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Home Learning Pack

Year 5

Guidance and Answers

Week 11
06/07/2020

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This week's pack supports the <u>Week 11 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Regular and Irregular Polygons (page 2)

A **Carroll diagram** is a two-way table used to sort or group numbers or objects.

A **polygon** is a 2D shape that has all straight sides.

A **regular polygon** is a 2D shape that has all equal angles and all equal sides.

An **irregular polygon** is a 2D shape where the sides and angles are not all equal.

Question 1 – This question asks your child to use their knowledge of **regular** and **irregular polygons** to complete the 'number of sides' row and then to draw the lines to match the shapes to the correct section of the table. They will need to look at each shape in turn to count the number of sides of the shape and then determine whether it is **regular** or **irregular**.

Use your knowledge of regular and irregular polygons to complete the table. The correct answers are:

	Irregular Hexagon	Regular Pentagon	Irregular Pentagon	Regular Quadrilateral
Number of sides	6	5	5	4
Shape				
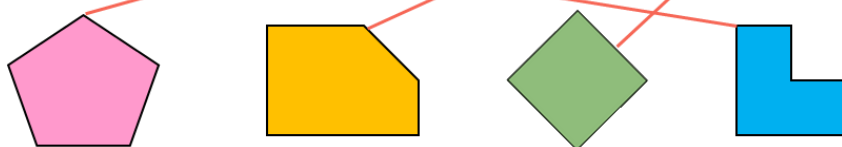
Question 2 – This question asks your child to mark each **regular polygon** with an 'X'. They will need to look for equal length sides and angles.

Put an 'X' next to all the regular polygons by looking for equal length sides and angles. The correct answers are:
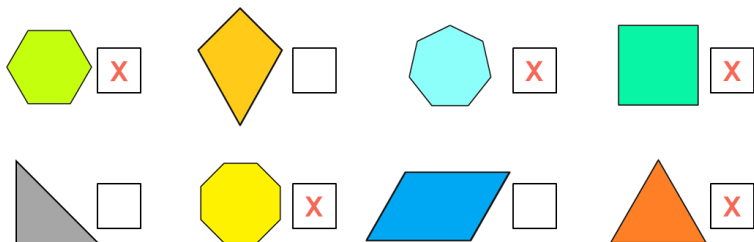
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Monday

Maths – Regular and Irregular Polygons – continued (page 2)

Question 3 – This question asks your child to identify if Shamir has sorted the shapes correctly into the **Carroll diagram**. They will need to use their knowledge of how a **Carroll diagram** works, along with their knowledge of **regular** and **irregular polygons**. They should use this language when explaining their answers.

Look carefully at each shape to determine whether Shamir has correctly sorted the shapes into the Carroll diagram. Explain your answer. The correct answer is: Shamir is incorrect. Shape A is irregular because it has different length sides and angles. Shape D is regular as it has sides of equal length and the angles are the same size.

English – Recognising Modal Verbs (page 3)

A **modal verb** is a type of verb. A modal verb changes and affects the verbs in a sentence by expressing the level of degree, possibility, obligation and permission. For example, it might rain, it will rain, it must rain.

Question 1 – This question asks your child to put an 'X' in the boxes that are labelling the **modal verbs**. They should read each sentence carefully to find the word that indicates the possibility, obligation or permission.

Read the sentences carefully to identify the modal verb in each sentence. The correct answers are: A. will, B. could, C. might

Question 2 – This question asks your child to put a T for true or F for false in the box next to each sentence, depending on whether the **modal verb** has been underlined. They should read each sentence carefully to identify the **modal verbs** and check whether or not this is the word that has been underlined.

Read the sentences carefully to identify if the modal verb in the sentences have been underlined. The correct answers are: A. True, B. False – the modal verb is 'must', C. True

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Monday

English – Recognising Modal Verbs – continued (page 3)

Question 3 – This question asks your child to rewrite the sentence using a different suitable **modal verb**. They will then need to explain how it changes the meaning of the sentence. In their explanation, they will need to think about how the probability has changed. For example, if it was certain before, is it still certain?

