

YEAR 5



Hello again Year 5! We can't believe it is half term next week! Time seems to be flying! The weather continues to be kind and now we are able to get out for even more exercise. It has been lovely to speak to so many of you on the phone and we are seeing more and more work on Twitter, which really does make us smile. We are really glad to hear that you are enjoying the White Rose Maths and all of the other topic activities. Don't be afraid to use this time to explore your own interests too – there is so much to learn about, and we have time on our hands at the moment! Many of you have continued music and dance lessons online and lots of you are using Facetime and other online methods for seeing your friends – this is really important.

Let us know what you get up to and as always you can send any photos to Twitter @OldburyPark. Have fun!

Mr Williams Mrs Tudge Miss Wilkinson Mr Burnage Ms Carter

EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>

Watch the video and then complete the written task (these could be printed out or you could just write the answers in the book we sent home). This is 30-40 minutes work. Friday's session this week is a cooking activity. If you don't fancy this, we have also attached some problem solving activities to have a go at instead.

This week is multiplication, division and perimeter (Week 3 of the summer term videos and activities)

Mathletics – 15-20 minutes (more if you wish).

We have also included the Fluency in 5 resources for arithmetic practice.

Read for at least 15 minutes

The screenshot displays five days of math problems from the White Rose Maths home learning resources. Each day includes several problems:

- Day 1:** A. $6 \times 7 \times 2 =$, B. $12,381 + 5,813 =$, C. $\frac{1}{3} + \frac{1}{2} =$, D. $48 \div 10 =$, E. $? \div 6 = 896$
- Day 2:** A. $93,214 - 85,355 =$, B. $8 \times 3 \times 3 =$, C. $90 - 78 =$, D. $\frac{1}{4} + \frac{1}{2} =$, E. $7 \times 7 = 528$
- Day 3:** A. $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} =$, B. $3 \times 7 \times 2 =$, C. $857 + 14,894 =$, D. $600 + 500 + 100 =$, E. $759 \times 7 =$
- Day 4:** A. $\frac{2}{3}$ of 25 =, B. $78 + 50 =$, C. $? \div 8 = 462.25$, D. $5 \times 6 \times 5 =$, E. $600 - 299 =$
- Day 5:** A. $3 \times 0 \times 7 =$, B. $294 \times 6 =$, C. $80 - 48 =$, D. $\frac{2}{3}$ of 42 =, E. $? - 7,876 = 7,997$

Additional tasks for this week (18/5/20)

English

Monday – Have a read of this myth and answer the questions. (Use the version with 2 stars at the bottom.)

<https://www.twinkl.co.uk/resource/t2-e-3755-medusa-the-quest-of-perseus-differentiated-differentiated-reading-comprehension-activity>

Tuesday – (SPAG focus) Recap the story of Theseus and the Minotaur from last week. Listen to part 2 of this audio version.

<https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-theseus/zkvqkmn>

It is the conversation between King Aegeus and Theseus. Can you write your own version of this dialogue thinking carefully about how to present and punctuate speech in a narrative? This will help you to remember how to use speech punctuation. <https://www.twinkl.co.uk/resource/ks2-spag-writing-dialogue-knowledge-organiser-t2-e-41883>

Wednesday – The minotaur is one the most famous Greek mythological creatures. Use this website to find out about some of the others.

https://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php

Now it's time to design your own. Think carefully about its appearance. Can you label it using some powerful adjectives or some similes and metaphors?

Thursday – Use your ideas from yesterday to write a detailed paragraph describing your creature. A brief example is provided in the resources to get you started. Think about creating an image for your reader: your vocabulary and description need to help them to create a vivid image in their mind!

Friday – Using your ideas from the past 2 days, create a Top Trumps card for your creature. Focus carefully on the presentation of this. You could do it by hand or on the computer, or even a mixture of both. Include a picture, your description and your creatures points based on bravery, wisdom, strength and ferocity. You could make up your own categories if you like. Some examples provided in the resources below.

Topic

This week we want you to complete at least one of the following –

Art – Watch this clip about Ancient Greek Theatre. <https://www.bbc.co.uk/bitesize/clips/zx67xbn>

Design your own Ancient Greek mask. Think about the emotion you want to portray. You could even make your mask. Some examples are provided below.

Computing – Look back at the timeline you created last week. Choose one of the key events from the timeline to research in more detail. Present your research as a factsheet, PowerPoint, animation, poster.

History – The first Olympic games took place in Ancient Greece. How were they different from the games that take place today? Set out your research to show the differences between past and present Olympic Games.

PE – Last week you had a go at the long jump. Running was also in the Ancient Games. Choose a distance, maybe a 60m sprint or a longer 1km run (further if you like!). Time yourself and see if you can improve your time over the week. Can you record your results in a table? Can you work out an average?

