

# This week's homework (15.06.20).

**Monday 15<sup>th</sup> June 2020**

## Handwriting:

Choose one sheet from the **Handwriting Pack** to complete and write each word three times in your neatest handwriting.

## Spelling:

Choose 10 words from the **Handwriting Pack** that you are unfamiliar with. These will be your spelling words this week. Practice saying, covering and writing the words every day.

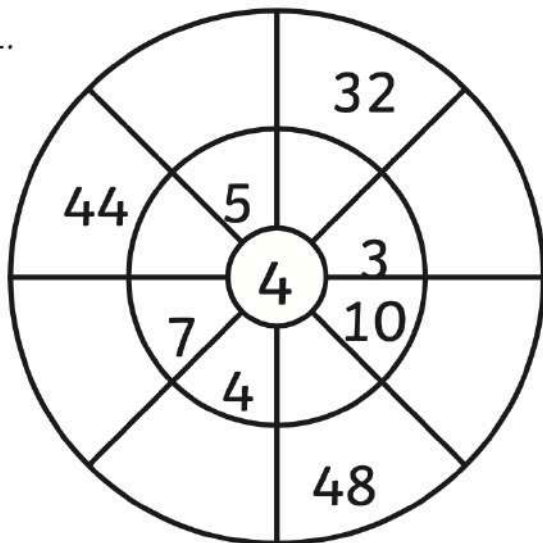
## Reading:

1. **Open the Reading Comprehension booklet.** Choose **one** text and read it aloud to someone at home.
2. Answer the questions and check your answers are correct.

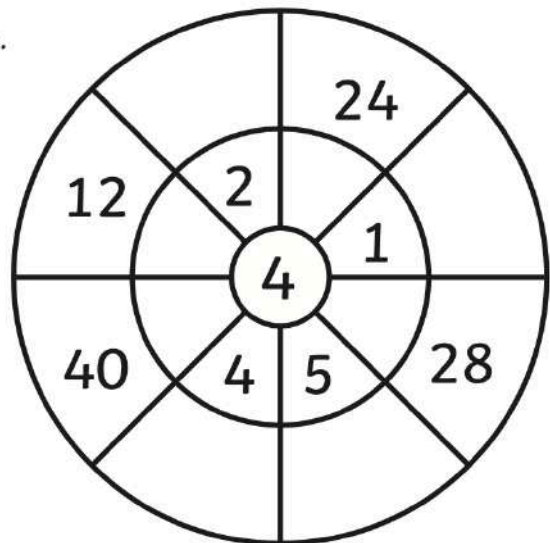
## Maths:

1. Complete the 4 times table multiplication wheels below.

1.



4.



2. Complete the activity mats on the next page.

# Year 5 Maths Activity Mat

## Section 1

Order the following numbers from smallest to largest.

471 741

417 471

471 174

417 741

471 417

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smallest

largest

## Section 3

Fatima has 36 cakes to share with some friends. She could share the cakes so 36 children have 1 cake each. Explain four other ways she could share the cakes equally without cutting the cakes.

\_\_\_ children have \_\_\_ cakes each. \_\_\_ children have \_\_\_ cakes each.

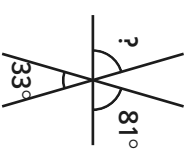
\_\_\_ children have \_\_\_ cakes each. \_\_\_ children have \_\_\_ cakes each.

## Section 2

Three classes of children raise money for Comic Relief by selling cakes. Each class is given £17.80 to buy ingredients. At the end of the sale, each class counts how much money they have. The classes have £34.82, £29.01, £41.78. After subtracting the amount given to buy ingredients, how much money is raised?

## Section 7

Calculate the missing angle:



## Section 4

Complete the table to convert between mixed fractions and improper fractions.

$\frac{13}{4}$	
	$5\frac{1}{2}$
$\frac{19}{3}$	

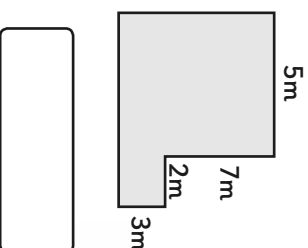
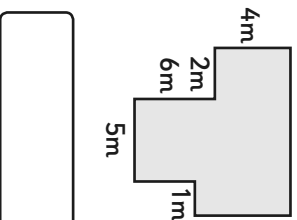
## Section 5

Write the equivalent to the fractions and decimal fractions.

$\frac{3}{4}$	
	0.667
$\frac{5}{8}$	

## Section 6

Calculate the perimeter of these rectilinear shapes:



## Section 8

Estimate how many millilitres in a mug.



### Section 1

Order the following numbers from smallest to largest.

471 741

417 471

471 174

417 741

471 417

417 471

417 741

471 174

471 417

471 741

smallest

largest

### Section 3

Fatima has 36 cakes to share with some friends. She could share the cakes so 36 children have 1 cake each. Explain four other ways she could share the cakes equally without cutting the cakes.

2 children have 18 cakes each. 4 children have 9 cakes each.

3 children have 12 cakes each. 6 children have 6 cakes each.

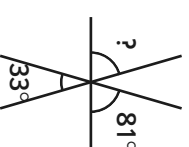
### Section 2

Three classes of children raise money for Comic Relief by selling cakes. Each class is given £17.80 to buy ingredients. At the end of the sale, each class counts how much money they have. The classes have £34.82, £29.01, £41.78. After subtracting the amount given to buy ingredients, how much money is raised?

£52.21

### Section 7

Calculate the missing angle:



66°

### Section 4

Complete the table to convert between mixed fractions and improper fractions.

$\frac{13}{4}$	$3\frac{1}{4}$
$\frac{11}{2}$	$5\frac{1}{2}$
$\frac{19}{3}$	$6\frac{1}{3}$

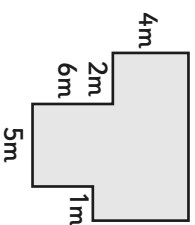
### Section 5

Write the equivalent to the fractions and decimal fractions.

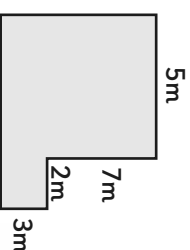
$\frac{3}{4}$	0.75
$\frac{2}{3}$	0.667
$\frac{5}{8}$	0.625

### Section 6

Calculate the perimeter of these rectilinear shapes:



36m



34m

### Section 8

Estimate how many millilitres in a mug.



250ml - 500ml

# Year 5 Maths Activity Mat

## Section 1

Circle the numbers where '5' is in the thousands place:

92 735                      92 854

85 492

95 410                      16 905

56 892

78 501                      50 467

27 651                      93 578

## Section 3

Calculate:

$5.6 \times 100 =$

$7.69 \times 100 =$

$219 \div 100 =$

$3304 \div 100 =$

## Section 5

Match the following numerals to the equivalent written number.

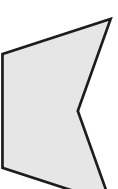
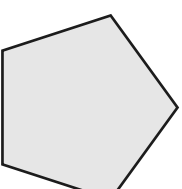
seventeen point  
one seven                      17.07

seven point  
one seven                      7.17

seventeen point  
zero seven                      17.17

## Section 7

Write regular or irregular under the following shapes:



.....

## Section 8

Here is a table showing the number of vehicles that passed a school in one day.

Vehicle	Number
Car	273
Bus	37
Lorry	29
Van	

Three times as many cars passed the school as other vehicles. How many vans passed the school?

## Section 2

Calculate the following in your head:

$56 + 19 =$

$27 + 54 =$

$82 - 45 =$

$92 - 38 =$

## Section 4

Insert the correct symbol to make this number sentence correct.  $<$ ,  $>$  or  $=$

$\frac{4}{5}$    $\frac{8}{10}$

$\frac{1}{3}$    $\frac{5}{12}$

$\frac{7}{8}$    $\frac{33}{40}$

## Section 6

Complete the table to convert between millilitres and litres.

Millilitres	Litres
1 10ml	
1650ml	10l

### Section 1

Circle the numbers where '5' is in the thousands place:

92 735

92 854

85 492

16 905

95 410

56 892

50 467

78 501

93 578

27 651

### Section 3

Calculate:

$5.6 \times 100 =$

$7.69 \times 100 =$

$219 \div 100 =$

$3304 \div 100 =$

### Section 5

Match the following numerals to the equivalent written number.

seventeen point  
one seven

17.07

seven point  
one seven

7.17

seventeen point  
zero seven

17.17

### Section 4

Insert the correct symbol to make this number sentence correct.  $<$ ,  $>$  or  $=$

$\frac{4}{5} = \frac{8}{10}$

$\frac{1}{3} < \frac{5}{12}$

$\frac{7}{8} > \frac{33}{40}$

### Section 2

Calculate the following in your head:

$56 + 19 =$

$27 + 54 =$

$82 - 45 =$

$92 - 38 =$

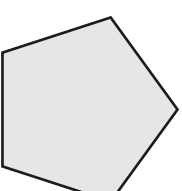
### Section 6

Complete the table to convert between millilitres and litres.

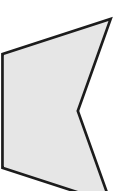
Millilitres	Litres
1 10ml	0.11l
10 000ml	10l
1650ml	1.65l

### Section 7

Write regular or irregular under the following shapes:



..... regular .....



..... irregular .....

### Section 8

Here is a table showing the number of vehicles that passed a school in one day.

Vehicle	Number
Car	273
Bus	37
Lorry	29
Van	25

Three times as many cars passed the school as other vehicles. How many vans passed the school?

## Afternoon activity:



You may have seen protests about Black Lives Matter on social media, tv or radio. These protests started in reaction to the killing of a black man called George Floyd in America.

George Floyd was stopped by police for reportedly using fake money to pay for groceries. Usually, police stop a suspect, ask them a few questions and either arrest them or let them go. However, the police officers used extreme and unnecessary force when they stopped George Floyd: a white police officer threw George Floyd on the ground and placed their knee on his neck for nearly 9 minutes. George Floyd repeatedly asked the police officer to stop and told him that he could not breathe. He was taken to hospital, but he was already dead.

People are extremely angry, disgusted and saddened by what happened to George Floyd. Unfortunately, this is not an isolated incident: many black men and women have been killed by white police officers in the last 10 years. Black Lives Matter was formed in 2013 to raise awareness of the inequality between black and white individuals. White and black people have joined Black Lives Matter protests across the world to raise awareness of racism.

Look at this if you have the internet: <https://www.bbc.co.uk/newsround/52813673>

**Activity:** write a paragraph about why Black Lives Matter is important and write down any questions you have. Please email this to the Year 6 account and I will get back to you!

**Tuesday 16th June 2020**

## Handwriting:

Choose one sheet from the **Handwriting Pack** to complete and write each word three times in your neatest handwriting.

## Spelling:

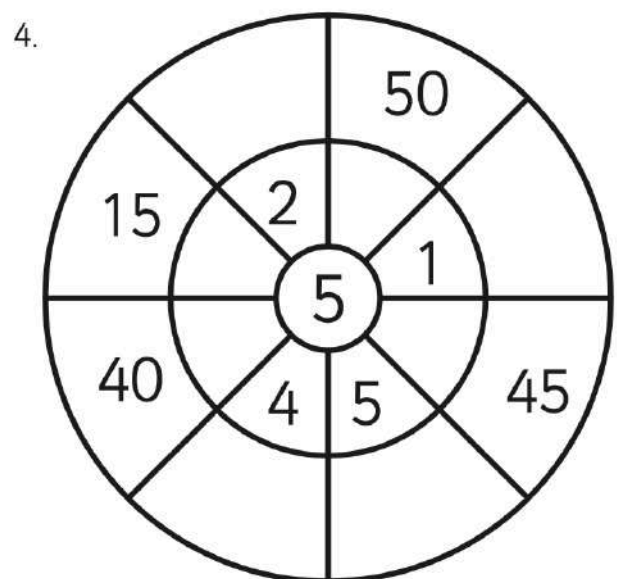
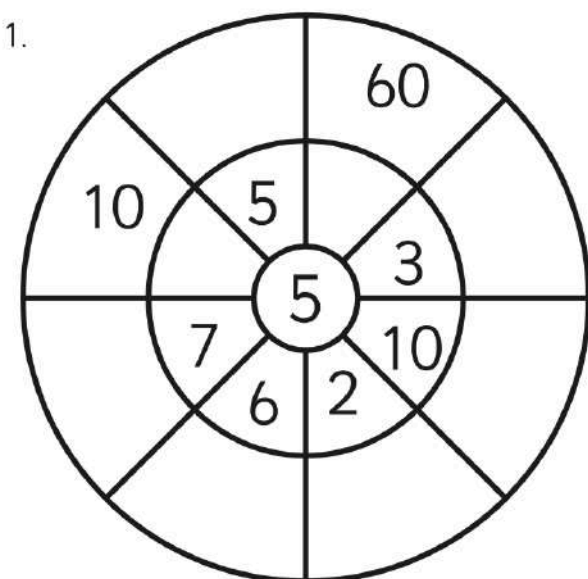
Do you remember the 10 spelling words you have chosen to learn this week? Practice saying, covering and writing these words.

## Reading:

1. **Open the Reading Comprehension booklet.** Choose **one** text and read it aloud to someone at home.
2. Answer the questions and check your answers are correct.

## Maths:

1. Complete the 5 times table multiplication wheels below.



2. Complete the activity mats on the next page and check your answers are correct.

# Year 5 Maths Activity Mat

## Section 1

Continue the linear sequence.