Rewrite the sentence provided with a different suitable modal verb and explain how it changes the meaning of the sentence thinking about how the possibility might have changed. There are various answers for this question, for example: Although Tom is a striker, he <u>might</u> need to play in goal for the match on Saturday. The original sentence suggests that Tom will definitely be playing in goal whereas 'might' indicates that there is a possibility of him playing in goal.

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Tuesday

### Maths – Reasoning about 3D Shapes (page 4)

Vertices are the where sides or edges of a shape meet. For example, a rectangle has 4 vertices.

A **face** of a 3D shape is the flat or curved surface.

The **edge** of a 3D shape is where two faces meet.

A **three-dimensional shape** (or 3D) shape is any shape that has length, width and height.

A **net** is a 2D shape that you can fold to make a 3D shape. For example,
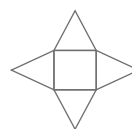
Question 1 – This question asks your child to use the **nets** of the **3D shapes** to complete the table. They will need to look at the shapes used within the **net** to determine the shape and number of the **faces**. Your child will need to visualise what the shape will look once the **net** has been folded to create the **3D shape**. This will help them to find the number of **edges** and **vertices**.

Use the nets to help you visualise the 3D shapes so that you can complete the table. The correct answers are:

Name of Shape	2D Faces	Number of Edges	Number of Vertices
Square-based pyramid	1 square 4 triangles	8	5
Cuboid	4 rectangles and 2 squares (or 6 rectangles)	12	8
Hexagonal prism	2 hexagons and 6 squares (or 6 rectangles)	18	12

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Tuesday

Maths – Reasoning about 3D Shapes – continued (page 4)

Question 2 – This question asks your child to match the **3D shapes** to the correct person. They will need to read the clues carefully, which give information on the shapes properties (**faces**), to be able to do this.

Read the clues carefully to be able to match the children to the correct 3D shape. The correct answers are:

Hexagonal prism	Tom
(cube image)	Lola
Triangular pyramid	Kara
(hexagonal prism image)	Jemal

Question 3 – This question asks your child to identify whether the statement is true or false and convince you of their answer. To do this, they need to identify what **3D shape** the **net** is of and describe that **3D shape** using mathematical language, including **faces** or **edges**.

Identify if the statement is true or false and explain your answer using the properties of the shape. The correct answer is: False because a rectangular-based pyramid would have a rectangular base and 4 triangles. The shape displayed is a triangular prism.

English – Using Modal Verbs (page 5)

To refresh your understanding of **modal verbs** please refer to page 4.

Question 1 – This question asks your child to circle the **modal verb** is each of the sentences. To do this, they should read each sentence carefully to identify the word which indicates possibility, obligation or permission.

Read each sentence carefully to identify and circle the modal verbs used. The correct answers are: A = must, B = may, C = ought to, D = should

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Tuesday

English – Using Modal Verbs – continued (page 5)

Question 2 – This question asks your child to complete the sentences by adding in the correct **modal verb**. The first sentence requires a **modal verb** that shows possibility and the second sentence requires a **modal verb** that shows certainty. They should read the different modal verb options, so they are able to select the correct **modal verb**.

Read each sentence carefully to identify and fill in the correct modal verbs for possibility (2a) and certainty (2b). The correct answers are:
2a. The hotel <u>may</u> have been nicer if it had been redecorated.
2b. The policeman <u>will</u> tell us the right direction to go.

Question 3 – This question asks your child to rewrite the sentences with different **modal verbs** to change the possibility the sentences suggest. The first sentence should be rewritten to make it more certain, whereas the second sentence should be rewritten to make it less certain. They should do this through their choice of **modal verb**.

Rewrite each sentence to change the possibility it suggests. The first sentence should be made more certain and the second sentence should be made less certain. The correct answers are:
3a. Katie isn't feeling well so she <u>will</u> stay in bed.
3b. After all the planning, it <u>should</u> be the best party ever.