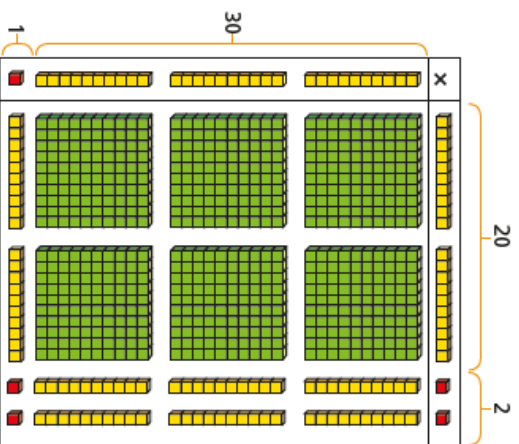
Science – Learn about Forces in more detail on Education City. A unit has been set for you to introduce air and water resistance as well as friction.

French – Describe animals in French on Education City. A unit has been set for you! Can you apply this vocabulary to describe a mythological creature?

Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out 31×22

Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

$31 \times 22 =$

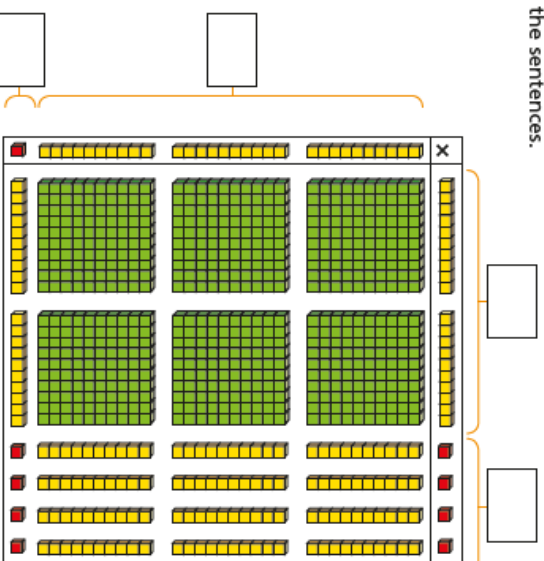
- 2 Use base 10 to work out the multiplications.

a) $12 \times 14 =$

b) $23 \times 13 =$

- 3 Amir is using base 10 to calculate 31×24

a) Add the missing information to the area model and complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

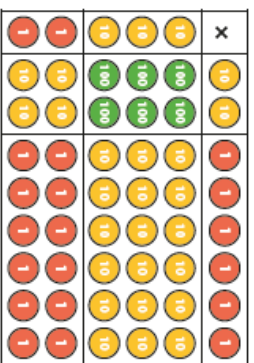
$31 \times 24 =$

- 4 Use base 10 to work out these multiplications.

a) $25 \times 15 =$

b) $36 \times 12 =$

- 5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a) $28 \times 14 = \square$

x	20	8
10		
4		

d) $35 \times 22 = \square$

b) $27 \times 16 = \square$

x		

d) $45 \times 36 = \square$

- 7 Complete the multiplications.

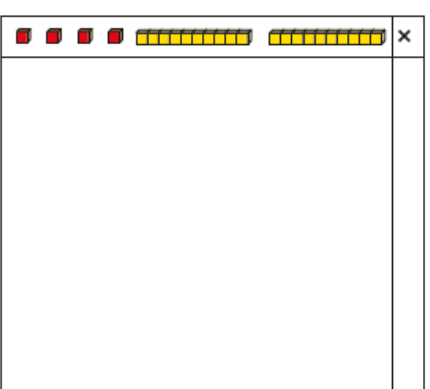
$21 \times 24 = \square$

$31 \times 25 = \square$

$18 \times 26 = \square$

- 8 $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.

2 3 4 5

$\square \times \square = \square$

How many different answers can you find?

How many products are there between 1,000 and 1,500?

Multiply 4-digits by 2-digits



1 Complete the multiplication.

	1	2	3	4

$$\begin{matrix} (1,234 \times \square) \\ (1,234 \times \square) \\ (1,234 \times \square) \end{matrix}$$

2 Tommy is calculating $1,234 \times 26$

a) Complete his working out.

	1	2	3	4

$$\begin{matrix} (\square \times \square) \\ (\square \times \square) \\ (\square \times \square) \end{matrix}$$

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

x	1,000	200	30	4
20				
6				

3 Rosie is calculating $2,541 \times 42$

Here is Rosie's working.

2	5	4	1
x	4	2	
4	0	8	2
8	0	6	4
1	2	1	4

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

4 Work out the multiplications.

- a) $4,284 \times 23$
- b) $2,142 \times 46$

What do you notice?



5

A machine makes 2,734 boxes every hour. The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6

Work out $378 \times 7 \times 12$

Show your method clearly.



