Home Learning Pack

Year 5
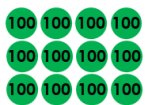
Guidance and Answers

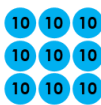**Week 3**
04/05/2020

This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply 2 Digits (page 2)

Question 1 - This question contains an **area model** for calculating the answer to 43 x 31.

The counters represent the answer to the multiplication of the number at the side and top of the grid. In this case, 30 x 40 = 1,200, which is represented with 12 hundreds counters.

	40	3
30	100 100 100 100 100 100 100 100 100 100 100 100	10 10 10 10 10 10 10 10 10
1	10 10 10 10	1 1 1

The 2-digit numbers have been **partitioned** (broken up) into tens and ones.
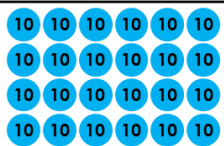
All the completed multiplications are then added together to get the final answer.

The **area model** in this question has already been completed. The children will need to add the values represented by the counters to find the correct answer.

Once the values represented by the counters have been added together, the answer you should match one of the options in the question: the correct answer is 1,333.

Question 2 – This question has multiple steps.

First complete the two multiplications to fill in the missing counters, either by drawing in the correct number of counters or writing in the correct number.

	60	2
20	20 x 60 =	20 x 2 =
4	10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10	1 1 1 1 1 1 1 1

Next add all the completed multiplications together to get the final answer.

Once these steps have been completed, the answer, the answer can be matched with the correct person in the question: Lucy is correct. The answer to the calculation is 1,488

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This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Multiply 2 Digits – Continued (page 2)

Question 3 – In this question, the children need to understand the comparison symbol **<** (less than). They need to use this knowledge to help them complete the statement.

Complete the **partitioned** (broken up) numbers that have been multiplied. For example, down the side, 20 and 1.
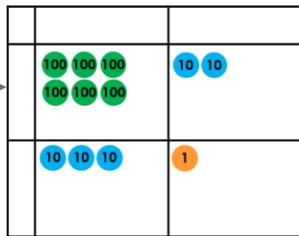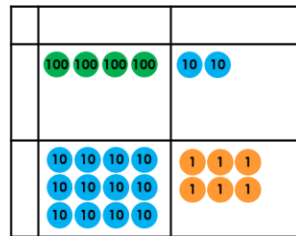
Add in counters to the grid, so that the final total in this grid is larger than in the grid on the left.

This question has various answers, for example: 21 x 31 = 651 < 23 x 43 = 989 because 651 is less than 989. One example is given below.
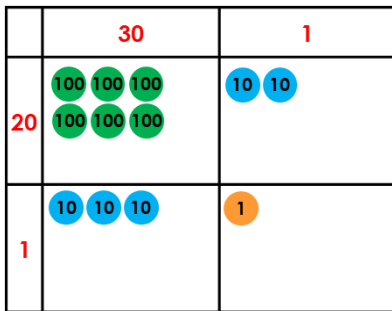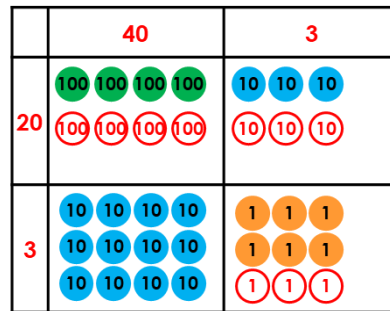
English – Setting Descriptions (page 3)

A **setting description** is a piece of writing that gives information about a place to build an image in the person who is ready its mind. Your child has been asked to used **expanded noun phrases** to describe the pictures. An **expanded noun** phrase is when a **noun** (person, object or setting) is paired with one or more **adjectives** (a word used for description, e.g. beautiful). Ways to extend this activity have also been provided at the bottom of the activity page.

This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Multiply 4 Digits by 2 Digits (page 4)

Question 1 – This question asks your child to complete the multiplication using a **formal method**. This is also known as the column method.

		3	8	0	2
x				2	3
1	1	1 $_2$	4	0	6
7 $_1$	6	0	4	0	
8	7	4	4	6	

Starting with the ones column, multiply this number (3) by each digit in the number above. If the answer is greater than 9, and there are 2 digits, the tens in the answer is moved to the column to the left and added after the next multiplication. This is an **exchange**.

