2cm.

not to scale



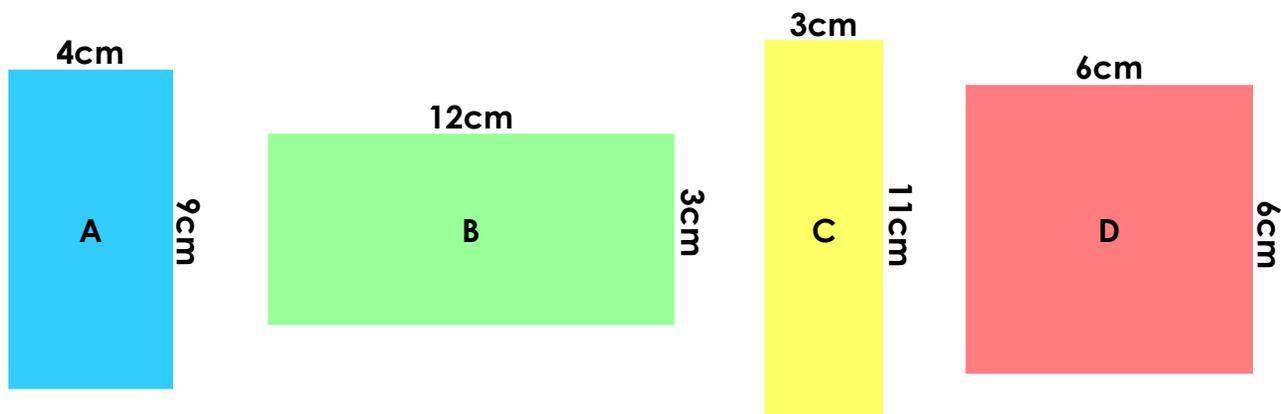
Rectangle A = cm²

Rectangle B = cm²

Rectangle C = cm²

Which rectangle is the odd one out?

2. True or false? Each of these rectangles has the same area.



not to scale

3. Lauren rounds the length and width of her rear garden to estimate how much turf she needs to order. She orders 84m² of turf.



What could the length and width of the garden be?
Find 3 possibilities.

Monday – Non-chronological Report

Write a non-chronological report of a subject that is of interest to you.

A non-chronological report is a non-fiction text that focuses on one subject. It should include lots of facts about that subject.

It should not be written in time order.

You might want to write a non-chronological report about elephants for example. You might include facts about what they look like, where they live, what they eat etc.

Plan your ideas below.

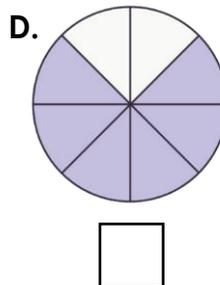
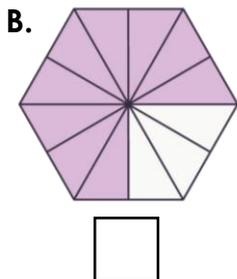
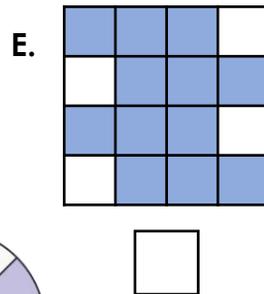
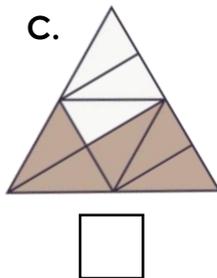
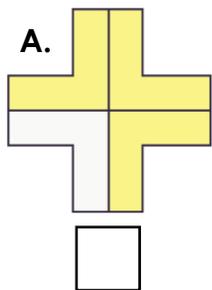
The diagram is a mind map with a central box labeled "Subject:". Six lines radiate from this central box to six surrounding rectangular boxes, each containing a label for a section of the report: "Introduction:", "Fun fact:", "Paragraph 2:", "Paragraph 3:", "Paragraph 4:", and "Conclusion:". The boxes are arranged in a circle around the central box.

