

Year 5 Learning at Home Session 4

Maths

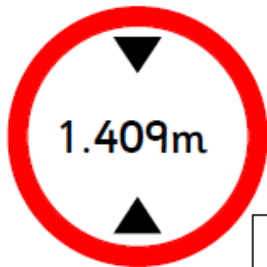
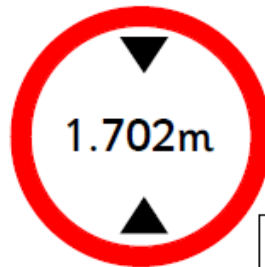
We have been learning about fractions and decimals in Maths. Use your knowledge of decimals to continue to solve the following problems using the space below for your working out:

4. Dinah has planned the route to drive to the site. There is a ferry to catch and two bridges with weight limits. She needs to calculate the weight of the van and its kit, in addition to the passengers. Can you round each weight to 2 decimal places?

Sleeping bag $\frac{9}{10}$ kg	<input type="text"/>	Camping Table 0.739kg	<input type="text"/>	Gas Light 1.361kg	<input type="text"/>	Walkers Map 0.045kg	<input type="text"/>
Binoculars 0.359kg	<input type="text"/>	Torch 0.093kg	<input type="text"/>	Axe 0.453kg	<input type="text"/>	Van & Luggage 1140kg	<input type="text"/>
Camping Chair $1\frac{1}{5}$ kg	<input type="text"/>	Travel Pan Set $2\frac{325}{1000}$ kg	<input type="text"/>	Awning $38\frac{69}{100}$ kg	<input type="text"/>	Passengers 168.747kg	<input type="text"/>

Tick the weight and height limits which they could drive through or over.

Useful information: 1 tonne = 1000kg

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5. James puts the journey time into his travel app and finds out it will take 18 hours to get to the camp site, including the ferry crossing. That's most of their first day's holiday!



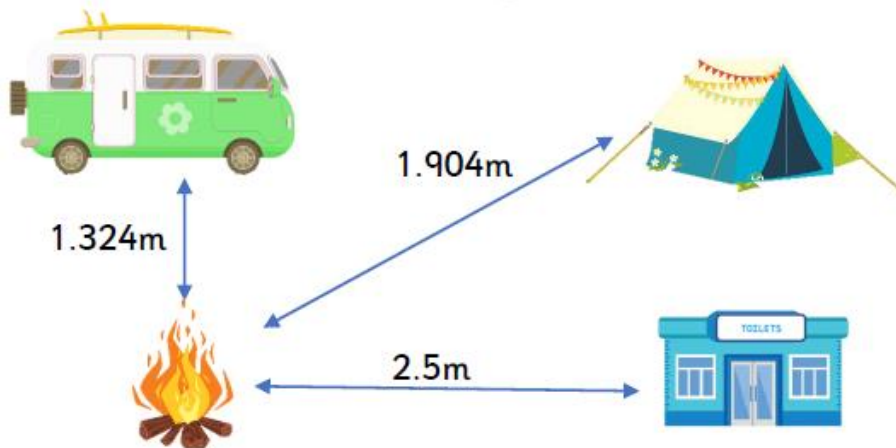
That's $\frac{3}{4}$ of
our day!



That's 0.75
of our day!

Who is correct? Explain
your answer fully.

The Jonas family have arrived and are ready to unpack and chill out. The awning is up, the baby is settled for his nap and James has decided to set up a fire pit. He reads the camp site rules and begins to decide on where to build the fire.