1099	2099			
92 773	91 773			
56 923	66 923			
718 902	708 902			

## Section 3

Calculate:

$5 \times 60 =$

$30 \times 7 =$

$40 \times 90 =$

$80 \times 110 =$

## Section 5

Round these numbers to the nearest whole number:

$11.5 =$

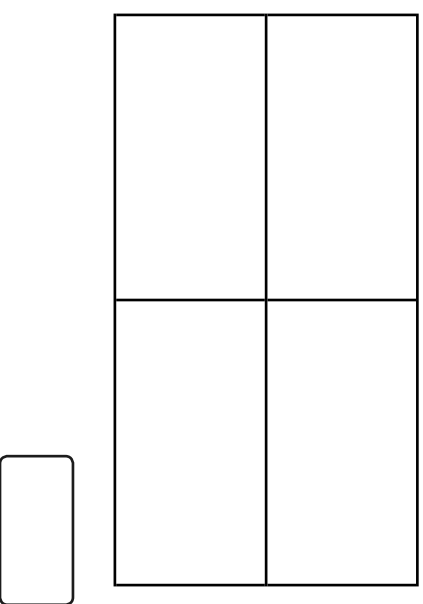
$1.96 =$

$9.12 =$

$56.29 =$

## Section 7

How many rectangles are there in this drawing?

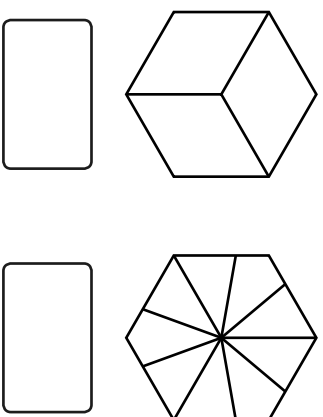


## Section 2

Write all the prime numbers from 21 to 50.

## Section 4

Shade the following hexagons so the same fraction is shaded in both and write the fraction that they represent.

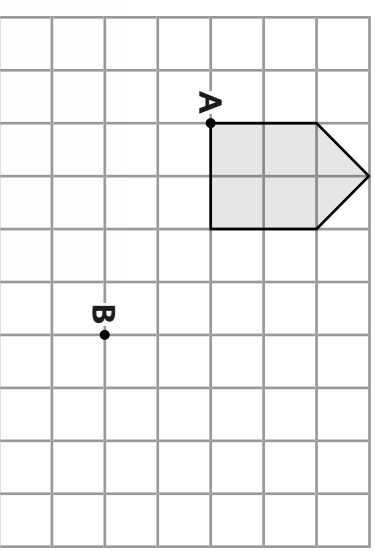


## Section 6

Ben gets the 17:12 train. The journey is due to last 1 hour 52 minutes. At what time should the train arrive?

## Section 8

Translate this shape from point A to point B.





### Section 1

Continue the number sequence.

1099	2099	3099	4099	5099
92 773	91 773	90 773	89 773	
56 923	66 923	76 923	86 923	
718 902	708 902	698 902		

### Section 3

Calculate:

$5 \times 60 =$	<b>300</b>
$30 \times 7 =$	<b>210</b>
$40 \times 90 =$	<b>3600</b>
$80 \times 110 =$	<b>8800</b>

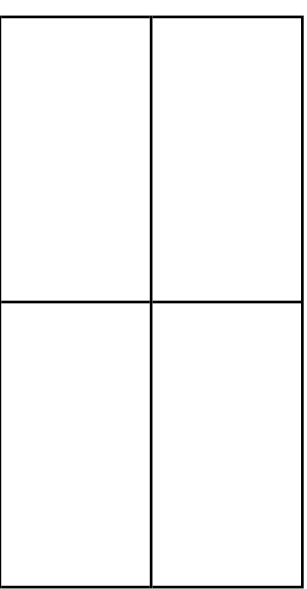
### Section 5

Round these numbers to the nearest whole number:

$11.5 =$	<b>12</b>
$1.96 =$	<b>2</b>
$9.12 =$	<b>9</b>
$56.29 =$	<b>56</b>

### Section 7

How many rectangles are there in this drawing?



**9**

### Section 2

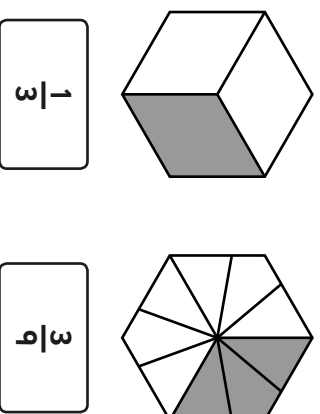
Write all the prime numbers from 21 to 50.

**23, 29, 31, 37, 41, 43, 47**

### Section 4

Accept any reasonable answer.

For example:



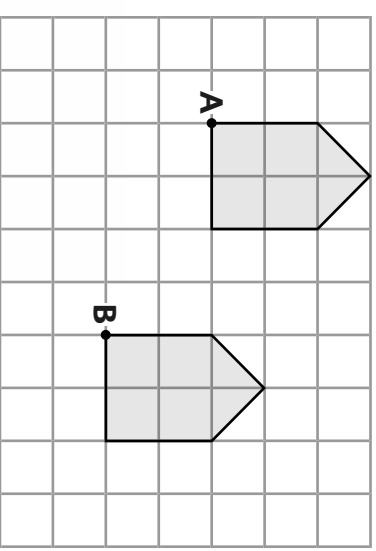
### Section 6

Ben gets the 17:12 train. The journey is due to last 1 hour 52 minutes. At what time should the train arrive?

**19:04**

### Section 8

Translate this shape from point A to point B.



# Year 5 Maths Activity Mat

## Section 1

The temperature is  $-8^{\circ}\text{C}$ . Two hours earlier, the temperature was  $6^{\circ}\text{C}$  warmer. What was the temperature two hours earlier?

## Section 2

Here are the weekend cinema takings for 29<sup>th</sup> April - 1<sup>st</sup> May 2016.

Captain America	£14 466 681
The Jungle Book	£5 758 824

What was the difference in takings between the two films, rounded to the nearest thousand?

## Section 6

$1\text{kg} \approx 2.2\text{lb}$  (pounds)  
 $1\text{ stone} = 14\text{lb}$

How many kilograms in one stone? Give your answer to two decimal places.

## Section 7

Draw a triangular prism.

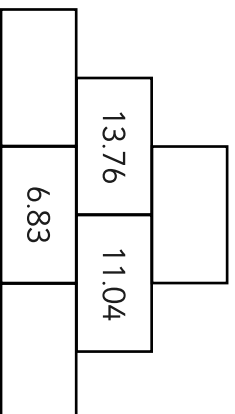
## Section 3

$$\begin{array}{r} 57 \square \\ + \square 9 \\ \hline 811 \end{array}$$

$$\begin{array}{r} 6 \square 2 \\ - \square 0 \square \\ \hline 263 \end{array}$$

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 4

Order the following fractions from smallest to largest.

$$\frac{2}{3} \quad \frac{11}{12} \quad \frac{5}{6} \quad \frac{13}{18}$$

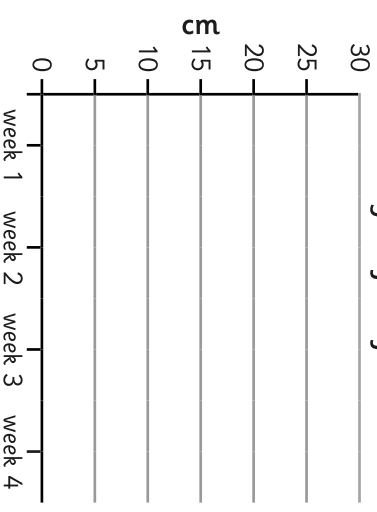
smallest			largest

## Section 8

Children measure the height of a sunflower once a week. They record their measurements in a table.

Week	Height of sunflower (cm)
Week 1	3
Week 2	10
Week 3	18
Week 4	27

Height of Sunflower



Draw the line on the graph.

### Section 1

The temperature is  $-8^{\circ}\text{C}$ . Two hours earlier, the temperature was  $6^{\circ}\text{C}$  warmer. What was the temperature two hours earlier?

**$-2^{\circ}\text{C}$**

### Section 3

$$\begin{array}{r} 572 \\ + 39 \\ \hline 811 \end{array} \qquad \begin{array}{r} 672 \\ - 409 \\ \hline 263 \end{array}$$

### Section 2

Here are the weekend cinema takings for 29<sup>th</sup> April - 1<sup>st</sup> May 2016.

Captain America	£14 466 681
The Jungle Book	£5 758 824

What was the difference in takings between the two films, rounded to the nearest thousand?

**£8 708 000**

### Section 6

$1\text{kg} \approx 2.2\text{lb}$  (pounds)  
 $1\text{stone} = 14\text{lb}$

How many kilograms in one stone? Give your answer to two decimal places.

**6.36 kg**

### Section 7

Draw a triangular prism.



### Section 5

Adjacent squares are added together to give the number above. Complete the number wall.

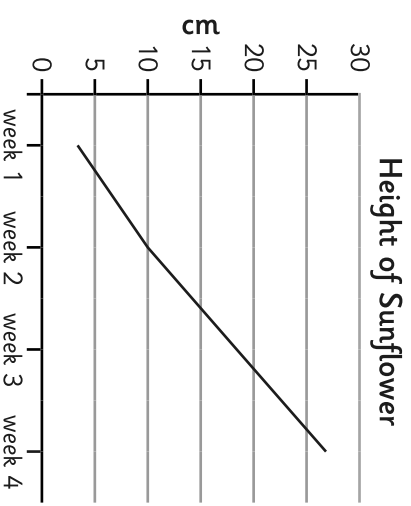
		24.8		
	13.76		11.04	
6.93		6.83		4.21

### Section 8

Children measure the height of a sunflower once a week. They record their measurements in a table.

Week	Height of sunflower (cm)
Week 1	3
Week 2	10
Week 3	18
Week 4	27

Draw the line on the graph.



### Section 4

Order the following fractions from smallest to largest.

$\frac{2}{3}$	$\frac{13}{18}$	$\frac{5}{6}$	$\frac{11}{12}$
---------------	-----------------	---------------	-----------------

smallest largest

## Afternoon activity:



What do you know about the pictures above? Who are the people in these pictures? Where are they? How do you think they feel? What else can you infer from these images?

So, when did anti-black racism start? The black people in these images are slaves. A slave is someone that is the property of another person: a slave has no freedom, does not get paid and will be a slave until they die. The Transatlantic Slave Trade was a period in time where over 12 million Africans were forced out of their homes and used as slaves in the Caribbean and South America. Slaves were tortured and killed if they spoke out against their slavers.

The slave trade began (roughly) in 1502 and ended (roughly) in 1865. Although slavery was abolished many years ago, George Floyd was killed by white men just last month. This is why many people believe it's important to talk about Black Lives Matter.

Please complete the Slave Trade Comprehension on the next page. **Some of the information on your worksheet may make you upset or angry, so please talk to someone at home if you need to.**

If you have access to the internet please watch these videos:

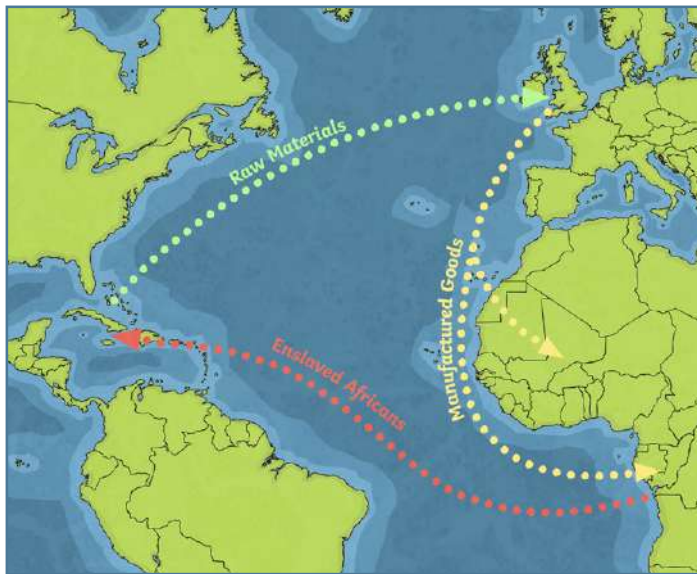
<https://www.youtube.com/watch?v=1B3V9wKeNUI>

<https://www.youtube.com/watch?v=T4ctPavmVuc&t=1s>

# The Transatlantic Slave Trade

For over 400 years, Europeans enslaved millions of people from parts of West Africa, transporting them across the Atlantic Ocean in awful conditions. These people were sold into a life of unpaid work and cruelty in the Americas. This was known as the transatlantic slave trade: a brutal period of history which resulted in the deaths of millions of African people.

## The Triangular Trade



The Triangular Trade describes the three stages of the transatlantic slave trade during its most prolific period, between 1740 and 1810.

Firstly, huge ships travelled to West Africa carrying goods such as cloth, guns and ironware. After they arrived, these goods were exchanged for men, women and children who had been forcibly taken from their villages.

