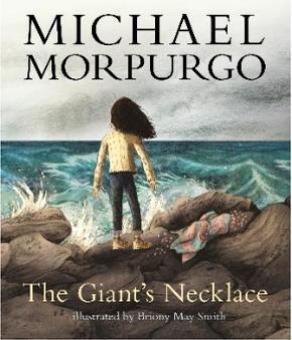


Year 5 (December Grid)

Please remember to read every single day. Every child has access to BugClub and Reading Plus online.  
 Also please remember to check out Edshed for a range of activities as well as espresso and purple mash.  
 Other websites/apps to check out are BBC Bitesize, Iseemaths, Khan Academy, PE umbrella, premier league stars & hit the button.  
 The Right of the fortnight: Article 16: The right to privacy.

Day One	Day Two	Day Three	Day Four	Day Five
<p><u>Indicating parenthesis</u></p> <p><a href="#">Using parenthesis - Year 6 - P7 - English - Home Learning with BBC Bitesize - BBC Bitesize</a></p> <p>Watch the video and complete the activities.                      Create some sentences that include the following information in parenthesis.</p> <ul style="list-style-type: none"> <li>• which was a long way away</li> <li>• she's eleven</li> <li>• who learned Polish in the holidays</li> <li>• your sister's dog</li> <li>• 125km long</li> </ul> <p>You should write five sentences in total.                      Try to use commas, dashes and brackets to punctuate your sentences.                      For example: We drove to France (which was a long way away) for our holiday.</p>	 <p><u>Summarising main ideas</u></p> <p>During our English lessons we have been reading 'The Giant's Necklace'.</p> <p>Note down what has happened so far in the story. Then, write a short summary paragraph in your own words to explain the key events.</p> 	<p><u>Setting description</u></p>  <p>Imagine you are Cherry, collecting pink cowrie shells at the beach.                      Write a setting description to describe the beach where she found her shells.</p> <p>Ideas –</p> <ul style="list-style-type: none"> <li>• Crystal, clear sea</li> <li>• Golden sand</li> <li>• Blazing sun</li> <li>• Sea breeze</li> <li>• Squawking seagulls</li> </ul>	<p><a href="#">How to plan a story - BBC Bitesize</a></p> <p><u>Planning a story</u></p> <p>Plan your own story based on 'The Giant's Necklace'.</p> <p>You'll need:</p> <ul style="list-style-type: none"> <li>• A main character</li> <li>• The beach setting (use from yesterday).</li> <li>• What is your character going to make or discover at the beach?</li> <li>• When the storm comes what happens to them?</li> <li>• Do they discover a mine or an old tunnel or could they find an object to transport them?</li> </ul>	<p><u>Writing a story</u></p> <p>Write your own story based on 'The Giant's Necklace' or retell the story of 'The Giant's Necklace' in your own words.</p>  <p>Include:</p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Figurative language</li> <li>• Parenthesis</li> <li>• Relative clauses</li> <li>• A range of punctuation</li> <li>• Conjunctions</li> </ul>

Year 5 (December Grid)

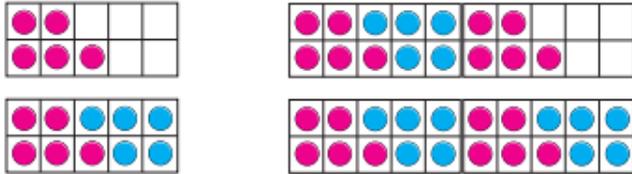
<p><u>Multiplication and division</u></p> <p>Recap our previous topic. Find attached worksheets to complete throughout the week.</p>	<p><u>Maths websites</u></p> <p>For daily lessons including videos and printable resources visit the 'iseemaths' website. Children should choose a task that engages them on a daily basis. Edshed – Please complete activities based on your ability. Assignments are set for each child. Remember to keep practising times tables.</p>	<p><u>Maths workbooks</u></p> <p>Free workbooks can be downloaded and printed from the following site: Parent Workbooks   White Rose Maths</p>	<p><u>Maths</u></p> <p>Brain Booster Number: Pick a 4 digit number and then complete the following questions. (Daily)          Multiply by 10,100 and 1000          Divide by 10,100 and 1000          Round to the nearest 10, 100 and 1000          Half the number          Double the number          Write the number as Roman numerals          What could the calculation be?          Multiply by 6,7,8 and 9</p>	<p><u>Maths Games</u></p> <p>Play Guardians Maths Game   Primary Games   Fun Online Games for Kids   BBC Bitesize - BBC Bitesize          Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)          Math Games   Math Playground   Make Learning Fun</p>
<p><u>DT</u></p> <p>In DT we have been investigating and analysing a range of existing products. Design your own bag.</p> <p>List:</p> <ul style="list-style-type: none"> <li>• What the purpose is.</li> <li>• What it would be made from.</li> <li>• How you would make it.</li> </ul>	<p><u>Computing</u></p> <p>Online friendships</p> <ul style="list-style-type: none"> <li>• List the positives and negatives of online friendships.</li> <li>• Make notes about what you should do if you have a concern online.</li> <li>• How should you keep safe online?</li> </ul>	<p><u>PSHE</u></p> <p>In PSHE we are learning about celebrating differences. Write a short paragraph about what makes you happy (family, friends, school, games). Explain how children from different places in the world might have different things that make them happy to you and explain why.</p>	<p><u>Science</u></p> <p>Separating materials!</p> <p>Set up an experiment with a small amount of water and salt. Mix the two together to form a solution. Leave on a windowsill or a safe place for approximately 5/7 days. You should notice a change in the solution.  <a href="#">What is evaporation and condensation? - BBC Bitesize</a></p>	<p><u>Geography</u></p> <p>In Geography we are learning about how the land is shaped in different ways. Create a poster informing year 4 how different natural processes shape our land.</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Waves</li> <li>• Earthquakes</li> </ul> <p><a href="#">Rivers - BBC Bitesize</a>  <a href="#">Coastlines - coastal erosion - KS2 Geography - BBC Bitesize</a></p>