ORCABER CAMPING

Site Rules

Fire Building

*Minimum distance of 1.658m
from campers or caravans.*

*Minimum distance of 2.008m
from tents.*

*Minimum distance of 3.678m
from toilet block.*

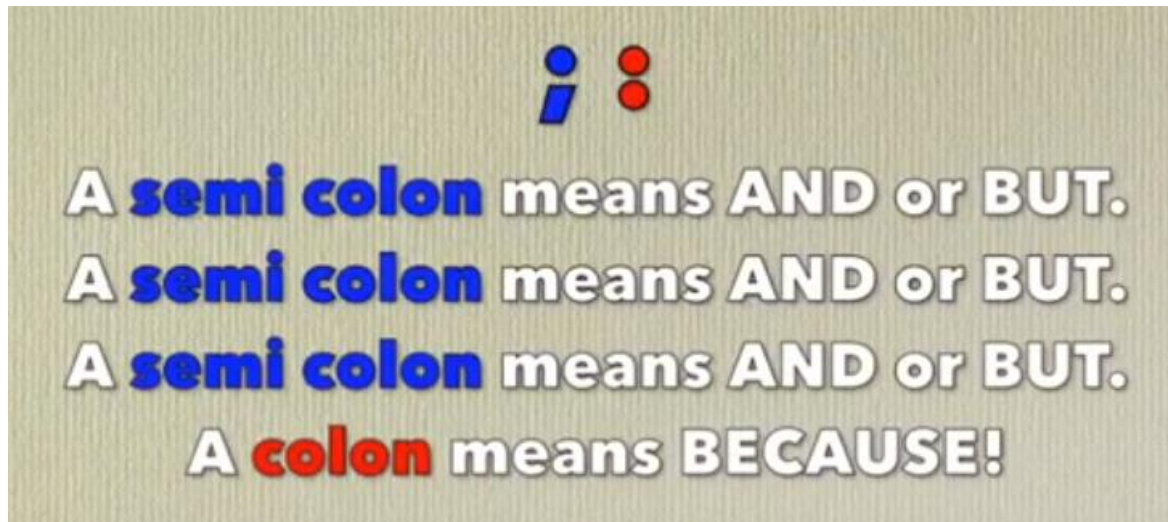
6. Is his planned fire pit acceptable? If so, why? If not, how could he adapt it?

English

In English we have been learning about semicolons and colons. Use your learning to complete these questions:

Remember we sang the song about semicolons and colons?

<https://www.youtube.com/watch?v=I5FmGE4dApk>



Using Colons

In the following sentences, draw a colon (:) in the correct position.



1. It wasn't much of a costume just one of Hassan's foster dad's shirts over some joggers.

↑

↑

↑
2. The class carried on chatting about normal things vloggers, new puppies and pencil sharpeners shaped like robot zombies.

↑

↑
3. Beside the chipped, blue door were three buttons on a steel panel '3A', '3B', and 'Deliveries'.

↑

↑

↑

Now complete these sentences with another suitable phrase after the colon.

Now complete these sentences with another suitable phrase after the colon.

4. There are several ways to stay calm before a test: _____

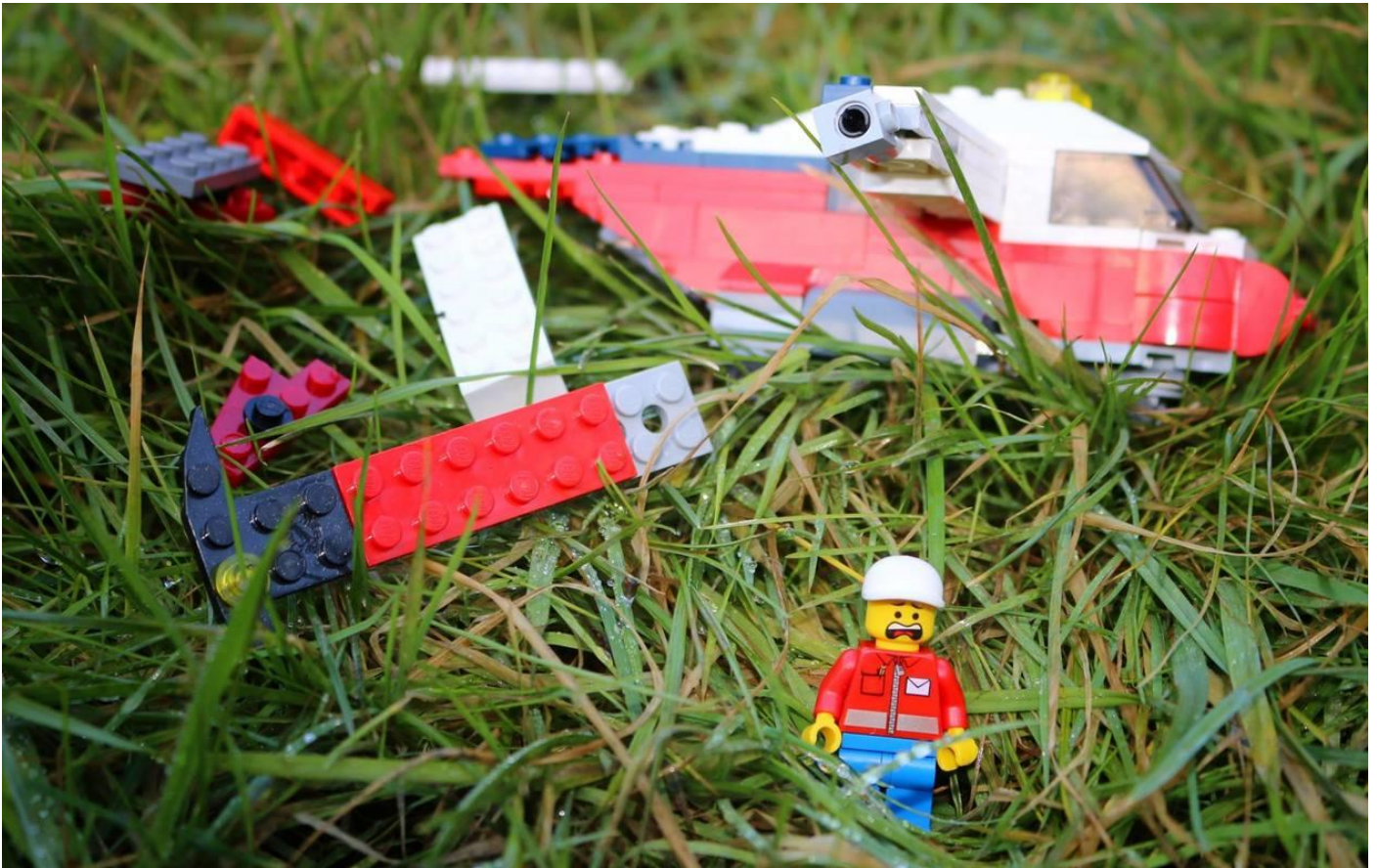
5. I had never eaten this type of food before: _____