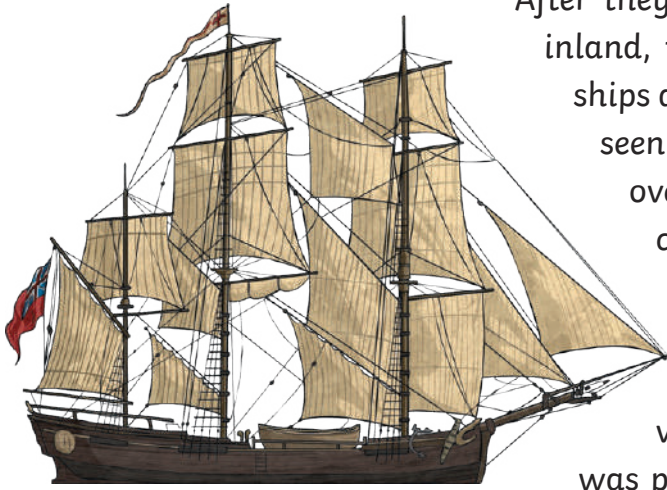
Throughout the middle passage across the ocean, people endured terrible conditions. The unsanitary, overcrowded and filthy ships spent months at sea. Many people died. When the ships arrived in the West Indies, their passengers were sold at auction to the highest bidder.

Thus, African people were bought and sold as if they were no more than an item in a shop. They were now known as slaves and were forced to work mercilessly on the plantations, growing crops with little chance of payment or freedom and labouring for long hours each day.

The third stage of trade involved the ships returning with goods grown on the **plantations** by the enslaved Africans. These goods (such as sugar, coffee and cotton) were then sold to the people of Britain and beyond, completing the triangle. The process would then begin again.



## What Happened to the African Villagers on the Middle Passage?



After they had been taken from their homes inland, the villagers were forced onto huge ships at the coast. Many of them had never seen the sea before. Ships often carried over 700 people at a time. They were chained together with little room to move because they were thought of simply as cargo by the ships' captains. The conditions were very dangerous to health: air quality was poor and many grew ill or even died as a result of illness, disease or maltreatment.

If they survived the middle passage, they were sold into slavery. People were separated from their friends and family and told to forget their earlier life. Slave owners gave them a new name and made them learn a new language. Slaves were then required to work for 14 hours, or even more, each day with harsh beatings for any mistakes or rebellion. However, many of the slaves did bravely rebel. Some were even able to earn their freedom and fight for an end to slavery.

### Olaudah Equiano's Story

Olaudah Equiano (1745-1797) was enslaved in West Africa as a child but was fortunate enough to survive and pay for freedom. He became an abolitionist – someone who was campaigning for an end to slavery – and travelled to Europe to share his autobiography.

'The Interesting Narrative of the Life of Olaudah Equiano' was published in 1789. Due to its brutally honest account of slavery, it persuaded readers to think differently. Thus, it became a powerful argument for **abolition**.

### Did You Know...?

Olaudah Equiano toured Britain in order to share his story. He spoke to audiences in Birmingham, Nottingham, Manchester, Sheffield and Cambridge.

## Abolition at Long Last

Eventually, people in Britain began to recognise that slavery was unethical. In 1807, The Houses of Parliament outlawed the slave trade. However, it was not until 1833 when slaves were finally freed across the British Empire.

In the USA, slavery continued in certain states even after it was abolished. The different attitudes of northern and southern states even led to the American Civil War (1861-1865). Furthermore, the civil rights movement of the 1960s happened because of the continued **segregation** of black and white Americans over 100 years after slavery was officially ended.



### Glossary

<b>abolition</b>	The action of abolishing a system – in this case, slavery.
<b>plantation</b>	An estate on which crops, such as coffee, sugar and tobacco, are grown.
<b>segregation</b>	The enforced separation of different ethnic groups in a country.
<b>unethical</b>	Morally wrong and unacceptable behaviour.

# Questions

1. Which phrase is most similar in meaning to **enslaved**? Tick **one**.

- To make someone a slave
- To ship people across an ocean
- To exchange people with goods
- To grow crops on a plantation

2. Which goods were exchanged for African people? Tick **two**.

- ships
- cloth
- sugar
- guns

3. Fill in the missing words.

Throughout the \_\_\_\_\_ passage across the \_\_\_\_\_, people endured \_\_\_\_\_ conditions.

4. Look at the section entitled **The Triangular Trade**. Find and copy a word which shows that people had little room to move on board the ships.

---

5. **They were now known as slaves and were forced to work mercilessly on the plantations, growing crops with little chance of payment or freedom.**

What does the word **mercilessly** mean in this sentence?

---

6. Look at the section entitled **What Happened to the African Villagers on the Middle Passage?** How did the conditions during the middle passage affect the health of African villagers on board?

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7. **People were separated from their friends and family and told to forget their earlier life.**

What do you think the slave owners wanted to achieve by treating the newly enslaved Africans in this way?

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8. Why do you think it was important for people such as Olaudah Equiano to talk to the citizens of Britain and Europe about slavery and abolition?

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9. Life improved for some people during the 1800s. Do you agree or disagree? Use evidence from the text to support your answer.

Agree / Disagree (circle **one**)

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---

# Questions

1. Which phrase is most similar in meaning to **enslaved**? Tick **one**.

- To make someone a slave
- To ship people across an ocean
- To exchange people with goods
- To grow crops on a plantation

2. Which goods were exchanged for African people? Tick **two**.

- ships
- cloth
- sugar
- guns

3. Fill in the missing words.

Throughout the **middle** passage across the **ocean**, people endured **terrible** conditions.

4. Look at the section entitled **The Triangular Trade**. Find and copy a word which shows that people had little room to move on board the ships.

**overcrowded**

5. **They were now known as slaves and were forced to work mercilessly on the plantations, growing crops with little chance of payment or freedom.**

What does the word **mercilessly** mean in this sentence?

**It means they were forced to work without mercy under hard conditions such as long hours each day.**

6. Look at the section entitled **What Happened to the African Villagers on the Middle Passage?** How did the conditions during the middle passage affect the health of African villagers on board?

**Pupils' own responses, such as: The conditions affected the villagers badly. The conditions were very dangerous to health because air quality was poor and many grew ill or died. They were chained together with little room to move.**

7. **People were separated from their friends and family and told to forget their earlier life.**

What do you think the slave owners wanted to achieve by treating the newly enslaved Africans in this way?

**Pupils' own responses, such as: I think they wanted to achieve control over the slaves and to make sure they worked hard on the plantations.**

8. Why do you think it was important for people such as Olaudah Equiano to talk to the citizens of Britain and Europe about slavery and abolition?

**Pupils' own responses, such as: I think it was important because otherwise they would not have known about the cruel conditions of slavery and what was happening on the middle passage. Also, they should know how their sugar, coffee and tobacco is grown.**

9. Life improved for some people during the 1800s. Do you agree or disagree? Use evidence from the text to support your answer.

Agree / Disagree (circle **one**)

**Pupils' own responses either agreeing or disagreeing with the statement, such as: Life was a little better for some people in some ways. Slaves were freed across the British Empire from 1833. However, slavery continued in the USA after abolition. It also led to a war.**

# Wednesday 17<sup>th</sup> June 2020

## Handwriting:

Choose one sheet from the **Handwriting Pack** to complete and write each word three times in your neatest handwriting.

## Spelling:

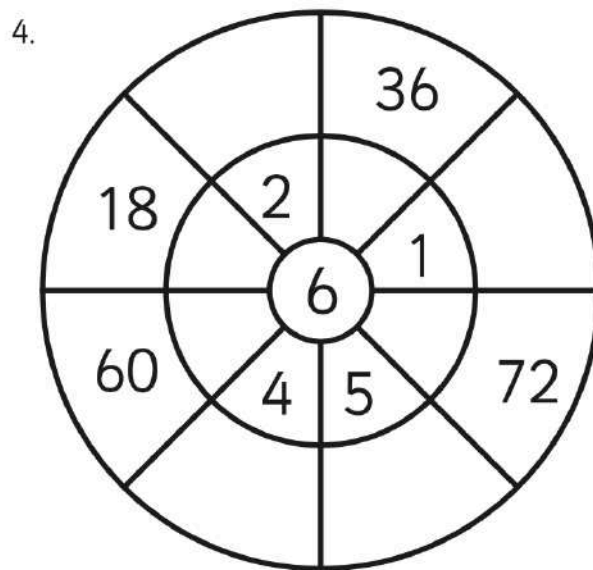
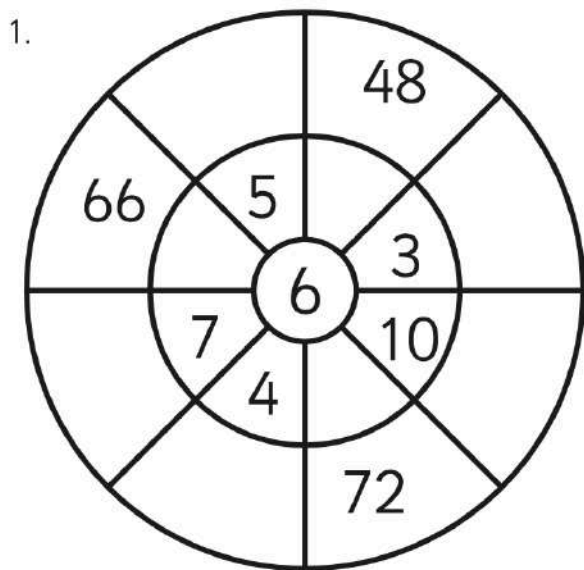
Do you remember the 10 spelling words you have chosen to learn this week? Practice saying, covering and writing these words.

## Reading:

1. **Open the Reading Comprehension booklet.** Choose **one** text and read it aloud to someone at home.
2. Answer the questions and check your answers are correct.

## Maths:

1. Complete the 6 times table multiplication wheels below.



2. Complete the activity mats on the next page and check your answers are correct.

# Year 5 Maths Activity Mat

## Section 1

Write these Roman Numerals as numbers.

CXXVI →

DCCLXIX →

## Section 3

Calculate:

$426 \times 13 =$

$1456 \div 7 =$

## Section 4

Calculate:

$\frac{2}{5} + \frac{1}{10} =$

$\frac{2}{3} - \frac{1}{12} =$

## Section 5

Write the following fractions as percentages:

$\frac{48}{100} =$

$\frac{19}{100} =$

$\frac{6}{100} =$

## Section 2

Circle the square numbers:

1                      12                      23                      27

5                      16

41                      35                      90

49                      82

50                      64                      99

58                      77

135                      71                      110

121                      118

144                      165                      169

## Section 6

1ml of water weighs 1g. An empty plastic bottle weighs 10g. How much do 4 half-litre bottles full of water weigh in kilograms?

## Section 7

Draw a triangle with 2 acute angles and 1 obtuse angle.

## Section 8

Here is a train timetable:

London St	06:32	07:24	07:58
Pancras			
Leicester	07:52	08:30	09:01
Derby	08:19	09:05	09:25
Chesterfield	08:37	09:27	09:43
Sheffield	08:55	09:41	09:58

Which is the slowest train?

Jan needs to arrive in Sheffield by quarter to ten. Which train should she catch from Leicester?

### Section 1

Write these Roman Numerals as numbers.

$$\text{CXXVI} \longrightarrow \boxed{126}$$

$$\text{DCCLXIX} \longrightarrow \boxed{769}$$

### Section 3

Calculate:

$$426 \times 13 = \boxed{5538}$$

$$1456 \div 7 = \boxed{208}$$

### Section 4

Calculate:

$$\frac{2}{5} + \frac{1}{10} = \boxed{\frac{5}{10} \text{ or } \frac{1}{2}}$$

$$\frac{2}{3} - \frac{1}{12} = \boxed{\frac{7}{12}}$$

### Section 5

Write the following fractions as percentages:

$$\frac{48}{100} = \boxed{48\%}$$

$$\frac{19}{100} = \boxed{19\%}$$

$$\frac{6}{100} = \boxed{6\%}$$

### Section 2

Circle the square numbers:

① 12 23 27

5 35 ⑩ 16

41 ④ 82 90

50 58 ⑥ 99

71 77

135 ⑫ 118 110

⑬ 121

⑭ 144 165

⑮ 169

### Section 6

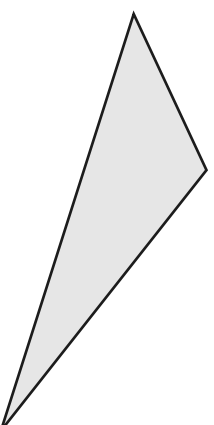
1ml of water weighs 1g. An empty plastic bottle weighs 10g. How much do 4 half-litre bottles full of water weigh in kilograms?

**2.04kg**

### Section 7

Draw a triangle with 2 acute angles and 1 obtuse angle.

Example:



### Section 8

Here is a train timetable:

London St	06:32	07:24	07:58
Pancras			
Leicester	07:52	08:30	09:01
Derby	08:19	09:05	09:25
Chesterfield	08:37	09:27	09:43
Sheffield	08:55	09:41	09:58

Which is the slowest train?

**06:32 (from London)**

Jan needs to arrive in Sheffield by quarter to ten. Which train should she catch from Leicester?

**07:52 or 08:30**

# Year 5 Maths Activity Mat

## Section 1

I am a 3-digit number.  
I am odd.  
I have twice as many hundreds as tens.  
I have twice as many tens as ones.  
What am I?

## Section 3

Lucas collects 5p coins. When his jar is full, he shares the money between 3 local charities. He counts the full jar and has 255 5p coins. How much will each charity receive?