7

1	2	3	4	5	6
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x			

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

b) Write your answers in ascending order.

c) What is the smallest product that can be made?

8

Amir scores 4,680 points in a computer game for 12 games in a row.

Whitney scores 2,512 points every game for 24 games.

Who scores more points?

How many more?

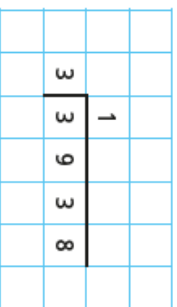
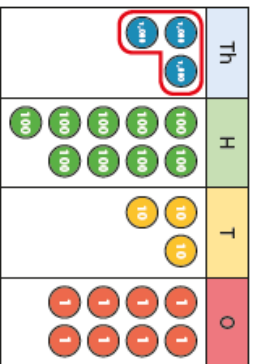


Divide with remainders

1

- a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

There are groups of 3 hundreds.

There is group of 3 tens.

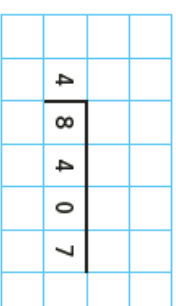
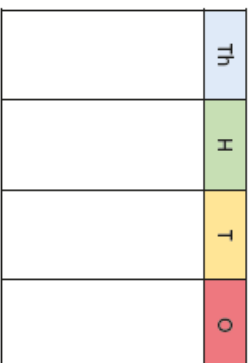
There are groups of 3 ones.

There are ones left over.

$3,938 \div 3 =$ remainder



- b) Use place value counters to work out $8,407 \div 4$

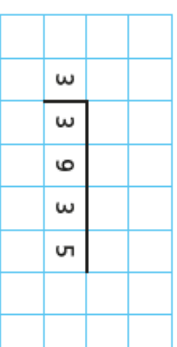
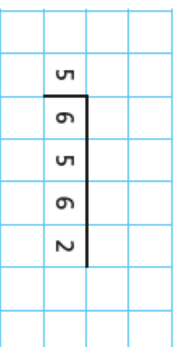
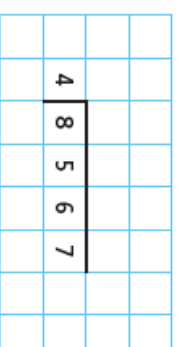
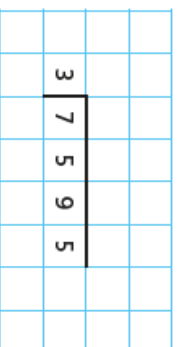


$8,407 \div 4 =$ remainder

2

- a) Complete the divisions.

Use place value counters to help you.



- b) Write $<$, $>$ or $=$ to complete the statements.

$7,595 \div 3$ $8,567 \div 4$

$6,562 \div 5$ $3,935 \div 3$



3

Write the calculations in the correct column of the table.

$5,066 \div 4$	$9,513 \div 4$	$1,234 \div 4$
$6,562 \div 4$	$6,563 \div 4$	$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

$7,816$	$7,861$	$6,781$	$1,786$
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I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____

How do you know?

5

There are 459 children in a school. They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____
Explain your answer.

6

Bags of crisps are put into multipacks of 6. The multipacks are then packed into boxes of 8. Yesterday, 6,500 bags of crisps were packed. How many boxes of crisps were packed?

7

2	3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			+
<input type="text"/>			

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

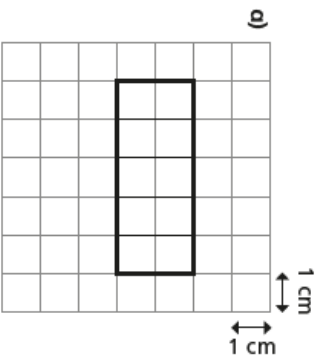
b) What do you notice?

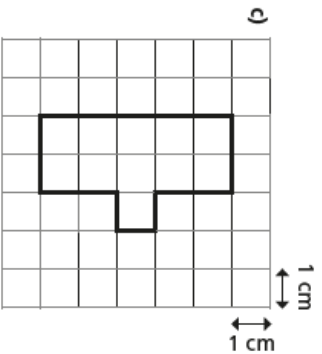
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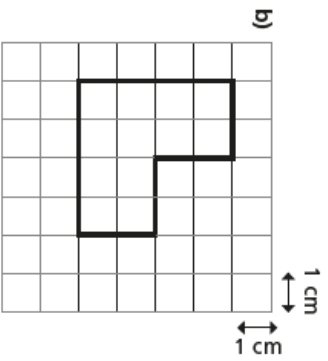
Dora is thinking of a number between 500 and 600. When she divides it by a 1-digit number it has a remainder of 4. What could Dora's number be?