6. The pair of cats stared at each other: _____

Now try this. Using the following simple sentences, create 5 more complex ones using semi-colons and colons.

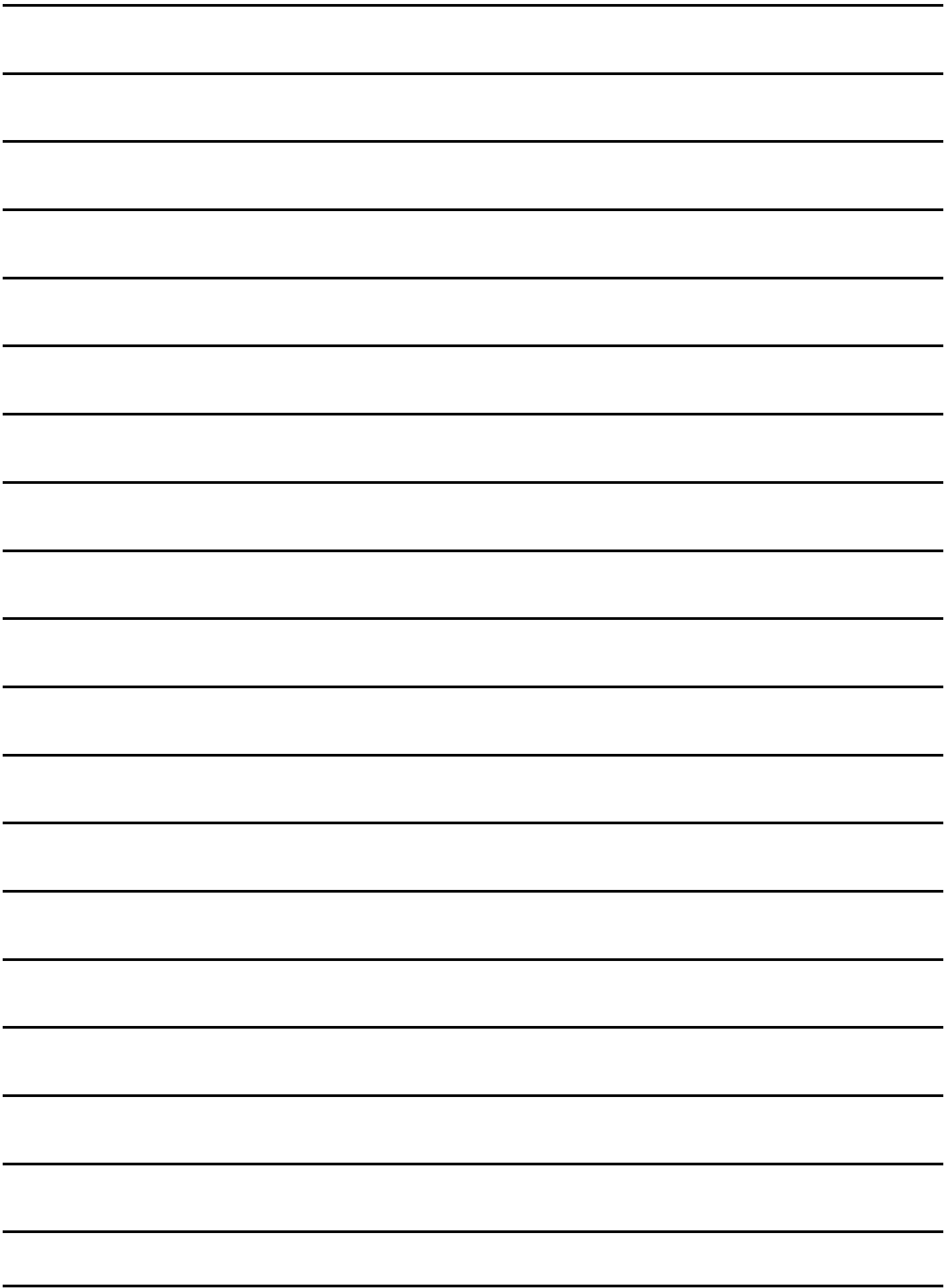
1. Grandmother knew what scared the child. She was afraid of spiders.
2. The boy was happy with his new bicycle. He took it to the park.
3. The girl was excited about her red roller-skates. She loved red.
4. The flowers wilted in the sun. It hadn't rained for days.
5. Snow fell in fluffy clumps and the children worried about it melting.