## Section 5

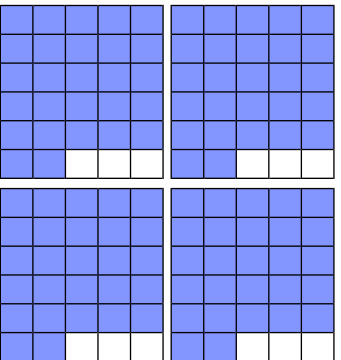
Complete the table by writing the equivalent fraction or percentage:

$\frac{2}{5}$	40%
	33%
	80%
$\frac{1}{2}$	
$\frac{3}{4}$	

## Section 4

Use the visual representation to calculate:

$$5\frac{2}{5} \times 4 =$$



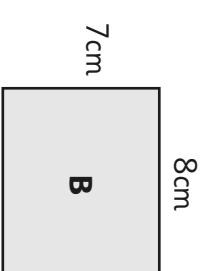
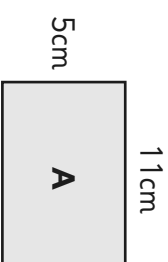
## Section 2

Write the factor pairs of 32.

Write the common factors of 9 and 27.

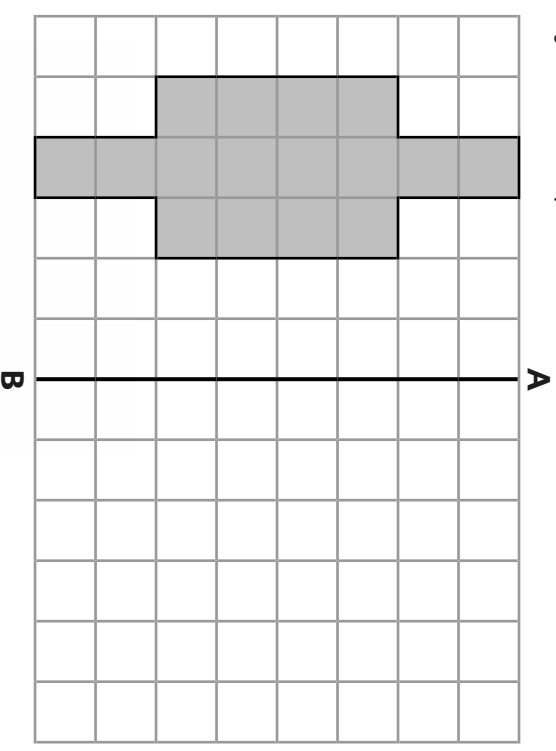
## Section 6

Which rectangle has the larger area?



## Section 8

Reflect this shape about the line AB.



### Section 1

I am a 3-digit number.  
I am odd.  
I have twice as many hundreds as tens.  
I have twice as many tens as ones.  
What am I?

421

### Section 3

Lucas collects 5p coins. When his jar is full, he shares the money between 3 local charities. He counts the full jar and has 255 5p coins. How much will each charity receive?

£4.25 each

### Section 5

Complete the table by writing the equivalent fraction or percentage:

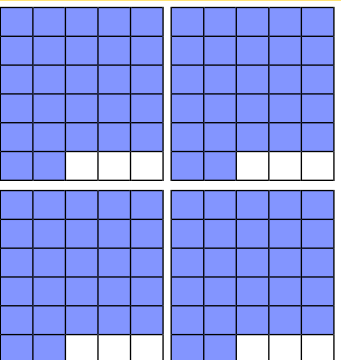
$\frac{2}{5}$	40%
$\frac{1}{3}$ or $\frac{33}{100}$	33%
$\frac{4}{5}$	80%
$\frac{1}{2}$	50%
$\frac{3}{4}$	75%

### Section 4

Use the visual representation to calculate:

$$5\frac{2}{5} \times 4 =$$

21  $\frac{3}{5}$



### Section 2

Write the factor pairs of 32.

1 x 32, 2 x 16, 4 x 8

Write the common factors of 9 and 27.

1, 3, 9

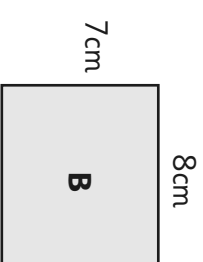
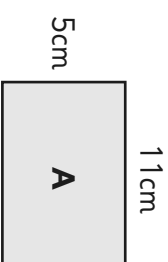
### Section 7

Draw an angle of 165°.



### Section 6

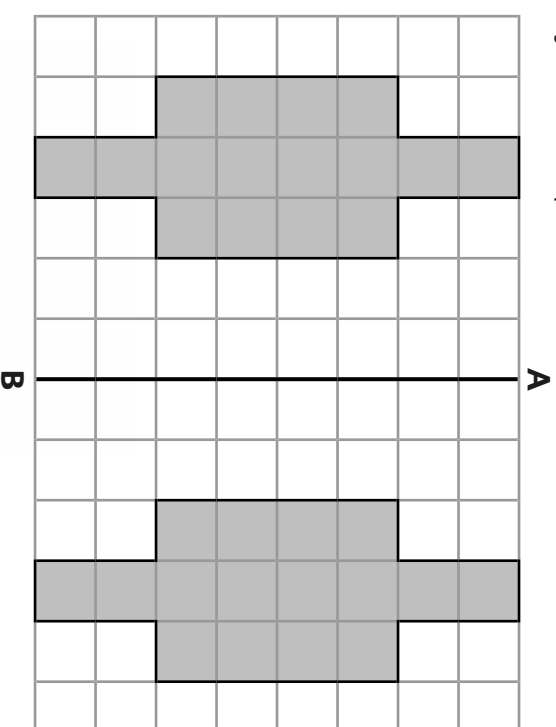
Which rectangle has the larger area?



B

### Section 8

Reflect this shape about the line AB.





## Afternoon activity:

Nelson Mandela is one of the most well-known and important figures in fighting racism across South Africa. Read about him on the next page and then complete the fact file below.

# Nelson Mandela

Date of birth: \_\_\_\_\_

Date of death: \_\_\_\_\_

\_\_\_\_\_ is significant because \_\_\_\_\_

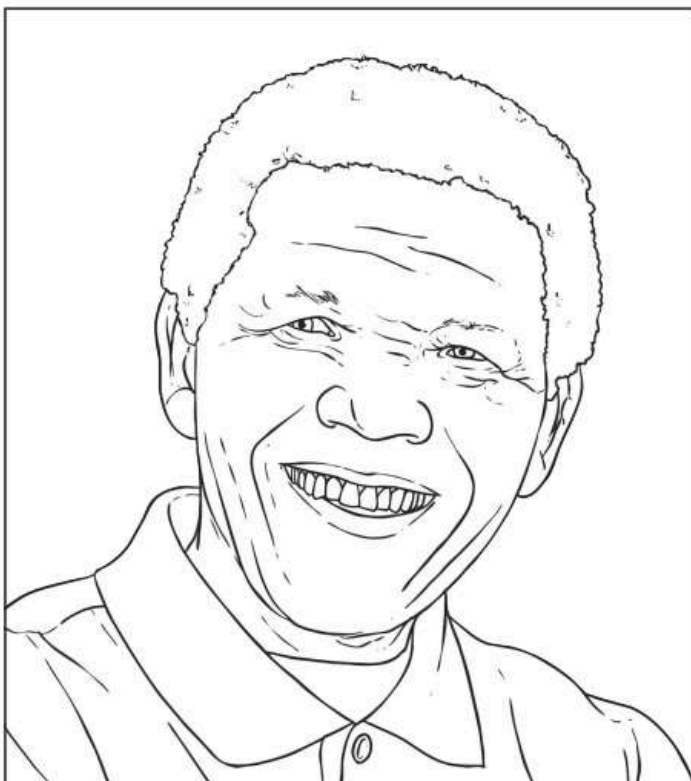
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A picture of Nelson Mandela.



Interesting Facts

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# Nelson Mandela

Nelson Mandela was a very important person in the South African anti-apartheid movement having spent twenty-seven years in prison for fighting against the government. He was also the first black South African President from 1994–1999.

Apartheid (say: a-**part**-hite) was the separation of black and white people in South Africa.

## Early Life

Nelson Mandela was named Rolihlahla Mandela when he was born in Mvezo (say: m-**vay**-zo), South Africa on 18<sup>th</sup> July 1918. He was given the name Nelson by his teacher at school.

He did well at school and went to the University of Fort Hare. However, he was expelled because he joined a student protest. When he returned home, his family told him they would arrange a marriage for him if he did not return to Fort Hare to finish his degree. Mandela ran away to the city of Johannesburg (say: Joe-**han**-ez-burg) where he managed to finish his degree through the University of South Africa and eventually became a lawyer.

## Politics and Prison

From 1942, he was becoming more and more involved with politics and by 1944, he helped create the youth section of the African National Congress (ANC), a political party in South Africa. Later, in 1952, he was chosen as the National Volunteer-in-Chief of the Defiance Campaign which was a movement to fight against apartheid.

The following years were full of fighting and arrests because of trying to stop apartheid. In 1962, he was arrested again and given a life sentence in 1964. Whilst he was in prison, the rest of the world was also trying to stop apartheid in South Africa.

## Freedom and Leading South Africa

In 1984, Nelson Mandela was the world's most famous prisoner and the UK number one single 'Free Nelson Mandela' became a worldwide anthem for the anti-apartheid movement – you might even like to listen to the song and read the lyrics. By 1988, things were starting to change as black students were let



# Nelson Mandela

into white universities and in 1990, South Africa's new president, FW de Klerk, set Nelson Mandela free. The two men agreed that the future should be peaceful and people should work together.

In 1994, black people were allowed to vote in a government election for the first time and they voted Nelson Mandela, leader of the ANC, as their first black president.

His work as president was groundbreaking and he used sport to bring people together. South Africa hosted and won the 1995 Rugby World Cup and Nelson Mandela wore the South African Springboks shirt. The Springboks, up until then, had been an all-white team and this went a long way to uniting South Africa.

## Later Years

Nelson Mandela was revered as a great man and world-class statesman for the work he had done in his lifetime and was awarded the Nobel peace prize in 1993.

He gave up politics in 2004 to spend quiet time with family. He lived with his third wife in Johannesburg where he died on the 5<sup>th</sup> December 2013.

# Nelson Mandela Questions

1. How long was Mandela imprisoned for? Tick **one**.

- 5 years
- 12 years
- 18 years
- 27 years

2. **Find** and **copy** a word that means **the separation of black and white people in South Africa**.

---

3. Tick the boxes to say whether the statements below are **true** or **false**.

Sentence	True	False
In 1942, he helped create the ANC (African National Congress).		
In 1984, the song 'Free Nelson Mandela' was released and became a worldwide anthem.		
In 1988 black students were allowed to attend white universities.		
In 1990, Mandela escaped from prison.		

4. In the **Politics and Prison** paragraph, Nelson Mandela was seen as a criminal and trouble maker involved with fighting and protests. How is he seen differently in the **Freedom and Leading South Africa** paragraph?

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5. How many years was it from the release of the song 'Free Nelson Mandela' to when he was actually released?

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6. Why do you think FW de Klerk (the South African President) set Nelson Mandela free in 1990?

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7. Why do you think he wore the Springboks shirt during the rugby World Cup in 1995 when the team up until then had been all-white?

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8. Why has the author written '(say: a-part-hite)' after the word apartheid

---

9. If you had had the chance to meet Nelson Mandela, what would you ask him and why?

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# Nelson Mandela Answers

1. How long was Mandela imprisoned for? Tick **one**.

**27 years**

2. **Find** and **copy** a word that means **the separation of black and white people in South Africa**.

**Apartheid**

3. Tick the boxes to say whether the statements below are **true** or **false**.

Sentence	True	False
In 1942, he helped create the ANC (African National Congress).		✓
In 1984, the song 'Free Nelson Mandela' was released and became a worldwide anthem.	✓	
In 1988 black students were allowed to attend white universities.	✓	
In 1990, Mandela escaped from prison.		✓

4. In the **Politics and Prison** paragraph, Nelson Mandela was seen as a criminal and trouble maker involved with fighting and protests. How is he seen differently in the **Freedom and Leading South Africa** paragraph?

**Pupil's own response, that refers to the text, such as: In the Freedom and Leading South Africa paragraph, he is seen as a leader and peace maker worldwide because he became president and helped make things better between white and black people and South Africa.**

5. How many years was it from the release of the song 'Free Nelson Mandela' to when he was actually released?

**It was six years from when 'Free Nelson Mandela' was released in 1984 to when he was actually released in 1990.**

6. Why do you think FW de Klerk (the South African President) set Nelson Mandela free in 1990?

**Pupil's own response, such as: I think the South African president set Nelson Mandela free because he knew it was wrong that he had been imprisoned for fighting for the rights of black people. Things had been changing in South Africa and black people were getting more rights, so I think more people believed Mandela should be set free.**

7. Why do you think he wore the Springboks shirt during the rugby World Cup in 1995 when the team up until then had been all-white?

**Pupil's own response, such as: I think he wore the Springboks shirt to show that that team was now black and white and also to show South Africa and the world that South Africa was changing and working together. (He was leading by example.)**

8. Why has the author written '(say: a-part-hite)' after the word apartheid?

**The author has written '(say: a-part-hite)' after the word apartheid to show you how to say the word because it is a tricky word to read.**

9. If you had had the chance to meet Nelson Mandela, what would you ask him and why?

**Pupil's own response.**

# Thursday 18<sup>th</sup> June 2020

## Handwriting:

Choose one sheet from the **Handwriting Pack** to complete and write each word three times in your neatest handwriting.