Year 5 (December Grid)

<p><u>PE</u> Remember to try and undertake daily exercise. PE with Joe can still be accessed via YouTube as well as other activities. If you have any resources at home such as balls, balloons, rackets etc you could practise these skills. Select two 'Just Dances' on YouTube to complete.</p>	<p><u>RE</u> <a href="#">What is Christmas? - BBC Bitesize</a>  Understanding Advent-  This month we will be learning about Advent and what it means to Christians. Write down in your own words what Advent is and why it is special.  <u>Themes of Christmas</u>  List different themes of Christmas (for example kindness, sharing).</p>	<p><u>Reading</u> We have been analysing the lyrics to Sia songs (Alive, Titanium). Look at the lyrics to your favourite Sia song. Consider:</p> <ul style="list-style-type: none"><li>• What words are you unsure of the meaning of- research their definitions.</li><li>• What you think the song lyrics mean – is there a message or a story being told?</li><li>• What is your favourite line in the long? Why is this your favourite? What does this line mean?</li><li>• Can you think of a better name for this song and provide an explanation as to why this name would be better?</li></ul>	<p><u>Music</u> Login to Charanga and work through the unit 'Reflect, Reply, Rewind'. Compose your own piece of music and clap along.</p>	<p><u>Languages</u> Learn some Christmas words and phrases in Italian.  <a href="https://www.bing.com/videos/search?q=italian+christmas+words+and+phrases+video&amp;&amp;view=detail&amp;mid=6309C40307CDBC382CD06309C40307CDBC382CD0&amp;rvsmid=BAF8F599D427C4FD32CF&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=italian+christmas+words+and+phrases+video&amp;&amp;view=detail&amp;mid=6309C40307CDBC382CD06309C40307CDBC382CD0&amp;rvsmid=BAF8F599D427C4FD32CF&amp;FORM=VDRVRV</a></p>
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## Multiples

1 What numbers are represented?



Complete the sentence.

These numbers are all \_\_\_\_\_ of 5

2 Complete the number track.



3 a) List all the multiples of 2 up to 20

b) List all the multiples of 4 up to 20

c) What do you notice about the multiples of 2 and 4?

d) Is the number 47 a multiple of 4?

Explain how you know.

4 a) Which of these numbers are multiples of 3?

23      6      13      18      21      32

b) The table shows four more multiples of 3

Multiple of 3	75	126	432	9,735
Sum of the digits				

What do you notice about the sum of the digits in each number?

5 Multiples of 5 always have a 5 in the number.

Is the statement true or false?

Explain your answer.

6 Which number is the odd one out?



Explain to a partner why it is the odd one out.

7 Here is part of a hundred square.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

a) Colour the multiples of 3

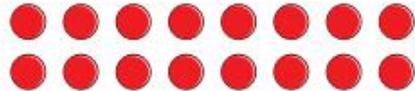
b) Draw a circle around all the multiples of 2

c) Some numbers have been coloured **and** circled.

What do you notice about these numbers?

Factors

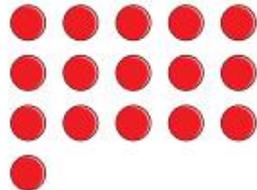
- 1 Alex arranges 16 counters in different ways. She is trying to work out some factors.



- a) Use the array to complete the sentence.

and  are both factors of 16

- b) Alex rearranges the counters.

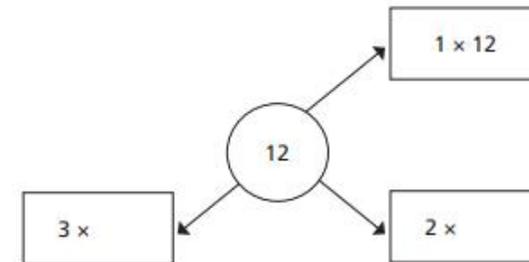


How does this array show that 5 is not a factor of 16?