Share your sentences with a partner. Did you do the same things?

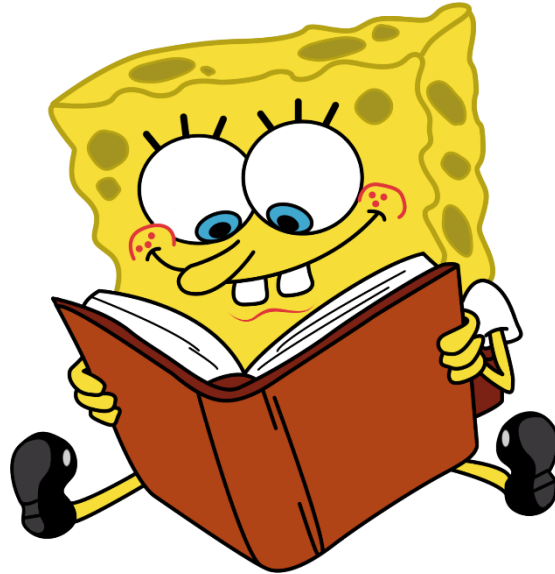


Edit your story based on the image above make sure that you have use all of the SPaG on your checklist.

<i>Subordinate Clauses</i>	
<i>Relative Clauses</i>	
<i>Semicolons</i>	
<i>Colons</i>	



Please remember to continue reading your books at home and filling in your diaries.



*Can you remember a poem that you have said in class?
Consider the sound effects that you could use alongside
these poems?*

The Tin Can Band

Oh, the tin can band!
Oh, the tin can band!
It's the dinniest band
In the big bright land.
It's a sing-song band, it's a bing-bong band.
It's a miss-a-beat, have-a-treat, skippy-feet-band,
As we march along with our pots and pans,
And we bing and bong on our old tin cans.

We're a-singing and a-singing to the binging and the bonging.
We're escaping and a-slipping out
On every hand.

And it sounds like a battle
When our tin cans rattle,
When our tin cans rattle
And our tin cans clang.
Yes, it's sounding like the prattle and the tattle of a battle
Like a merry monster cannon going
BANG, BANG, BANG!

Though silence falls when the band's gone by,
And the street is bare to the hills and sky,
There's a nitter and a natter,
And a tiny tinny patter,
Like a whisper (only crisper)
Like a tine toy's sigh,
And a flutter like a mutter,
Like a sunny sort of stutter,
Going giggling down the gutter
Where the funny echoes die.

Margaret Mahy

(published in "Exploring Poetry 8 – 13" Brian Merrick)

COLONEL FAZACKERLEY

Colonel Fazackerley Butterworth-Toast
Bought an old castle complete with a ghost,
But someone or other forgot to declare
To Colonel Fazak that the spectre was there.