## Spelling:

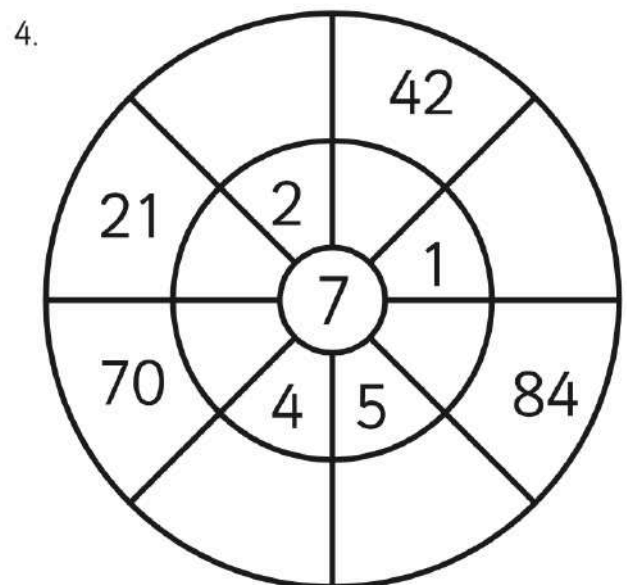
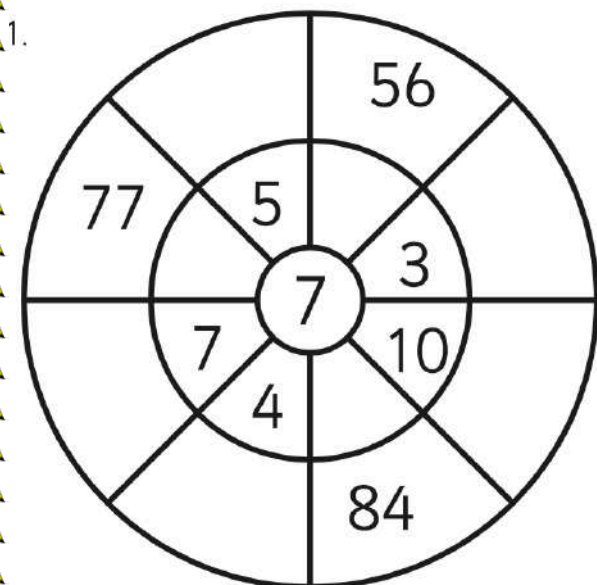
Do you remember the 10 spelling words you have chosen to learn this week? Practice saying, covering and writing these words.

## Reading:

1. **Open the Reading Comprehension booklet.** Choose **one** text and read it aloud to someone at home.
2. Answer the questions and check your answers are correct.

## Maths:

1. Complete the 7 times table multiplication wheels below.



2. Complete the activity mats on the next page and check your answers are correct.

## Section 1

Count forwards in 10s

34			
----	--	--	--

183			
-----	--	--	--

Count forwards in 100s

319			
-----	--	--	--

862			
-----	--	--	--

## Section 2

Tick the statements that are true:

3 is a prime number

5 is not a prime number

15 is a prime number

## Section 3

Calculate:

$2 \times 6 =$

$5 \times 8 =$

$4 \times 4 =$

$9 \times 11 =$

## Section 4

Shade the following shapes so the same fraction is shaded in all.



## Section 5

Round the following numbers to the nearest whole number:

6.4

9.6

19.5

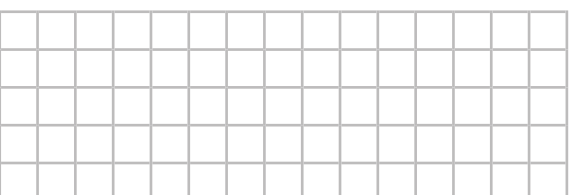
199.7

## Section 6

Jenny walks to school. It takes her 35 minutes. She leaves at 7.55 a.m. What time will she arrive at school?

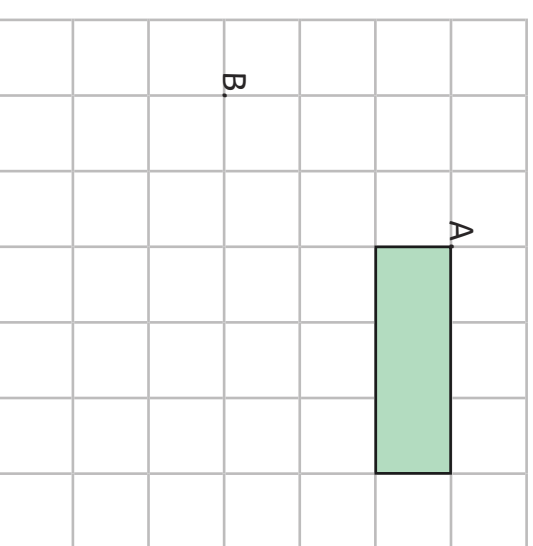
## Section 7

On this grid draw a rectangle where the longer side is three times the length of the shorter side.



## Section 8

Translate this shape from point A to point B





# Year 5 Spring 1 Maths Activity Mat 3 Answers

## Section 1

Count forwards in 10s

34	44	54	64
----	----	----	----

183	193	203	213
-----	-----	-----	-----

Count forwards in 100s

319	419	519	619
-----	-----	-----	-----

862	962	1062	1162
-----	-----	------	------

## Section 2

Tick the statements that are true:

3 is a prime number

5 is not a prime number

15 is a prime number

## Section 3

Calculate:

$2 \times 6 =$

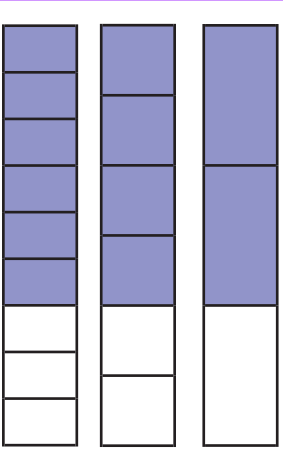
$5 \times 8 =$

$4 \times 4 =$

$9 \times 11 =$

## Section 4

Shade the following shapes so the same fraction is shaded in all.



## Section 5

Round the following numbers to the nearest whole number:

6.4	<input type="text" value="6"/>	9.6	<input type="text" value="10"/>
19.5	<input type="text" value="20"/>	199.7	<input type="text" value="200"/>

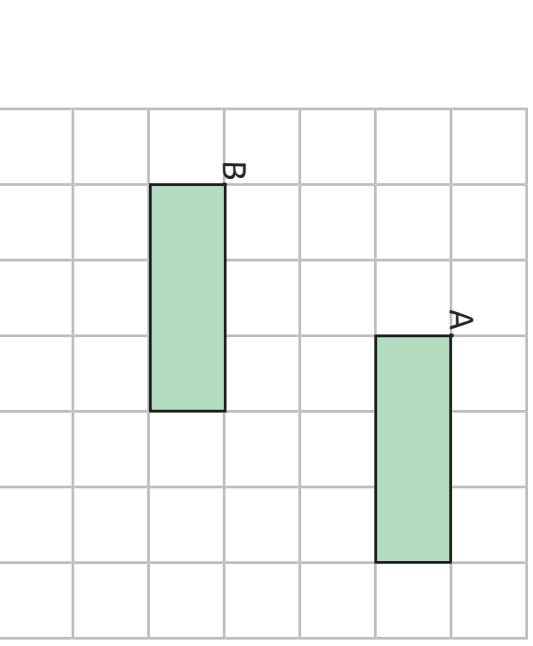
## Section 7

On this grid draw a rectangle where the longer side is three times the length of the shorter side.

various answers e.g.  $15 \times 5$ ,  $12 \times 4$ ,  $9 \times 3$ ,  $6 \times 2$ ,  $3 \times 1$

## Section 8

Translate this shape from point A to point B



## Section 6

Jenny walks to school. It takes her 35 minutes. She leaves at 7.55 a.m. What time will she arrive at school?

## Section 1

Complete these linear sequences:

2765, 2775, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

81 023, 81 123, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

48 004, 49 004, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

238 826, 248 826, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

## Section 2

Tick the statements that are true:

2 and 3 are prime numbers

4 and 5 are not both prime numbers

Both 11 and 15 are not prime numbers.

## Section 3

Calculate:

$20 \times 6 =$

$5 \times 80 =$

$40 \times 40 =$

$9 \times 1100 =$

## Section 4

Shade the following shapes so the same fraction is shaded in all and write the fraction shaded.



## Section 5

Round the following numbers to the nearest tenth:

20.45

8.05

1.29

7.77

## Section 6

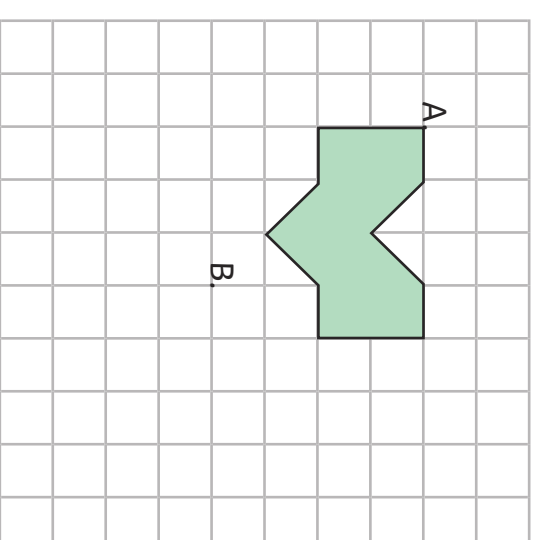
Jenny goes with her dad to visit her grandfather. The journey lasts 1 hour and 52 minutes. They arrive at 11:09. What time did they leave?

## Section 7

Use a ruler to draw a rectangle where the longer side is three times the length of the shorter side.

## Section 8

Translate this shape from point A to point B.



# Year 5 Spring 1 Maths Activity Mat 3 Answers

## Section 1

Complete these linear sequences:

2765, 2775, 2785, 2795, 2805

81 023, 81 123, 81 223, 81 323, 81 423

48 004, 49 004, 50 004, 51 004, 52 004

238 826, 248 826, 258 826, 268 826,

278 826

## Section 2

Tick the statements that are true:

2 and 3 are prime numbers

4 and 5 are not both prime numbers

Both 11 and 15 are not prime numbers.

## Section 3

Calculate:

$$20 \times 6 = \boxed{120}$$

$$5 \times 80 = \boxed{400}$$

$$40 \times 40 = \boxed{1600}$$

$$9 \times 1100 = \boxed{9900}$$

## Section 4

Shade the following shapes so the same fraction is shaded in all and write the fraction shaded.

Answers will vary

## Section 5

Round the following numbers to the nearest tenth:

20.45

8.05

1.29

7.77

## Section 6

Jenny goes with her dad to visit her grandfather. The journey lasts 1 hour and 52 minutes. They arrive at 11:09. What time did they leave?

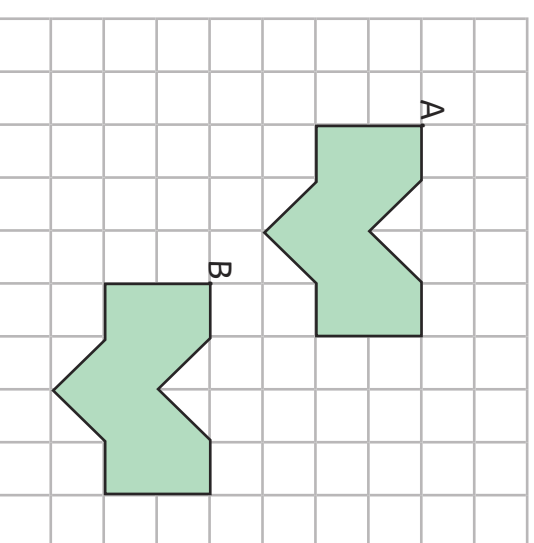
## Section 7

Use a ruler to draw a rectangle where the longer side is three times the length of the shorter side.

Answers will vary

## Section 8

Translate this shape from point A to point B



## Section 1

Complete these linear sequences:

		3602	2602	
5668		5868		
	23 889		43 889	
20 467			20 167	

## Section 2

Write a true statement and a false statement about prime numbers using the following:

2, 3, 5, 7, 11, 13, 17, 19

True: \_\_\_\_\_

False: \_\_\_\_\_

## Section 3

Calculate:

$20 \times 0.6 =$

$500 \times 80 =$

$£0.40 \times 40 =$

$0.9 \times 0.11 =$

## Section 4

Circle the fractions that are equivalent to the first fraction in each line:

$\frac{1}{2}$

$\frac{3}{6}$

$\frac{6}{16}$

$\frac{10}{20}$

$\frac{11}{24}$

$\frac{2}{3}$

$\frac{5}{6}$

$\frac{8}{12}$

$\frac{10}{15}$

$\frac{11}{16}$

$\frac{3}{5}$

$\frac{5}{8}$

$\frac{6}{10}$

$\frac{9}{15}$

$\frac{12}{20}$

## Section 5

A farmer measures a fence to be 64.5m long and says to one of the farm workers, "The fence is 70m to the nearest 10m." Explain why the farmer is wrong and why the mistake may have been made.