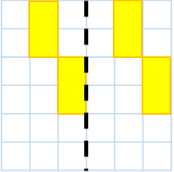This week's pack supports the <u>Week 11 timetable</u> on Classroom Secrets Kids.
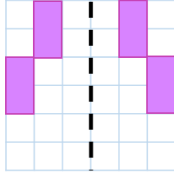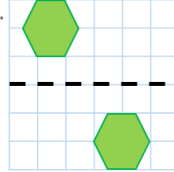
Wednesday

Maths – Reflection (page 6)

A **reflection** is when a shape is flipped so that each point on the image is the same distance away from a given mirror line. It is how the image would be seen if a mirror was placed on the given mirror line.
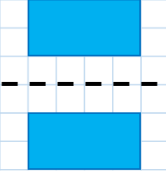
Question 1 – This question asks your child to put an 'X' in the box of the images that show the correct **reflection**. To help them, they could use a small mirror if one is available or the squares.

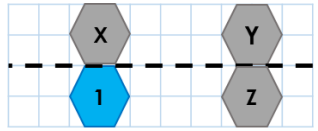Put an 'X' to mark the correct reflections. Use the squares to help you. The correct answers are:
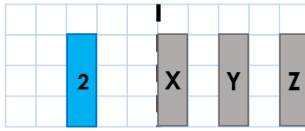
A.   B.   C.   D.

☐   X   ☐   X

Question 2 – This question asks your child to write the letter of the correct **reflections** for shapes 1 and 2 in the box. To help them, they could use a small mirror if one is available or the squares.

Look carefully at the images to identify the letter of the correct reflections for shapes 1 and 2. The correct answers are:

A.   B.

X   Y

Question 3 – This question asks your child to identify whether they agree with Hassan and to explain their answer. They should use their knowledge of **reflection** and the distances from the **reflection** line to help them explain their answer.

Do you agree with Hassan? Explain your answers using your knowledge of distances from the reflection line. The correct answer is: Hassan is incorrect. The position of the reflected shapes must be the same distance from the mirror line. Hassan has moved his shapes to the other side of the mirror line at different distances.

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Wednesday

English – Plural and Possessive (page 7)

A **possessive apostrophe** is used to show something belongs to someone or something.

Plural nouns which end in s show possession using an apostrophe after the s, for example: the girls' books.

Question 1 – This question asks your child to underline the **possessive noun** in each of the sentences. They will need to read each sentence carefully to find the word which is used to show something belongs to someone or something else.

Read the sentences carefully to underline the possessive noun in each sentence. The correct answers are:
She's coming with her <u>friend's</u> sister.
The <u>children's</u> parents all dressed up as their favourite superheroes.
The <u>house's</u> windows needed cleaning.
My <u>teachers'</u> desks are neat and tidy.

Question 2 – This question has two parts. In part a, your child needs to circle the correct **plural** form of the noun to complete the sentences. In part b, your child needs to circle the correct **possessive** form of the noun to complete the sentences. For each part they should consider whether an apostrophe is needed and where the apostrophe should be positioned in the word.

Circle the plural or possessive forms of the noun in each sentence using your knowledge of apostrophes and spellings. The correct answers are:
2a. The <u>beaches</u> / beachs' on the East coast have lovely views.
The fairy's <u>wings</u> / wings' were broken.
2b. The <u>dogs'</u> / dog's noses were covered in mud.
The colourful bird is <u>ours</u> / our's.

Question 3 – This question asks your child to identify whether they sentence has been punctuated correctly. They should consider the meaning of the sentence and whether or not there is possession in the sentence.

Use your knowledge of plurals to identify whether the sentence has been punctuated correctly and explain your answer. The correct answer is: Yes, it is punctuated correctly. *Horses'* is correct as it is plural possessive – there is more than one horse and they each possess hooves.

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Thursday

Maths – Translation (page 8)

A **translation** is when a shape or point is slid into a new position without flipping or turning. The shape or point might move up, down, left or right.

Question 1 – This question asks your child to put an 'X' in the box of the shape that is a **translation** of 6 right and 4 down of shape 1. To help them, your child should use the squares to help them.

Use the squares to help you identify which translation of shape A has been translated 6 right and 4 down. Mark the box with an 'X'. The correct answer is: Shape 3

Question 2 – This question asks you child to write the four **translations** of shape C. To do this, they should count the squares of how far the shape has moved to the right and how many down it has been **translated**.