On the very first evening, while waiting to dine,
The Colonel was taking a fine sherry wine,
When the ghost, with a furious flash and a flare,
Shot out of the chimney and shivered, 'Beware!'

Colonel Fazackerley put down his glass
And said, 'My dear fellow, that's really first class!
I just can't conceive how you do it at all.
I imagine you're going to a Fancy Dress Ball?'

At this, the dread ghost made a withering cry.
Said the Colonel (his monocle firm in his eye),
'Now just how you do it, I wish I could think.
Do sit down and tell me, and please have a drink.'

The ghost in his phosphorous cloak gave a roar
And floated about between ceiling and floor.
He walked through a wall and returned through a pane
And backed up the chimney and came down again.

Said the Colonel, 'With laughter I'm feeling quite weak!
(As trickles of merriment ran down his cheek).
'My house-warming party I hope you won't spurn.
You MUST say you'll come and you'll give us a turn!'

Charles Causley

Religious Education

We have been learning about forgiveness in RE. Use what we have learned forgiveness in Judaism and Buddhism to compare how each religion approaches it.

A recap....

Buddhists do:

... have instructions from Buddha that are followed voluntarily.

...believe that people are capable of doing good or bad things and are responsible for their own behaviour.

...believe that people will face consequences for their actions.

...try to lead a good and pure life.

...seek to achieve Enlightenment.

...believe forgiveness is important to be free from feelings of anger or revenge.

...use meditation to help them focus and forgive.

Buddhists do not:

...believe in God.

...pray to God to ask for forgiveness.

...have strict commandments to follow.

...believe in sin as going against God.

...believe in heaven or hell.

...believe forgiveness depends on other people being apologised to

Jews believe:

Jews believe that there is one God and this God created the universe.

Jews believe that God cannot appear in different forms or be divided up.

Jews believe that God is everywhere and that He can do anything at all.

Jews believe that God has a special personal relationship with individuals.

For Jews, God plays an important role in forgiving them as they have made an agreement with God to live their lives by His commandments.

Jews believe that God is fair and that He rewards good behaviour and punishes bad behaviour. They believe that God is merciful and will forgive those who ask for forgiveness.

Jews believe that sin is a wrong act which goes against God or His commandments. They believe they must be sorry for this sin and ask God's forgiveness.

Using the Fact cards below, create a Venn diagram and decide if the statements are true for Judaism, Buddhism or both.

They believe that the only person needed for forgiveness to take place is the person who is forgiving.

They believe that when you forgive someone, you feel free of anger and hurt.

The process by which someone gains forgiveness is called 'teshuvah'. This involves confessing, apologising, vowing never to repeat the sin and making things right.

They follow God-given rules, most importantly the Ten Commandments. They believe that to break these rules is to break the covenant between them and God.

They believe that when another human being has been wronged, that person must be apologised to and asked for forgiveness. God also needs to forgive a person who has done something wrong.

They believe that you should forgive anyone who asks for forgiveness for it is the right thing to do and is written down in the Torah. People of this religion feel pure and as if they have rebuilt their relationship with God when they feel forgiven.

They follow the teachings of a human being who found enlightenment around 2500 years ago. They learn about life as they make sense of these teachings and follow the guidance in the Eightfold Path. They hope this will help them to gain enlightenment.

They believe that when you do something wrong, there will be consequences. This is called karma.