## Section 7

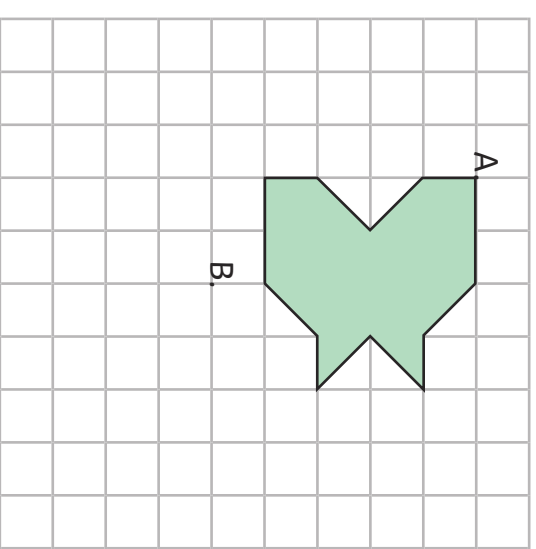
Use a ruler to draw a rectangle with a perimeter of 10cm and an area of 6cm<sup>2</sup>.

## Section 6

Jenny and some friends watch a trilogy of films back to back with a break of 15 minutes between each. The films are 108, 124 and 87 minutes long. They start at 09:15. What time will they finish?

## Section 8

Translate this shape from point A to point B



# Year 5 Spring 1 Maths Activity Mat 3 Answers

## Section 1

Complete these linear sequences:

5602	4602	3602	2602	1602
5668	5768	5868	5968	6068
13 889	23 889	33 889	43 889	53 889
20 467	20 367	20 267	20 167	20 067

## Section 2

Write a true statement and a false statement about prime numbers using the following:

2, 3, 5, 7, 11, 13, 17, 19

Answers will vary

## Section 3

Calculate:

$20 \times 0.6 =$

12

$500 \times 80 =$

40 000

$£0.40 \times 40 =$

£16

$0.9 \times 0.11 =$

0.1089

## Section 4

Circle the fractions that are equivalent to the first fraction in each line:

$\frac{1}{2}$

$\frac{3}{6}$

$\frac{6}{16}$

$\frac{10}{20}$

$\frac{11}{24}$

$\frac{2}{3}$

$\frac{5}{6}$

$\frac{8}{12}$

$\frac{10}{15}$

$\frac{11}{16}$

$\frac{3}{5}$

$\frac{5}{8}$

$\frac{6}{10}$

$\frac{9}{15}$

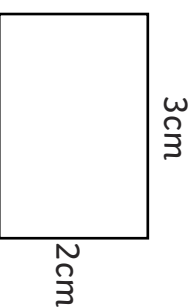
$\frac{12}{20}$

## Section 5

64.5 rounded to the nearest 10 takes into account the 4 in 64 and rounds down to 60m. The farmer may have been confused by the 5 in 64.5 and rounded up to 70. Other answers may be acceptable.

## Section 7

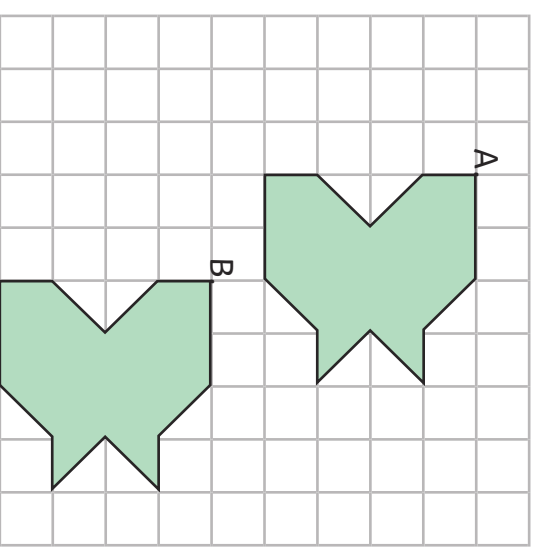
Use a ruler to draw a rectangle with a perimeter of 10cm and an area of 6cm<sup>2</sup>.



Other answers may be acceptable.

## Section 8

Translate this shape from point A to point B



## Section 6

Jenny and some friends watch a trilogy of films back to back with a break of 15 minutes between each. The films are 108, 124 and 87 minutes long. They start at 09:15. What time will they finish?

15:04

# Year 5 Spring 1 Maths Activity Mat 1

## Section 1

Order the following numbers from smallest to largest.

12112    11222    21112    12211

--	--	--	--

smallest largest

## Section 2

Three children have £4.85 altogether. None has more than £2 or less than £1. How much could they each have?

--	--	--

## Section 3

Eric wants some pizzas cut into 16 pieces. He could have one pizza cut into 16 pieces. Explain 3 other ways he could share some pizzas into 16 pieces.

\_\_\_ pizzas cut into \_\_\_ pieces.  
 \_\_\_ pizzas cut into \_\_\_ pieces.  
 \_\_\_ pizzas cut into \_\_\_ pieces.

## Section 4

Match the mixed fractions and improper fractions.

$\frac{7}{2}$	$2\frac{3}{4}$
$\frac{8}{3}$	$2\frac{2}{3}$
$\frac{11}{4}$	$3\frac{1}{2}$




## Section 5

Match the following fractions to the equivalent decimal fraction.

$\frac{1}{5}$	0.75
$\frac{3}{4}$	0.5
$\frac{1}{2}$	0.2

## Section 6

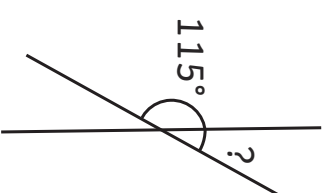
Calculate the perimeter of these rectangles:

	4cm	<input style="width: 40px; height: 25px;" type="text"/>
5cm		
	2cm	<input style="width: 40px; height: 25px;" type="text"/>
8cm		
	1cm	<input style="width: 40px; height: 25px;" type="text"/>
10cm		

\*not to scale

## Section 7

Calculate the missing angle:



\*not to scale

## Section 8

Estimate the capacity of a glass of water in millilitres.



# Year 5 Spring 1 Maths Activity Mat 1 - Answers

## Section 1

Order the following numbers from smallest to largest.

12112    11222    21112    12211

1122	12112	12211	21112
smallest			largest

## Section 2

Three children have £4.85 altogether. None has more than £2 or less than £1. How much could they each have?

Any 3 amounts that totals £4.85.

## Section 3

Eric wants some pizzas cut into 16 pieces. He could have one pizza cut into 16 pieces. Explain 3 other ways he could share some pizzas into 16 pieces.

16 pizzas cut into 1 pieces.

2 pizzas cut into 8 pieces.

4 pizzas cut into 4 pieces.

4 pizzas cut into 4 pieces.

4 pieces.

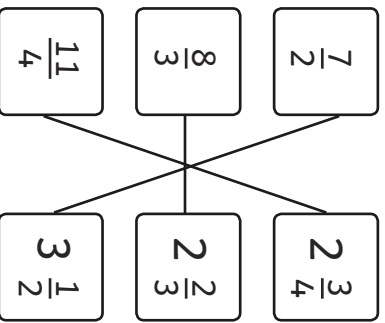
pieces.

pieces.

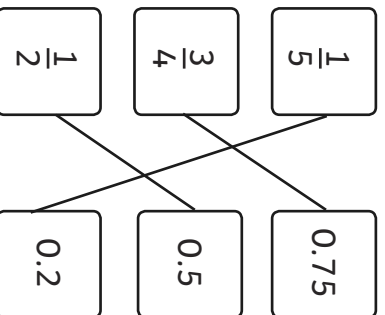
pieces.

pieces.

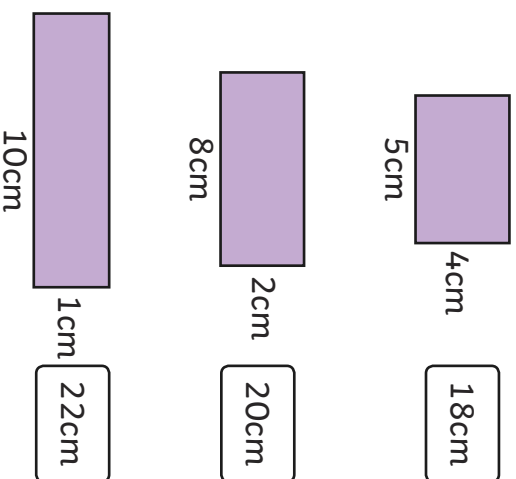
**Section 4**  
Match the mixed fractions and improper fractions.



**Section 5**  
Match the following fractions to the equivalent decimal fraction.

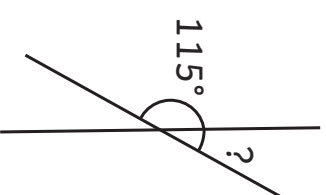


**Section 6**  
Calculate the perimeter of these rectangles:



\*not to scale

**Section 7**  
Calculate the missing angle:



65°

\*not to scale

**Section 8**  
Estimate the capacity of a glass of water in millilitres.



around 200ml

# Year 5 Spring 1 Maths Activity Mat 1

## Section 1

Order the following numbers from smallest to largest.

78778 87887 77887 88778 77878

--	--	--	--	--

smallest

largest

## Section 2

Four children have £17.46 altogether. None has more than £5 or less than £4. How much could they each have?

## Section 4

Match the mixed fractions and improper fractions.

$\frac{13}{5}$

$2\frac{1}{5}$

$\frac{11}{5}$

$3\frac{2}{5}$

$\frac{17}{5}$

$2\frac{3}{5}$

## Section 5

Write the equivalent to the fractions and decimal fractions.

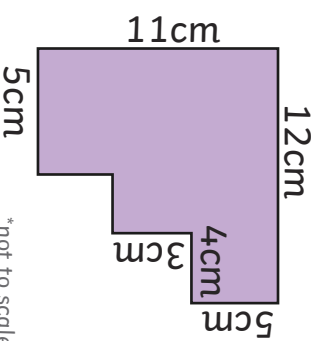
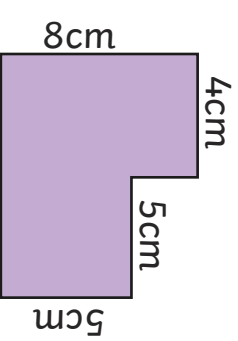
$0.75$

$\frac{3}{10}$

$\frac{1}{8}$

## Section 6

Calculate the perimeter of these compound shapes:



\*not to scale

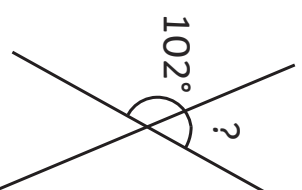
## Section 3

Eric wants some pizzas cut into 24 pieces. He could have two pizzas cut into 12 pieces. Explain 4 other ways he could share some pizzas into 24 pieces.

- \_\_\_ pizzas cut into \_\_\_ pieces.
- \_\_\_ pizzas cut into \_\_\_ pieces.
- \_\_\_ pizzas cut into \_\_\_ pieces.
- \_\_\_ pizzas cut into \_\_\_ pieces.

## Section 7

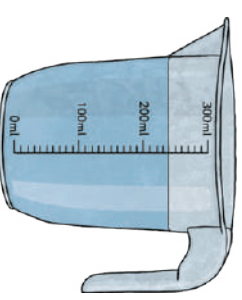
Calculate the missing angle:



\*not to scale

## Section 8

Estimate the capacity of a jug of water in millilitres.





# Year 5 Spring 1 Maths Activity Mat 1 - Answers

## Section 1

Order the following numbers from smallest to largest.

**78778 87887 77887 88778 77878**

<b>77878</b>	<b>77887</b>	<b>78778</b>	<b>87887</b>	<b>88778</b>
--------------	--------------	--------------	--------------	--------------

smallest largest

## Section 2

Four children have £17.46 altogether. None has more than £5 or less than £4. How much could they each have?

Any 4 amounts that totals £17.46.

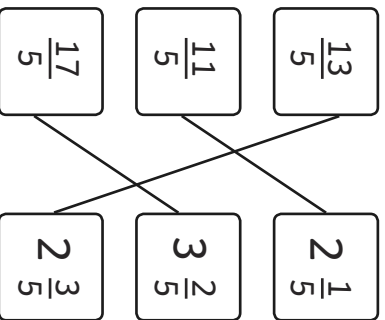
## Section 3

Eric wants some pizzas cut into 24 pieces. He could have two pizzas cut into 12 pieces. Explain 4 other ways he could share some pizzas into 24 pieces.

- 1 pizzas cut into 24 pieces.
- 12 pizzas cut into 2 pieces.
- 3 pizzas cut into 8 pieces.
- 6 pizzas cut into 4 pieces.

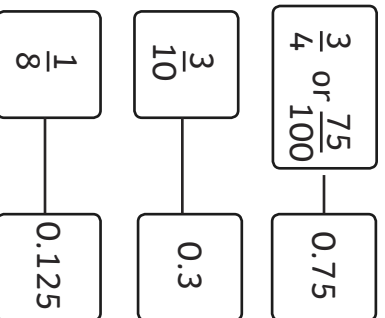
## Section 4

Match the mixed fractions and improper fractions.



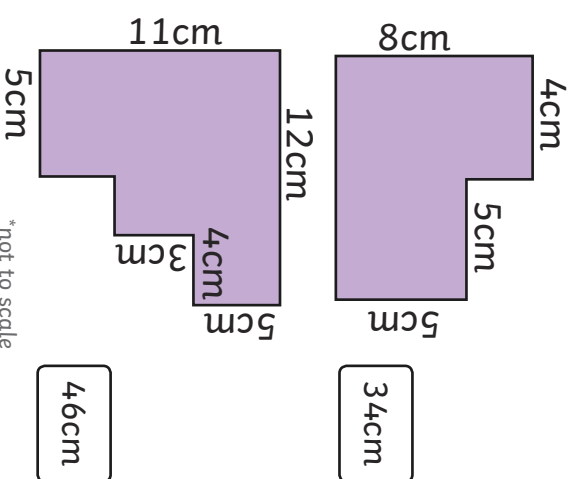
## Section 5

Write the equivalent to the fractions and decimal fractions.