Use the squares to help you write down the four translations of shape C. The correct answers are: Translation 1 is: 3 right; Translation 2 is 1 down, 8 right; Translation 3 is 4 down, 1 right; Translation 4 is 6 down, 8 right.

Question 3 – This question asks your child to identify whether they agree with Imogen and to explain their answer. To do this, your child should try the **translation** Imogen is suggesting for themselves.

Complete the translation Imogen is suggesting to find our whether you agree with her. Use what you have found to help explain your answer. The correct answer is: If Shape B translates 2 right and 5 up instead, it will not arrive at the same position as Square 1 so Imogen is incorrect.

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Thursday

English – Relative Clauses (page 9)

A **relative clause** adds extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and so therefore must be related to the noun.

A **relative pronoun** refers back to a noun already mentioned in a sentence.

Question 1 – This question asks your child to put an 'X' in the box that indicated the **relative pronoun** for each sentence. To do this, they should read the sentence carefully.

Read each sentence carefully to identify the relative pronouns used. The correct answers are: A = who; B = which; C = that

Question 2 – This question asks you child to put an 'X' in the box next to the sentences that have used a **relative clause** correctly. They should read each sentence carefully to help them.

Read each sentence carefully to identify the sentences that have used a relative clause correctly. The correct answers are: A, B, D

Question 3 – This question asks your child to add a **relative clause** to each of the sentences given. Each of the **relative clauses** should include the **relative pronoun** who, which or that. They should read the sentences carefully, so they can add relevant information to the original sentence.

Add a relative clause into each of the sentences. The relative clause should include the relative pronouns who, which or that and be relevant to the original sentence. There are various answers for this question, for example:
A. Mum bought me a bike that has cool LED lights.
B. I live near London, which is a capital city.
C. My best friend Josie, who I've known for years, broke her leg yesterday.

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Friday

Maths – Reasoning

Click on the link to play a reasoning game which revises some of the skills covered in Year 5 so far. https://kids.classroomsecrets.co.uk/resource/year-5-reasoning-test-practice-3/

English – Guided Reading – Sir Bradley Wiggins Biography (pages 10 - 13)

Children should read the short story and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. When and where was Bradley Wiggins born?
   Bradley was born on the 28th August 1980 in Ghent Belgium.

2. What does the word 'decorated' mean in the sentence below?
   '*Bradley has become one of the most decorated British athletes.*'
   honoured

3. Read the 'Early Life' paragraph. Find and copy the word which means skilled and qualified.
   professional

4. List three events where Bradley won gold medals.
   Individual pursuit at the UCI Junior Track Cycling World Championships in 1998.
   Annual Spanish road race, 'Cinturón a Mallorca'.
   Flèche de Sud in Luxembourg.

5. Read the first paragraph of 'Early Life'. Find and copy a synonym for each of the words below.
   reliable - consistent
   dream – ambition
   practise – train

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Friday

English – Guided Reading – Sir Bradley Wiggins Biography – continued (pages 10 - 13)

6. Why did Bradley not compete in any major track races between 2005 and 2007?
   He was focused on his road racing.

7. Write three facts about the Tour de France that we learn from the text.
   Approximately 200 riders compete.
   It is a 2,000 mile course.
   It is a cycling event.

8. List Bradley's 2016 achievements.
   Gold and silver medals in the Track World Championships
   Gold Olympic Medal

9. Why does the author compare Bradley's top speed to that of a car travelling on a motorway?
   The reader will have experienced travelling on the motorway in a car so will be able to visualise the speed Bradley reached on his bike.

10. Number the events 1 – 5 to show the order in which they occurred in Bradley's life.

Won a gold medal at the Rio Olympics.	4
First British athlete for 40 years to win 3 medals in one Olympic Games.	2
Competed in the 'Six Days of Ghent' competition.	5
Won the Individual Pursuit at the Junior World Championships.	1
Awarded Sports Personality of the Year.	3

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Assembly Activity

Celebration certificate

On the following page in this pack (page 16), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date