Features often included in non-chronological reports:

- an introductory paragraph
- paragraphs with a different focus
- subheadings
- present tense
- fun or interesting facts
- specific or technical vocabulary
- a glossary
- labelled diagrams or pictures

Tuesday – Equivalent Fractions

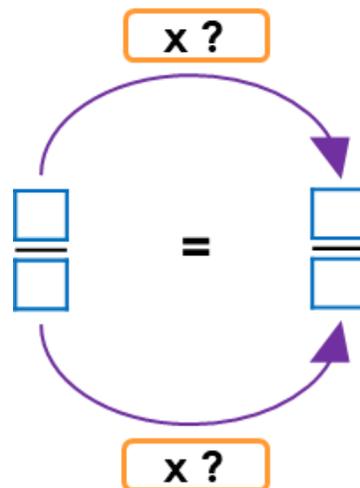
1. Mark with an 'X' the shapes that have $\frac{3}{4}$ shaded.



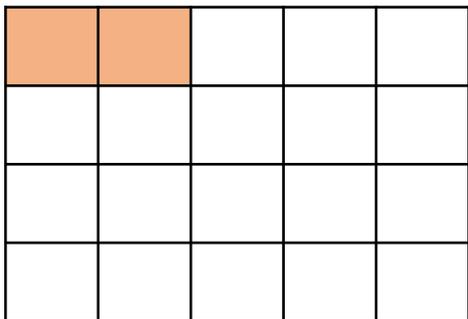
2. Complete the sequence of equivalent fractions. Use the diagram to help you.

A. $\frac{\boxed{4}}{\boxed{6}} = \frac{\boxed{8}}{\boxed{}} = \frac{\boxed{}}{\boxed{18}} = \frac{\boxed{16}}{\boxed{}}$

B. $\frac{\boxed{3}}{\boxed{8}} = \frac{\boxed{}}{\boxed{16}} = \frac{\boxed{9}}{\boxed{}} = \frac{\boxed{}}{\boxed{32}}$



3. Jasmin shades this shape. She says,



Two-fifths of my shape is shaded.

Explain her mistake.

Tuesday – Environmental Speech

Your task is to write a powerful speech about the environment.

Choose an aspect of the environment you would like to write about, for example:

- Deforestation
- Climate change
- Pollution
- Habitat destruction

Research your topic and plan your ideas below:

Introduction: *What you are writing about? Why you are writing it?*

Grab the readers attention with the use of rhetorical questions.

Paragraph 2: *Include your 1st point. Support each point with facts, statistics or quotes. Include the use of emotional and powerful language.*

Paragraph 3: *Include your 2nd point. Repetition and personal opinion can strengthen the points you are trying to make.*

Paragraph 4: *Include your 3rd and final point.*

Conclusion: *Summarise your main points. Leave your audience with a final thought to consider.*

Tick the features that you have included:

- | | | | | | | | |
|------------------------|--------------------------|-----------------------|--------------------------|------------|--------------------------|--------------|--------------------------|
| • First person | <input type="checkbox"/> | • Facts or statistics | <input type="checkbox"/> | • Opinions | <input type="checkbox"/> | • Repetition | <input type="checkbox"/> |
| • Rhetorical questions | <input type="checkbox"/> | • Emotive language | <input type="checkbox"/> | • Quotes | <input type="checkbox"/> | | |

Wednesday – Improper Fractions to Mixed Numbers

1. Match the improper fraction to its visual representation and then its mixed number.

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

2. Convert the improper fractions to mixed numbers and sort them into the Carroll diagram.

$\frac{22}{7}$	
$\frac{18}{8}$	
$\frac{10}{4}$	
$\frac{13}{5}$	

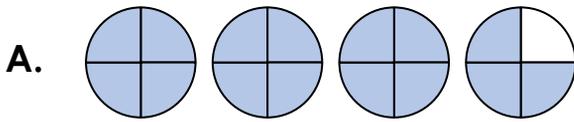
	Numerator is even	Numerator is odd
Whole number > 2		
Whole number = or < 2		

3. Identify the odd one out. Explain your answer.

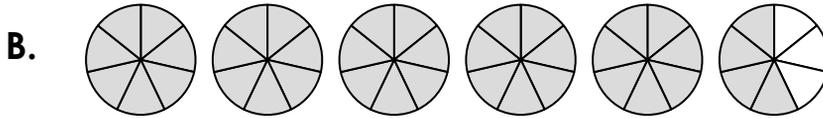
<p>A. $\frac{19}{8}$</p>	<p>B. $2 \frac{2}{8}$</p>	<p>C. </p>
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Wednesday – Mixed Numbers to Improper Fractions