A **place holder** (0) is used in the space to represent that there are no ones and the process on the right is repeated for the tens digit (2).

The two answers are added to together and the answer is recorded here.

Use the multiplication grid to solve the calculation: the correct answer is 3,802 x 23 = 87, 446

Question 2 – This question asks that the calculations are matched to the correct answers. The multiplications will need to be completed using the method shown above.

The correct answers are A and 3; B and 1; C and 2.

Question 3 – In this question, 2 multiplications are presented with an equals sign in between them. The question asks whether this statement is true or false. Both calculations need to be completed to see if the answers are the same. An example method is explained above. If the answers are the same, the statement is true, if not, the statement is false.

The correct answer is false. 7,121 x 32 = 227,872 and 7,132 x 21 = 149,772 therefore, 7.121 x 32 > 7,132 x 21.

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Tuesday

Maths – Multiply 4 Digits by 2 Digits - Continued (page 4)

Question 4 – This question requires your child to use the clues to find the smallest 6-digit number possible. Your child will need to find the smallest 4-digit number used to multiply 51. They will need to understand the term **digit sum** which refers to the total of the digits within a number. For example, 12 has the digit sum of 3 because 1 + 2 = 3.

The smallest 6-digit number Chloe could have been thinking of is 102,561 because the smallest 4-digit number to be multiplied by 51 to get a 6-digit number is 2,011. 2,011 x 51 = 102,561.

Question 5 – In this question, your child needs to use the **digit cards** given to create a 2-digit number multiplication as close to 100,000 as possible. **Digit cards** refer to cards with a single digit on (0 – 9), which can be moved to create different numbers. For example, one of the 2 digit numbers that can be created with the digit cards below is 73.

| 3 | 4 | 5 | 7 | ← Digit cards |

Your child will need to try different multiplications before reaching the correct answer of 2,112 x 47 = 99,264, as this is as close to 100,000 as it is possible to get using the given numbers.

Question 6 - This question asks your child to identify whether the builder is correct. To do this, they need to complete the multiplication in the word problem, using the method shown on page 4, to see if the answers match. Your child is also required to explain their answer. They can do this by using the calculation that they have completed.

Identify if he is correct and explain the answer using the calculation that you have completed: No, he is not correct because £3,006 x 13 = £39,078.

English – Prepositional Phrases (page 5)

For this activity, your child has been provided with a picture which they need to use to write sentences that contain a **prepositional phrase.** A **prepositional phrase** must include a **preposition** (a word which describes where something is, e.g. on, above, behind) and a **noun** (person, object or setting)**.** An example of a **prepositional phrase** could be, 'on the table' where 'on' in the **preposition** and 'table' is the **noun**. These **prepositional phrases** should be written within sentences. For example, 'The jam is <u>on the table</u>.' A **preposition** word bank has been included to support your child in writing their sentences.

This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Wednesday

Maths – Divide with Remainders (page 6)

Question 1 - This question is an open problem that has multiple answers. Your child needs to understand the term **remainder**, which is the amount left over when dividing. For example 12 ÷ 5 = 2 r 2. First your child needs to identify that they will be dividing the amount 1,436. They then need to use the clues to know what to divide by. The first and second clues tell us that we need to divide by a number equal to or between 3 and 8 (3, 4, 5, 6, 7 or 8). The final clue says that there must be a **remainder**, so there must be sweets left over. You child needs to find four possibilities.

Show your working for four possible answers using the space provided.

A.

	0	4	7	8	r2
3	1	¹4	²3	²6	

3	sweets per bag.
478	bags.
2	sweets remaining.

B.

	0	2	8	7	r1
5	1	¹4	⁴3	³6	

5	sweets per bag.
287	bags.
1	sweets remaining.

C.

	0	2	3	9	r2
6	1	¹4	²3	⁵6	

6	sweets per bag.
239	bags.
2	sweets remaining.

D.

	0	2	0	5	r1
7	1	¹4	3	³6	

7	sweets per bag.
205	bags.
1	sweets remaining.

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Wednesday

English – Alliteration – (page 7)

Alliteration is when words next or close to each other, start with the same letter or sound. An example of this is 'S̲ilent s̲nakes s̲lither s̲neakily'. Your child needs to write sentences including **alliteration** for each letter of the alphabet based on different animals. Three examples have been given on the task to help your child understand the task. Ways to extend this activity have also been provided at the bottom of the activity page.