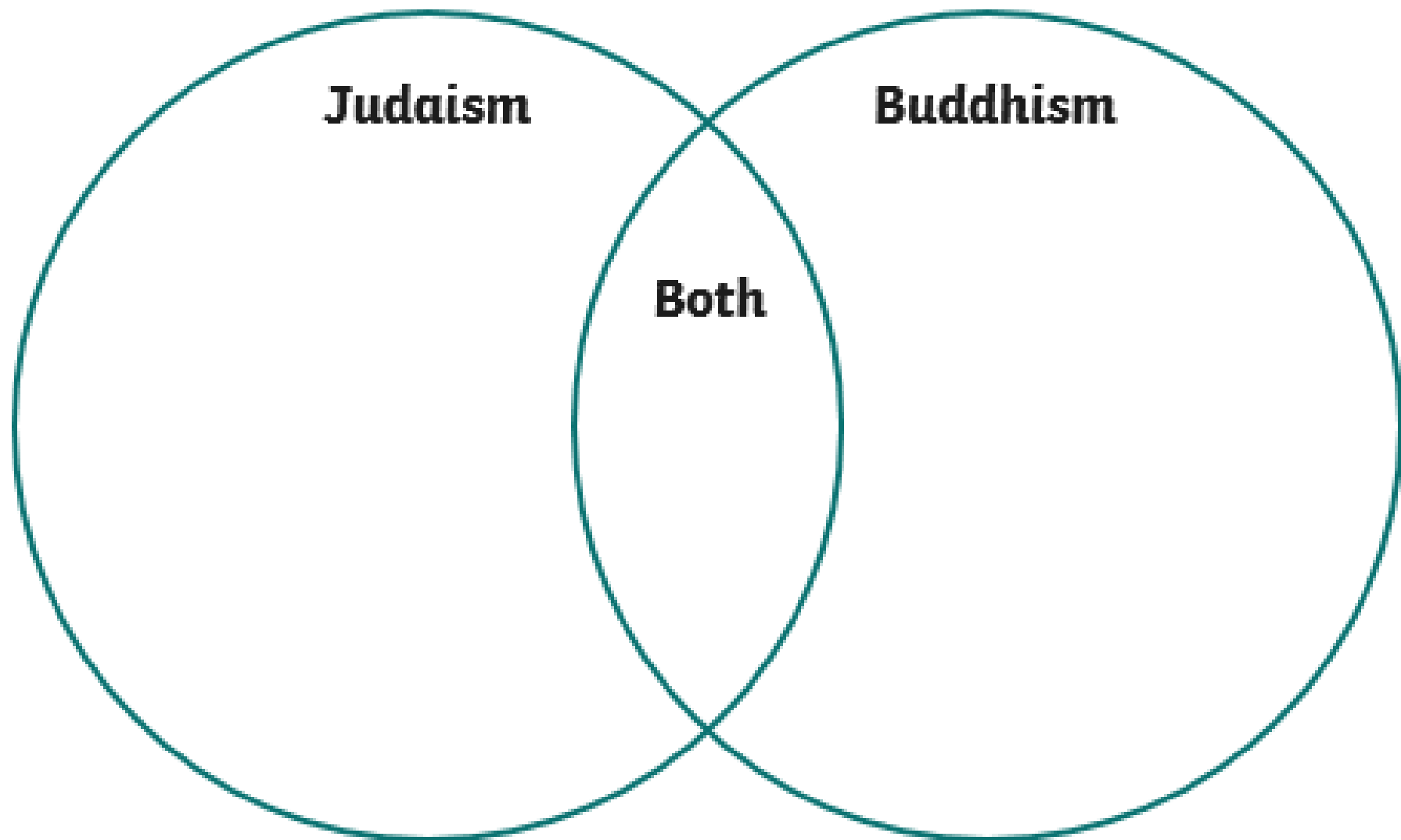
Forgiveness is supported by meditation. Meditation can be done alone or in a group.

Yom Kippur is an important time when people of this religion ask God for forgiveness for the things they have done wrong over the last year.

They believe forgiveness is important and a good thing to do.

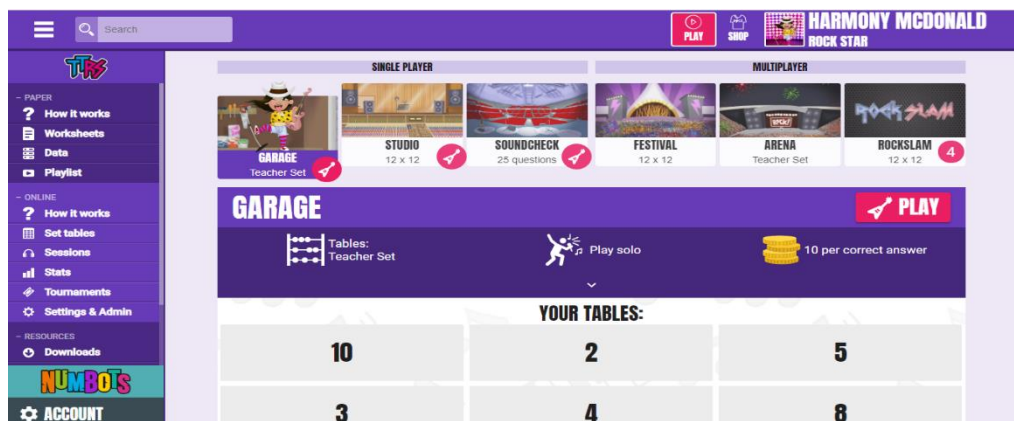
They believe that God is fair and will punish and reward them depending on their actions.