1. Convert the mixed numbers to improper fractions and use $<$, $>$ or $=$ to complete the comparison statements.

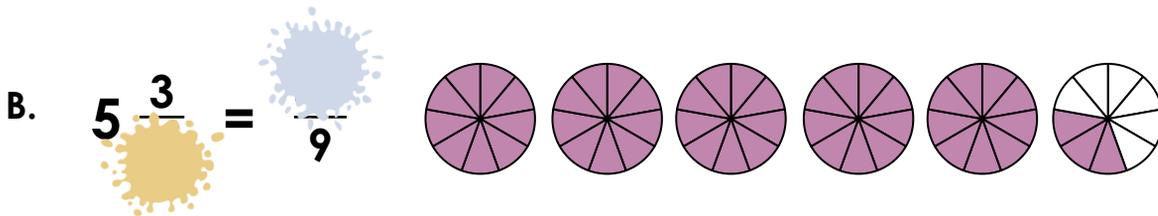
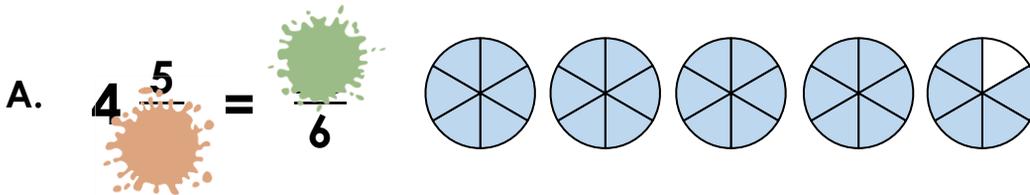


$$3 \frac{3}{4} = \frac{\square}{\square} \square \frac{14}{4}$$



$$5 \frac{4}{7} = \frac{\square}{\square} \square \frac{59}{7}$$

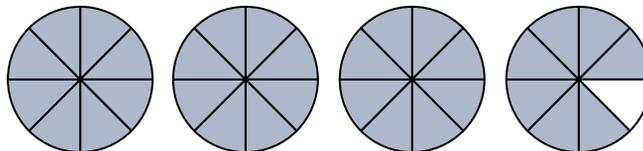
2. Identify the missing numbers.



3. Raymond says,



I think $3 \frac{7}{8}$ equals $\frac{21}{8}$.



Is he correct? Explain your answer.

Wednesday – Writing a Debate

Prepare for a debate about home learning. Consider the following statement:

Children should not have to do school work whilst they're not at school.

List the ideas that support the statement, and the counter arguments. Use some of the conjunctions to explain your ideas.

Ideas that support the statement

because

since

therefore

as

Counter Arguments

so

though

otherwise

however

Extension Ideas:

- Talk through the debate with a parent or a sibling. You could take one side of the argument each. Ask each other lots of questions!
- Write a balanced argument explaining both sides of the argument.
- Write your side of the argument. Try and persuade someone else to agree with you. You could write it as a letter and send it to your local MP.
- Write out the for and against statements for another issue that interests you.

Thursday – Compare and Order Fractions Less than 1

1. Using the digit cards, investigate ways to complete the statement below. Digit cards can be used more than once.

$$\frac{3}{\square} < \frac{\square}{\square} = \frac{\square}{12}$$



A. $\frac{3}{\square} < \frac{\square}{\square} = \frac{\square}{12}$

B. $\frac{3}{\square} < \frac{\square}{\square} = \frac{\square}{12}$

C. $\frac{3}{\square} < \frac{\square}{\square} = \frac{\square}{12}$

D. $\frac{3}{\square} < \frac{\square}{\square} = \frac{\square}{12}$

Additional Resources – Guided Reading

Romulus and Remus

Read the text on the next page and answer the questions.

1. Who are Numitor and Amulius?

2. Why did Amulius kill Rhea Silvia and try to kill the boys?

3. Look at the paragraph beginning '*He was suspicious*'. Which word is a synonym of 'isolated'?

4. What disgusted the brothers?

5. Why did Romulus think he had been favoured by the gods?

6. '*Romulus taunted Remus*'. Is this statement true or false? Explain your answer.