- 2 Use 20 counters.
- Show that 2 and 10 are factors of 20
  - Rearrange the counters to show why 4 and 5 are also factors of 20
  - Show why 6 is not a factor of 20



- 3 a) Complete the diagram to show the pairs of numbers that multiply to make 12



List all the factors of 12

- b) Draw a similar diagram to show the pairs of numbers that multiply to make 24

List all the factors of 24

- 4 a) List all the factors of 32  
b) How can you check that you have found all the factors?

- 5 a) Which numbers are factors of 30?

5   15   25   3   30   4   2   12   60   0

- b) These numbers are all factors of a 2-digit number.

1   3   5   9

Multiply by 10, 100 and 1,000

1 Complete the multiplications.

a)

Th	H	T	O
			7

$7 \times 10$

b)

Th	H	T	O
		3	9

$39 \times 10$

c)

Th	H	T	O
	2	0	5

$205 \times 10$

d) What happens to the digits when you multiply by 10?

2 Complete the multiplication sentences.

- a)  $9 \times 10 = \square$       d)  $126 \times 10 = \square$       g)  $20 \times 10 = \square$   
 b)  $54 \times 10 = \square$       e)  $\square \times 10 = 320$       h)  $\square \times 10 = 5,000$   
 c)  $10 \times 13 = \square$       f)  $10 \times \square = 1,350$

3 Multiply each number by 100 and then by 1,000

a)

HTh	TTh	Th	H	T	O
					9

$9 \times 100$   
 $9 \times 1,000$

b)

HTh	TTh	Th	H	T	O
				1	6

$16 \times 100$   
 $16 \times 1,000$

c)

HTh	TTh	Th	H	T	O
			2	4	5

$245 \times 100$   
 $245 \times 1,000$

d) Explain to a partner how you multiply a number by 100  
Ask them to explain how to multiply by 1,000

4 Work out the multiplications.

- a)  $45 \times 100$       c)  $41 \times 10$   
 $52 \times 100$        $41 \times 100$   
 $70 \times 100$        $41 \times 1,000$   
 b)  $612 \times 100$       d)  $10 \times 952$   
 $715 \times 100$        $100 \times 952$   
 $720 \times 100$        $1,000 \times 952$

5 Write  $>$ ,  $<$  or  $=$  to make the statements true.

- a)  $78 \times 10$    $78 \times 100$       c)  $930 \times 10$    $100 \times 93$   
 b)  $100 \times 56$    $65 \times 100$       d)  $1,000 \times 482$    $482 \times 100$

6

$54 \times 1,000$   
is the same as  
 $54 \times 10 \times 10 \times 10$



Is Rosie correct?

Explain how you know.

Divide by 10, 100 and 1,000

1 Work out the divisions.

a)

Th	H	T	O
		6	0

 $60 \div 10$ 

b)

Th	H	T	O
	4	9	0

 $490 \div 10$ 

c)

Th	H	T	O
1	4	9	0

 $1,490 \div 10$ 

d) What happens to the digits when you divide a number by 10?

2 Complete the division sentences.

a)  $90 \div 10 = \square$     d)  $\square = 1,460 \div 10$     g)  $700 \div 10 = \square$

b)  $750 \div 10 = \square$     e)  $32,390 \div 10 = \square$     h)  $92,000 \div 10 = \square$

c)  $820 \div 10 = \square$     f)  $6,200 \div 10 = \square$

3 Work out the divisions.

a)

HTh	TTh	Th	H	T	O
			9	0	0

 $900 \div 100$ 

b)

HTh	TTh	Th	H	T	O
	1	6	0	0	0

 $16,000 \div 100$ 

c)

HTh	TTh	Th	H	T	O
		9	0	0	0

 $9,000 \div 1,000$ 

d)

HTh	TTh	Th	H	T	O
7	6	8	0	0	0

 $768,000 \div 1,000$ 

4 Explain to a partner how to divide a number by 100. Ask them to explain to you how to divide a number by 1,000.

5 Complete the division sentences.

a)  $4,500 \div 10 = \square$     c)  $\square \div 10 = 76$   
 $62,000 \div 10 = \square$      $\square \div 100 = 76$   
 $739,300 \div 10 = \square$      $\square \div 1,000 = 76$

b)  $4,500 \div 100 = \square$     d)  $\square \div 1,000 = 30$   
 $62,000 \div 100 = \square$      $\square \div 1,000 = 300$   
 $739,300 \div 100 = \square$      $\square \div 1,000 = 3,000$

6 Complete the table.

Number	Number divided by 10	Number divided by 100	Number divided by 1,000
65,000			
	7,200		
		3,500	

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