Compare how Buddhist and Jewish believers think about forgiveness.
Create a Venn diagram to show your comparison.

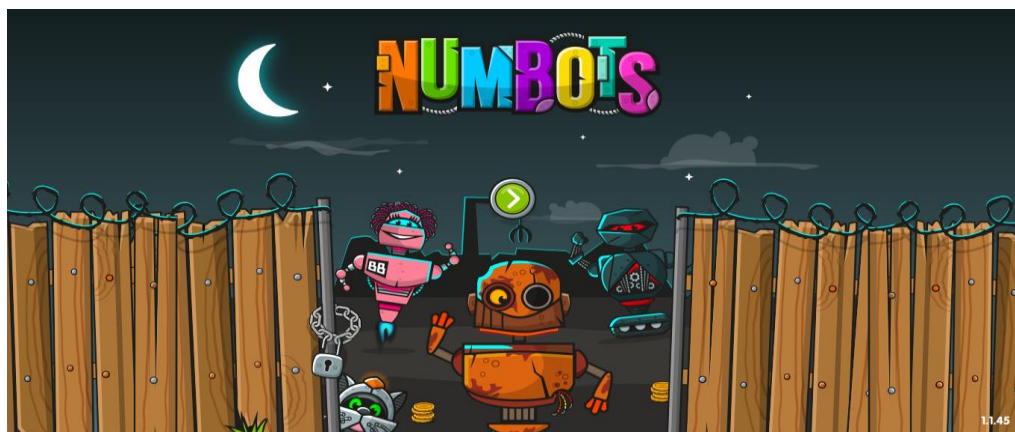


Don't forget to use the websites we have set up for you!

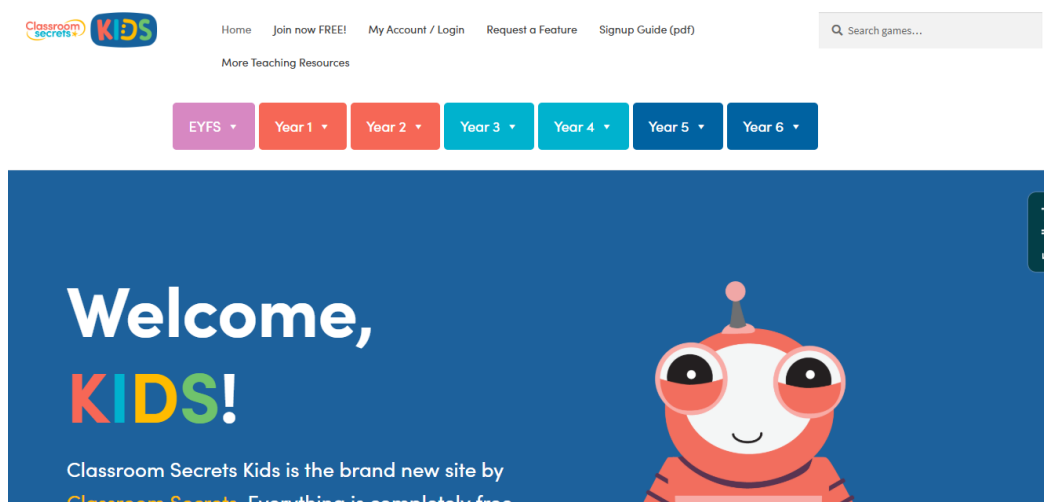
Times Tables Rockstars: <https://trockstars.com/>



NumBots: <https://play.numbots.com/>



Kids Classroom Secrets: <https://kids.classroomsecrets.co.uk/>



	9:30- 10:30	10:30- 10:45	10:45- 11:00	11:00- 12:30	12:30- 1:30	1:30- 2:30	2:30
Monday	Maths	Brain Break	Keeping active	English	Lunch	History	Down Time
Tuesday	Maths	Brain Break	Keeping active	English	Lunch	Science	Down Time
Wednesday	Maths	Brain Break	Keeping active	English	Lunch	Art	Down Time
Thursday	Maths	Brain Break	Keeping active	English	Lunch	RE	Down Time
Friday	Maths	Brain Break	Keeping active	English	Lunch	PSHE	Down Time

We have included some Brain Break Ideas on the School Website along with this Learning from Home pack.