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Thursday

Maths – Measure Perimeter (page 8)

Perimeter is the distance around the edge of a shape. It is a measurement of length so is often measured in millimetres (mm), centimetres (cm) or metres (m). To find the perimeter of a shapes, you must add together the lengths of all its sides.

6cm

2cm   2cm

6cm

In this example, the sides have been measured and recorded by each side. To find the perimeter, each side must be added together:
6 + 6 + 2 + 2 = 16cm

Whilst we have tried to be as accurate as possible, different printer settings might cause slight variations in the size of the shapes, so they should be measured to the nearest cm.

Question 1 - This question asks your child to circle all the shapes with a **perimeter** of 12cm. Your child needs to measure in cm, using a ruler, the length of the each side in the shapes and add them together to find their perimeters. Whilst we have tried to be as accurate as possible, different printer settings might cause slight variations in the size of the shapes, so they should be measured to the nearest centimetre.

The sizes of each shape should be measured, and the measurements added together to find those closest to 12cm:
B = 3 + 3 + 2 + 2 + 1 + 1 = 12cm
D = 2 + 2 + 2 + 2 + 2 + 2 = 12cm

Question 2 – This question requires the use of the comparison symbols **<** (more than), **>** (less than) and **=** (equal to). Your child needs to use a ruler to measure the **perimeter** (see above) of each shape and then write the correct comparison symbol in each of the boxes provided.

Once the perimeters have been measured, the comparison symbols can be inserted:
16cm > 12cm < 16cm

Question 3 – In this question, your child will first need to use a ruler to measure the **perimeter** (see above) of the original shape. They will then need to use a ruler to measure the **perimeter** of shape A, to find out whether the **perimeter** of shape A is half that of the original shape.

Decide whether Sienna is correct. The shape could be cut in half along the dotted line to help children identify that Sienna is not correct. The perimeter of the original shape is 20cm (6 + 4 + 2 + 2 + 2 + 2 + 1 + 1) and the perimeter of shape A is 14cm (4 + 3 + 2 + 2 + 2 + 1). 14cm is not half of 20cm.

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Thursday

English – Personification (page 9)

For this activity, your child has been asked to use **personification** when writing sentences about trees. **Personification** is the use of **verbs** (an action, e.g. ran) to give human characteristics to animals, plants or objects and is often used when writing descriptions. Your child has been provided with a **verb** word bank at the bottom of the page to help them write sentences to personify a tree. They can write individual sentences, or link their sentences into a descriptive **paragraph** (sentences grouped around a common theme).

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Friday

Maths – Multiply 4 Digits by 1 Digit

Click on the link to watch the learning video clip on multiplying 4 digits by 1 digit. As the video progresses, it will provide questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers. https://classroomsecrets.co.uk/free-multiply-4-digits-by-1-digit-year-5-multiplication-and-division-learning-video-clip/

English – Revision

Click on the link to play an interactive game which revises some of the grammar taught so far in Year 5. https://kids.classroomsecrets.co.uk/resource/year-5-spring-revision-set-1/

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Additional Resources

English – Guided Reading – The Unsinkable Giant (page 10 - 13)

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

The answers to the questions are given below.

1. Who is writing the diary?
   Annie is writing the diary.

2. What features tell you that this text is a diary?
   The use of emotive language, dates and the fact that it is written in the first person.

3. In the extract 'April 14th 1912 11:45pm', what signs tell us that something is wrong?
   Everyone was in a hurry, the lights came on in the middle of the night, everyone had worried faces and the steward was shouting.

4. What language features is used in the phrase '...*we found a wall of people*…'?
   Metaphor

5. Which words or phrases indicate a sense of urgency?
   Kieron was pulling Annie along corridor after corridor and Kieron picked up Patrick and began to run.

6. Read the extract 'April 15th 1912 1:45am'. What impression do you get of Kieron?
   Various answers, for example: he is determined to help others before saving himself, or he is brave.

7. Which word in the extract 'April 15th 1912 1:15am' is a synonym of bravery?
   Valour

8. What date did Sally and Annie plead with Kieron?
   April 15th 1912

9. What does Annie's pleading tell us about the situation?
   Annie is desperate for Kieron to get into the lifeboat to save his life.

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