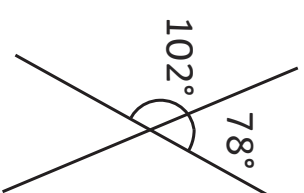
## Section 6

Calculate the perimeter of these compound shapes:



## Section 7

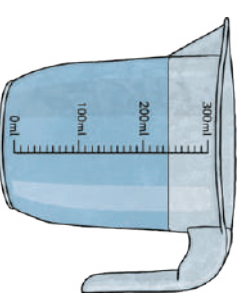
Calculate the missing angle:



78°

## Section 8

Estimate the capacity of a jug of water in millilitres.



240ml

# Year 5 Spring 1 Maths Activity Mat 1

## Section 1

Order the following numbers from smallest to largest:

50050 15050 50105 15015 50015

--	--	--	--	--

smallest

largest

## Section 2

Five children have £23.09 altogether. Three have between £5 and £6, and 2 have between £3 and £4. How much could they each have?

## Section 3

Eric wants some pizzas cut into 60 pieces. Explain all the ways he could share some pizzas into 60 pieces.

## Section 4

Complete the mixed fractions and improper fractions so each pair is equivalent.

$$\frac{17}{\quad} \quad \frac{3}{2}$$

$$\frac{13}{\quad} \quad \frac{2}{1}$$

$$\frac{14}{\quad} \quad \frac{3}{2}$$

## Section 5

Write the equivalent to the fractions and decimal fractions.

$$\frac{\quad}{\quad} \quad 0.35$$

$$\frac{7}{8} \quad \frac{\quad}{\quad}$$

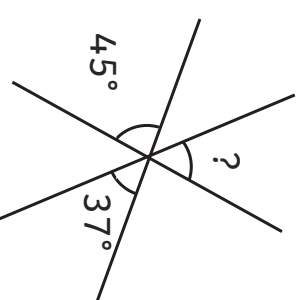
$$\frac{4}{5} \quad \frac{\quad}{\quad}$$

## Section 6

Draw a rectilinear octagon with a perimeter of 52cm. (not to scale). Mark all the necessary measurements.

## Section 7

Calculate the missing angle:



\*not to scale

## Section 8

Estimate the capacity of a bucket of water in litres.



# Year 5 Spring 1 Maths Activity Mat 1 - Answers

## Section 1

Order the following numbers from smallest to largest:

**50050 15050 50105 15015 50015**

15 015	15 050	50 015	50 050	50 105
--------	--------	--------	--------	--------

smallest largest

## Section 2

Five children have £23.09 altogether. Three have between £5 and £6, and 2 have between £3 and £4. How much could they each have?

**Five numbers with a total of £23.09.**

## Section 3

Eric wants some pizzas cut into 60 pieces. Explain all the ways he could share some pizzas into 60 pieces.

1 – 60, 2 – 30, 3 – 20, 4 – 15, 5 – 12, 6 – 10, 10 – 6, 12 – 5, 15 – 4, 20 – 3, 30 – 2, 60 – 1

## Section 4

Complete the mixed fractions and improper fractions so each pair is equivalent.

$\frac{17}{5}$	—	$3\frac{2}{5}$
$\frac{13}{6}$	—	$2\frac{1}{6}$
$\frac{14}{4}$	—	$3\frac{2}{4}$

## Section 5

Write the equivalent to the fractions and decimal fractions.

$\frac{7}{20}$	—	0.35
$\frac{7}{8}$	—	0.875
$\frac{4}{5}$	—	0.8

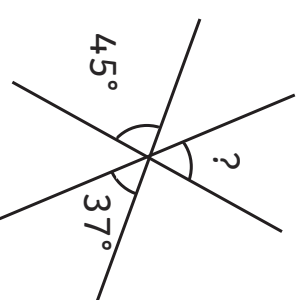
## Section 6

Draw a rectilinear octagon with a perimeter of 52cm. (not to scale). Mark all the necessary measurements.

Various answers

## Section 7

Calculate the missing angle:



98°

## Section 8

Estimate the capacity a bucket of water in litres.



4 – 8 litres

## Afternoon activity:

Write your top 5 worries on the sheet below and talk about them with someone at home.



Page 2 of 2

visit [twinkl.com](https://www.twinkl.com)



## My Top Five Worries

1.

2.

3.

4.

5.

**Friday 19<sup>th</sup> June 2020**

## Handwriting:

Choose one sheet from the **Handwriting Pack** to complete and write each word three times in your neatest handwriting.

## Spelling:

It's time for a spelling test! Get someone at home to test you on the 10 words you have been practicing this week.

1. **Open the Reading Comprehension booklet.** Choose **one** text and read it aloud to someone at home.
2. Answer the questions and check your answers are correct.

## Maths:

1. Complete the times tables and the worksheet on the next page.

$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$
$11 \times 4 =$	$3 \times 4 =$	$5 \times 9 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$
$5 \times 2 =$	$10 \times 2 =$	$12 \times 1 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$
$7 \times 2 =$	$9 \times 2 =$	$2 \times 10 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$

# Year 5 Spring 1 Maths Activity Mat 2

## Section 1

In the number 7341, which digit represents the thousands?

In the number 8093, what place value does the 9 represent?

## Section 2

Calculate the following in your head:

$31 + 15 = \square$

$24 + 42 = \square$

$67 - 24 = \square$

$56 - 34 = \square$

## Section 3

Calculate:

$67 \times 10 = \square$

$102 \times 10 = \square$

$290 \div 10 = \square$

$3090 \div 10 = \square$

## Section 4

Use the < or > signs to compare these fractions:

$\frac{2}{3} \square \frac{1}{3}$

$\frac{5}{5} \square \frac{3}{8}$

$\frac{2}{5} \square \frac{3}{5}$

## Section 5

Write the following decimals in words:

$4.6 = \underline{\hspace{2cm}}$

$2.9 = \underline{\hspace{2cm}}$

$1.1 = \underline{\hspace{2cm}}$

$5.8 = \underline{\hspace{2cm}}$

## Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
150ml	
	4.6l
2400ml	

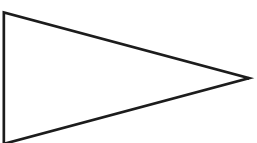
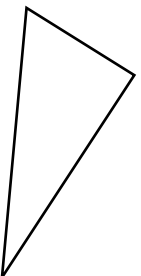
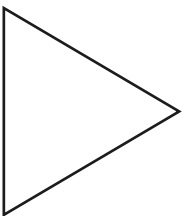
## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	5A	5B	5C	Total
Hot	18	23		
Cold		7	9	
Total	29		28	

## Section 6

Put a tick inside any regular triangle.



# Year 5 Spring 1 Maths Activity Mat 2 Answers

## Section 1

In the number 7341, which digit represents the thousands?

7

In the number 8093, what place value does the 9 represent?

90 or 9 tens

## Section 2

Calculate the following in your head:

$$31 + 15 = 46$$

$$24 + 42 = 66$$

$$67 - 24 = 43$$

$$56 - 34 = 22$$

## Section 3

Calculate:

$$67 \times 10 = 670$$

$$102 \times 10 = 1020$$

$$290 \div 10 = 29$$

$$3090 \div 10 = 309$$

## Section 4

Use the < or > signs to compare these fractions:

$$\frac{2}{3} > \frac{1}{3}$$

$$\frac{5}{5} > \frac{3}{8}$$

$$\frac{2}{5} < \frac{3}{5}$$

## Section 5

Write the following decimals in words:

4.6 = four point six

2.9 = two point nine

1.1 = one point one

5.8 = five point eight

## Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
150ml	0.15l
4600ml	4.6l
2400ml	2.4l

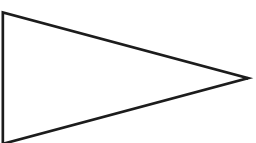
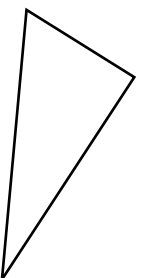
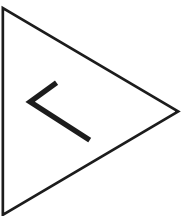
## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	5A	5B	5C	Total
Hot	18	23	19	60
Cold	11	7	9	27
Total	29	30	28	87

## Section 6

Put a tick inside any regular triangle.



# Year 5 Spring 1 Maths Activity Mat 2

## Section 1

In the number 782 140, which digit represents the number of thousands?

In the number 902 914, what place value do the 9s represent?

## Section 2

Calculate the following in your head:

$34 + 28 =$

$25 + 57 =$

$83 - 56 =$

$72 - 35 =$

## Section 3

Calculate:

$8.2 \times 100 =$

$3.03 \times 100 =$

$676 \div 100 =$

$4400 \div 100 =$

## Section 4

Use the < or > signs to compare these fractions:

$\frac{3}{5}$    $\frac{7}{10}$

$\frac{5}{8}$    $\frac{3}{4}$

$\frac{2}{3}$    $\frac{4}{6}$

## Section 5

Write the following decimals in words:

$0.06 =$  \_\_\_\_\_

$20.8 =$  \_\_\_\_\_

$9.99 =$  \_\_\_\_\_

## Section 6

Draw and name a regular triangle.

## Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
80 ml	
	6.03 l
5345 ml	

## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	Y3	Y4	Y5	Y6	Total
Hot	67	61	59		
Cold	21		29	28	
Total		89		85	



# Year 5 Spring 1 Maths Activity Mat 2 Answers

## Section 1

In the number 782 140, which digit represents the number of thousands?

2

In the number 902 914, what place value do the 9s represent?

Hundred thousands and hundreds.

## Section 2

Calculate the following in your head:

$34 + 28 = 62$

$25 + 57 = 82$

$83 - 56 = 27$

$72 - 35 = 37$

## Section 3

Calculate:

$8.2 \times 100 = 820$

$3.03 \times 100 = 303$

$676 \div 100 = 6.76$

$4400 \div 100 = 44$

## Section 4

Use the < or > signs to compare these fractions:

$\frac{3}{5} < \frac{7}{10}$

$\frac{5}{8} < \frac{3}{4}$

$\frac{2}{3} = \frac{4}{6}$

## Section 5

Write the following decimals in words:

0.06 = zero point zero six (or variations for 0)

20.8 = twenty point eight (or variations for 0)

9.99 = nine point nine nine

## Section 6

Draw and name a regular triangle.

Drawing of equilateral triangle

## Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
80 ml	0.08 l
6030 ml	6.03 l
5345 ml	5.345 l

## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	Y3	Y4	Y5	Y6	Total
Hot	67	61	59	57	244
Cold	21	28	29	28	106
Total	88	89	88	85	350

# Year 5 Spring 1 Maths Activity Mat 2

## Section 1

In the number 187 263 which digit represents  $4 \times 50$ ?

## Section 2

The sum of two 2-digit numbers is the same as the difference between two other 2-digit numbers. What could be the four numbers?

## Section 5

Write the following decimals in words:

$10.05 = \underline{\hspace{2cm}}$

$48.92 = \underline{\hspace{2cm}}$

$31.13 = \underline{\hspace{2cm}}$

## Section 7

A washing machine has 3 different wash cycles:

Hot wash using 2.4 litres of water

Medium wash using two thirds of the hot wash.

Cold wash using half of the hot wash.

What percentage of water of the medium wash does the cold wash use?

## Section 3

Calculate:

$0.01 \times 1000 = \square$

$12.05 \times 1000 = \square$

$591 \div 1000 = \square$

$3418 \div 1000 = \square$

## Section 4

Use the  $<$  or  $>$  signs to compare these fractions:

$\frac{3}{10} \square \frac{1}{2}$

$\frac{1}{3} \square \frac{5}{12}$

$\frac{3}{4} \square \frac{11}{16}$

## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day.

Use the following information to complete the table. There are 87 children altogether, there are same number of children in 5A and 5C, two thirds of the children had hot meals, 1 more child in 5B than 5A, and 2 less children in 5B than 5C had a hot meal, 8 children in 5B had a cold meal.

	5A	5B	5C	Total
Hot				
Cold				
Total				

## Section 6

Draw and name a regular triangle and an irregular triangle.

# Year 5 Spring 1 Maths Activity Mat 2 Answers

## Section 1

In the number 187 263 which digit represents  $4 \times 50$ ?

2 in the hundreds column as  $4 \times 50 = 200$ .

## Section 2

The sum of two 2-digit numbers is the same as the difference between two other 2-digit numbers. What could be the four numbers?

Open ended:  
e.g.  $21 + 23 = 95 - 51$

## Section 3

Calculate:

$$0.01 \times 1000 =$$

10

$$12.05 \times 1000 =$$

12 050

$$591 \div 1000 =$$

0.591

$$3418 \div 1000 =$$

3.418

## Section 4

Use the  $<$  or  $>$  signs to compare these fractions:

$\frac{3}{10}$

$<$

$\frac{1}{2}$

$\frac{1}{3}$

$<$

$\frac{5}{12}$

$\frac{3}{4}$

$>$

$\frac{11}{16}$

## Section 7

A washing machine has 3 different wash cycles: Hot wash using 2.4 litres of water

Medium wash using two thirds of the hot wash.

Cold wash using half of the hot wash.

What percentage of water of the medium wash does the cold wash use?