7. Which words or phrases indicate that Romulus's city is full of criminals?

8. Rome is called 'the Eternal City'. What do you think this means?

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

Additional Resources – Guided Reading

Romulus and Remus

Have you ever wondered how the great empire of Rome first began? Well, it was created with the help of two boys called Romulus and Remus who had an inescapable destiny: their tale is legendary and tells of the early beginnings of the great Roman Empire.

Thousands of years ago before the birth of Christ, Numitor, the King of Alba, had been ousted from the throne by his evil brother, Amulius, in a struggle for power and the right to rule.

“I must find a way to destroy anyone who may take the throne!” Amulius declared.

He was suspicious of everyone and he needed to ensure that Numitor’s only child, his daughter Rhea Silvia, would bear no future heir by forcing her to spend the rest of her days serving in the secluded temple of Vesta, the goddess of hearth and home.

Despite Amulius’s efforts, Rhea Silvia eventually gave birth to twin boys and named them Romulus and Remus. But these boys were no ordinary twins; the boys’ father was Mars, the god of war, and were destined to an interesting future.

When Amulius found out about their birth, he became angry and killed Rhea Silvia and threw her two babies into the River Tiber where he expected them both to drown. However, the river god, Tiberinus, saw what was happening to the children and reached up and carried them safely along. The river carried the children downstream and eventually laid them safely ashore on the river bank. On reaching the shore, they were discovered by a she-wolf called Lupa who cared for them as if they were her own. She had recently lost her own cubs and the twins acted as a replacement.

In time, a man called Faustulus, who was a lowly shepherd, came across the twin boys. He had no children of his own and decided to care for the children himself. It was there the boys remained for many years under the watchful eye of Faustulus and Lupa.

When the boys were fully grown, Faustulus explained to them who their father was and told them of the fate of their mother. Disgusted by the news, the brothers vowed to avenge their mother by killing the tyrant Amulius, and restoring Numitor to his rightful throne. They did exactly that and knew that they were the both the new rulers of the land.

Romulus and Remus then decided to build a kingdom of their own alongside the River Tiber. However, after many childish fights, they soon realised that their city could only have one ruler and they argued about which of them was more worthy of becoming king. Unable to find an answer to their problem, they sought help from the gods.

Each man climbed a nearby mountain to look into the distance and see what signs they had been sent. Remus saw a flight of six vultures overhead, but his brother, Romulus, saw twelve. Therefore Romulus judged that the gods had favoured him over his brother and began to lay the foundations of his own city.

Additional Resources – Guided Reading

Romulus and Remus

“I will name the city Rome, after myself, and it will be the greatest city in all the world!” Romulus cried.

Romulus began constructing the city in 753 BC. He ploughed furrows around the outer edge to mark where the city walls would be built. However, Remus, feeling aggravated at his defeat, mocked his brother by leaping over the furrows and jeering.

“The enemies of your city will be able to scale the walls just as easily as I can jump over these furrows,” he joked. This angered Romulus in the extreme.

“You will pay for your words!” Romulus cried and he struck his brother dead.

Romulus continued to build his city on the seven hills near the River Tiber and he was extremely pleased with his work. The city now had its ruler, but it had no people.

Therefore Romulus declared Rome to be a sanctuary for all and it soon filled with many outlaws and fugitives from all around. Romulus accepted these people with open arms. He had nearly achieved his goal, but he needed women to fill his city and enable it to grow.

But Romulus had a shrewd plan. He organised a series of athletic games where men could demonstrate their skill and bravery. He invited men from the neighbouring town, the Sabines.

While the Sabine men were busy enjoying themselves watching and participating in the games, Romulus and his men carried off the Sabine women and took them to Rome to be their wives.

A vicious war broke out between the two sides after Romulus’s deed, but eventually the Sabine women themselves asked for a truce, begging their rulers to fight no more and stop the needless death.

But Romulus, the founder of the great city of Rome, was not meant to rule for long. His father, Mars, begged the king of the gods, the mighty Jupiter, for his son to be transformed into a god like himself. Jupiter agreed and Mars flew to Earth in his chariot and swept Romulus away.

The body of the living man disappeared and he instantly became a god. From his new place in the Heavens, Romulus could oversee the rise, and eventual fall, of the great empire he had once founded.

If you visit Rome today, a bronze statue of Romulus and Remus with the she-wolf, Lupa, stands tall in memory of the famous legend of how the ‘eternal city’ was founded.