75%

## Section 5

Write the following decimals in words:

10.05 = ten point zero five (or variations for 0)

48.92 = forty-eight point nine two

31.13 = thirty-one point one three

## Section 6

Draw and name a regular triangle and an irregular triangle.

Irregular: isosceles, right angle or scalene triangle (with drawing)

## Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day.

Use the following information to complete the table. There are 87 children altogether, there are same number of children in 5A and 5C, two thirds of the children had hot meals, 1 more child in 5B than 5A, and 2 less children in 5B than 5C had a hot meal, 8 children in 5B had a cold meal.

	5A	5B	5C	Total
Hot	18	19	21	58
Cold	12	8	9	29
Total	30	27	30	87

# Year 5 Spring 1 Maths Activity Mat 4

## Section 1

Complete this number line.



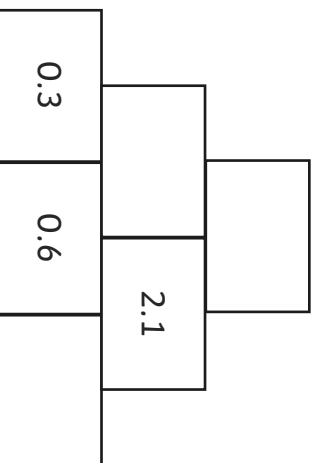
## Section 2

A high speed train has six coaches of 74 seats and 2 coaches of 48 seats.

How many seats are there on the whole train rounded to the nearest 100?

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 3

Calculate:

$$\begin{array}{r} 561 \\ + 456 \\ \hline \end{array}$$

$$\begin{array}{r} 517 \\ - 342 \\ \hline \end{array}$$

\_\_\_\_\_

## Section 4

Order the following fractions from smallest to largest.

$$\frac{7}{10} \quad \frac{3}{10} \quad \frac{9}{10} \quad \frac{1}{10}$$

--	--	--	--

## Section 8

Children count the number of children who have a jacket potato each day.

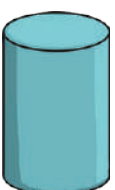
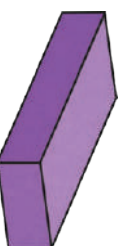
Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

Which day did the least number of children have a jacket potato?  
How many more children had a jacket potato on Tuesday than Wednesday?

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## Section 7

Write the name of these shapes.



# Year 5 Spring 1 Maths Activity Mat 4 Answers

## Section 1

Complete this number line.



## Section 2

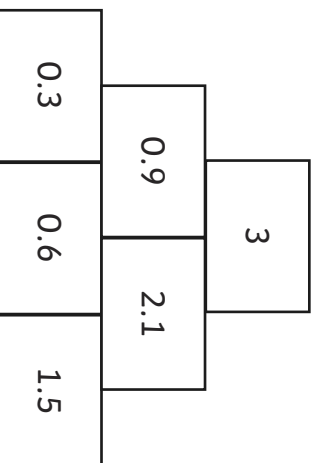
A high speed train has six coaches of 74 seats and 2 coaches of 48 seats.

How many seats are there on the whole train rounded to the nearest 100?

500 seats

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 6

1kg  $\approx$  2.2lb (pounds)

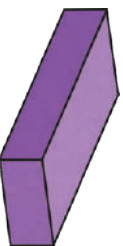
Complete the following:

3kg  $\approx$  6.6lb

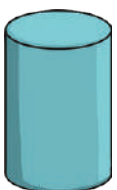
5kg  $\approx$  11lb

## Section 7

Write the name of these shapes.



cuboid



cylinder

## Section 3

Calculate:

561

517

+ 456

- 342

1017

175

## Section 4

Order the following fractions from smallest to largest.

$\frac{7}{10}$     $\frac{3}{10}$     $\frac{9}{10}$     $\frac{1}{10}$

$\frac{1}{10}$     $\frac{3}{10}$     $\frac{7}{10}$     $\frac{9}{10}$

## Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

Which day did the least number of children have a jacket potato?  
How many more children had a jacket potato on Tuesday than Wednesday?

Friday

5

# Year 5 Spring 1 Maths Activity Mat 4

## Section 1

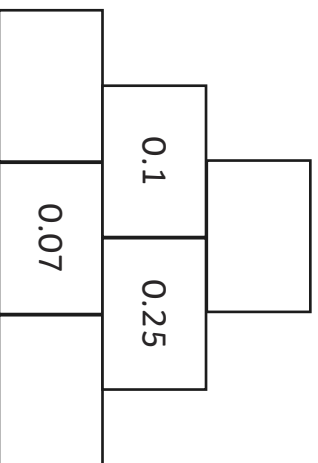
The temperature outside is  $-3^{\circ}\text{C}$ . The temperature inside is  $19^{\circ}\text{C}$ . What is the difference in the temperature outside and inside?

## Section 2

A high speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains a day from Sheffield to London. How many seats are there on all the trains from Sheffield to London rounded to the nearest 100?

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 6

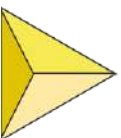
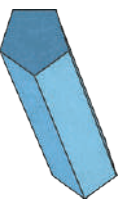
1 kg  $\approx$  2.2 lb (pounds)  
Complete the following:

$$15\text{ kg} \approx \text{_____ lb}$$

$$\text{_____ kg} \approx 110\text{ lb}$$

## Section 7

Write the name of these shapes.



## Section 3

Calculate:

$$6\text{ _}2 \quad 5\text{ _}8$$

$$+ \text{ _}36 \quad - \text{ _}27\text{ _}$$

$$\text{ _}92\text{ _} \quad \text{ _}42$$

## Section 4

Order the following fractions from smallest to largest.

$$\frac{1}{5} \quad \frac{3}{10} \quad \frac{4}{15} \quad \frac{1}{10}$$

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## Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

What is the highest number of children who could have had a jacket potato every day?

Why do you think only 5 people had a jacket potato on Friday?

# Year 5 Spring 1 Maths Activity Mat 4 Answers

## Section 1

The temperature outside is  $-3^{\circ}\text{C}$ . The temperature inside is  $19^{\circ}\text{C}$ . What is the difference in the temperature outside and inside?

22°C

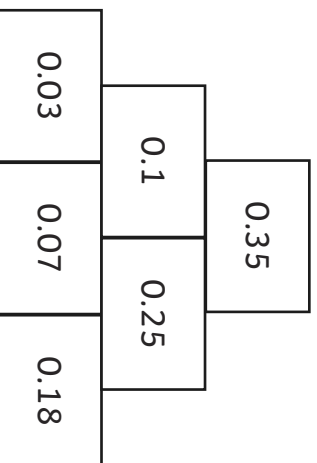
## Section 2

A high speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains a day from Sheffield to London. How many seats are there on all the trains from Sheffield to London rounded to the nearest 100?

6500

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 6

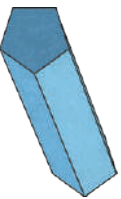
1kg  $\approx$  2.2lb (pounds)  
Complete the following:

15kg  $\approx$  33lb

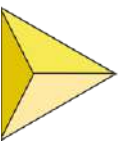
50kg  $\approx$  110lb

## Section 7

Write the name of these shapes.



pentagonal prism



tetrahedron

## Section 3

Calculate:

692      518

+ 236      - 276

928      242

## Section 4

Order the following fractions from smallest to largest.

$\frac{1}{5}$	$\frac{3}{10}$	$\frac{4}{15}$	$\frac{1}{10}$
$\frac{1}{10}$	$\frac{1}{5}$	$\frac{4}{15}$	$\frac{3}{10}$

## Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

What is the highest number of children who could have had a jacket potato every day?

Why do you think only 5 people had a jacket potato on Friday?

# Year 5 Spring 1 Maths Activity Mat 4

## Section 1

Calculate:

$8 + (-7) =$

$-5 + 9 =$

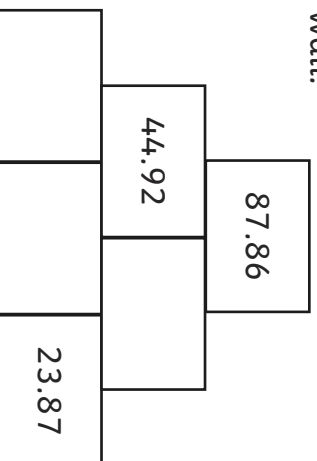
$6 - (-4) =$

## Section 2

A High Speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains each weekday and 9 trains a day each weekend day from Sheffield to London. How many seats are there on all the trains from Sheffield to London each week rounded to the nearest 1000?

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 6

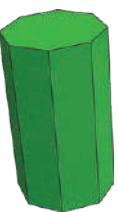
$\text{kg} \approx 2.2 \text{ lb,}$

How many grams in 1lb?

Give your answer to the nearest gram.

## Section 7

Write the name of these shapes.





## Section 3

Calculate:

$58 \underline{\quad}$

$1 \underline{\quad} 7$

$+ \underline{\quad} 07$

$\underline{\quad} 426$

## Section 4

Order the following fractions from smallest to largest.

$\frac{4}{5}$

$\frac{21}{25}$

$\frac{11}{15}$

$\frac{23}{30}$

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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## Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

The kitchen bought 120 potatoes for the week. How many potatoes were left over? Why might the kitchen order only 100 potatoes the following week?



# Year 5 Spring 1 Maths Activity Mat 4 Answers

## Section 1

Calculate:

$8 + (-7) =$

1

$-5 + 9 =$

4

$6 - (-4) =$

10

## Section 2

A High Speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains each weekday and 9 trains a day each weekend day from Sheffield to London. How many seats are there on all the trains from Sheffield to London each week rounded to the nearest 1000?

42 000 seats

## Section 3

Calculate:

$$\begin{array}{r} 582 \\ 137 \\ + 707 \\ \hline 1426 \end{array}$$

## Section 4

Order the following fractions from smallest to largest.

$\frac{4}{5}$	$\frac{21}{25}$	$\frac{11}{15}$	$\frac{23}{30}$
$\frac{11}{15}$	$\frac{23}{30}$	$\frac{4}{5}$	$\frac{21}{25}$

## Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

The kitchen bought 120 potatoes for the week.

How many potatoes were left over?

39

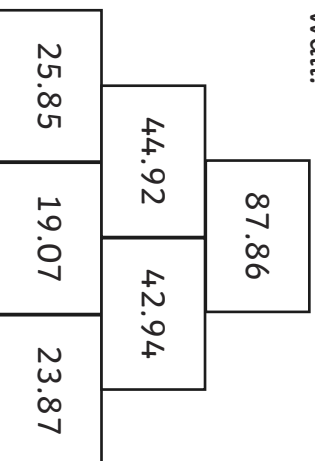
Why might the kitchen order only

100 potatoes the following week?

answers will vary

## Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



## Section 6

kg  $\approx$  2.2 lb,

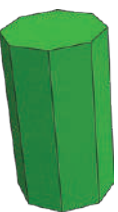
How many grams in 1lb?

Give your answer to the nearest gram.

45g

## Section 7

Write the name of these shapes.



octagonal prism



icosahedron

## Afternoon activity:

1. It's time to stand up and get active! You should go for a walk (if you can and it's safe), do some exercise in your house or do some yoga. Here are some yoga poses you might want to try!

### Warrior II Pose

#### Virabhadrasana II



- Benefits**  
Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.
- 1 Stand with your feet wide apart. Turn your left foot out 90°.
  - 2 Inhale, and lift your arms parallel to the floor.
  - 3 Exhale and bend your right knee. Be careful not to extend your knee past your ankle.
  - 4 Keep your torso tall, turn your head, and look out over your finger tips.
  - 5 Inhale and straighten your legs and lower your arms. Repeat on the opposite side.

### Bear Pose



- Benefits**  
Stretches arms, legs, sides and chest; releases tension.
- 1 Begin on your knees, then sit back on your heels.
  - 2 Spread your knees comfortably apart.
  - 3 Bend forward, lowering your chest to the floor.
  - 4 Bring your hands in front of you, locking your fingers together.
  - 5 Exhale through your mouth, warming your hands.

### Crescent Moon Pose



- Benefits**  
Stretches arms, abdominals, spine and chest; calms the mind.
- 1 Inhale and raise your hands over your head, pressing palms together.
  - 2 Exhale and tip your body to one side.
  - 3 Inhale and return to standing straight.
  - 4 Repeat on opposite side.
  - 5 Exhale and lower your arms.

### Downward Dog Pose



- Benefits**  
Stretches the shoulders, hamstrings, calves, arches and hands; calms the mind.
- 1 Start on your hands and knees, with your knees slightly apart, directly under the hips.
  - 2 Your hands should be shoulder-width apart, and slightly in front of your shoulders.
  - 3 Curl your toes under, straighten your knees and lift your hips.
  - 4 Keep your head between your arms.
  - 5 Hold this pose and breathe.

### Cat Cow Pose

#### Marjaryasana Bitilasana



- Benefits**  
Stretches torso and neck, gently massages spine and internal organs.
- 1 Start by kneeling on hands and knees. Make sure hands are below your shoulders and your knees below your hips.
  - 2 Inhale and look up to the ceiling, allow your belly to sink toward the floor.
  - 3 Exhale and round your back towards the ceiling and look at your belly.
  - 4 Repeat.

### Elephant Pose



- Benefits**  
Stretches legs and back, relieves stress and calms the mind.
- 1 Bend at the hips.
  - 2 Let arms hang low then clasp fingers together.
  - 3 Swing arms from side to side like a trunk. Swing whole body from side to side to walk like an elephant.

Well done! You have completed this week's homework!