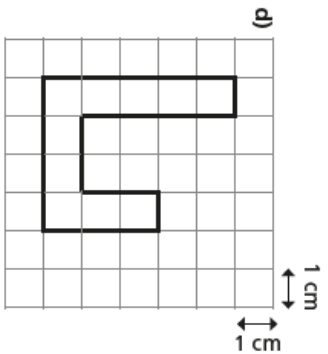
Calculate perimeter

1 Calculate the perimeter of each shape.

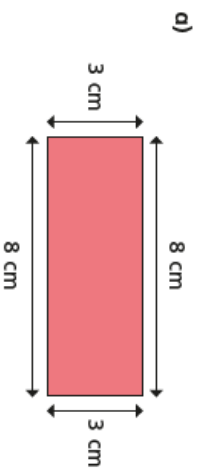


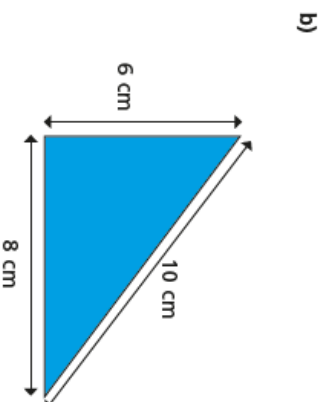




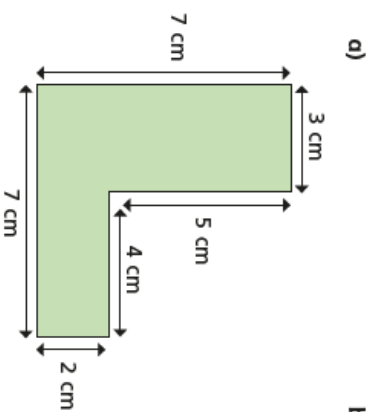


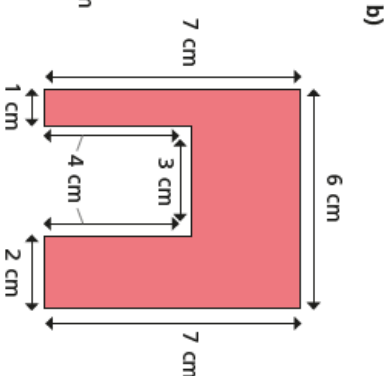
2 Calculate the perimeter of these shapes.



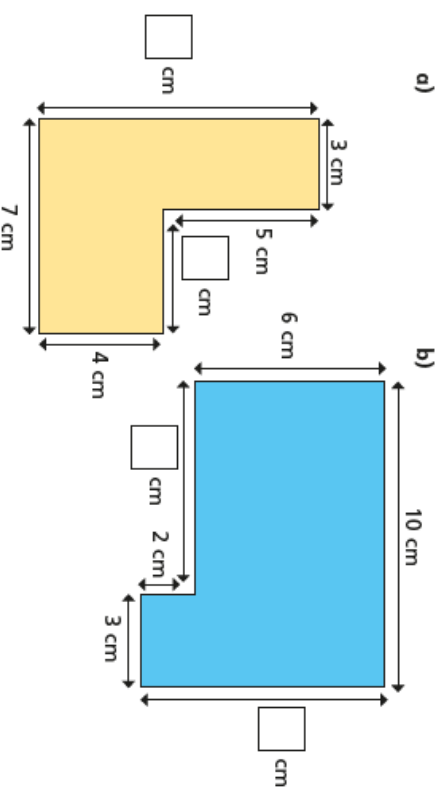


3 Calculate the perimeter of these shapes.



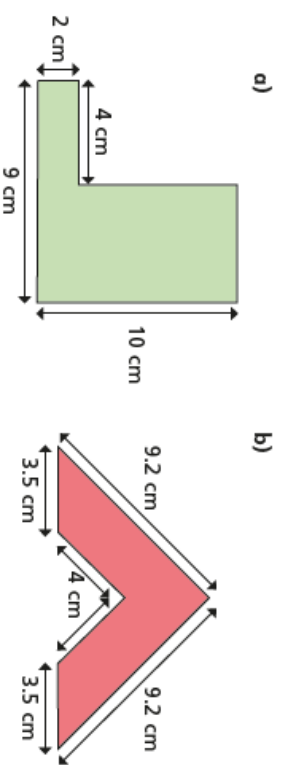


4 Work out the missing lengths on these shapes.



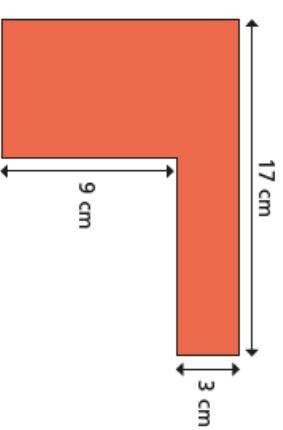
Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.



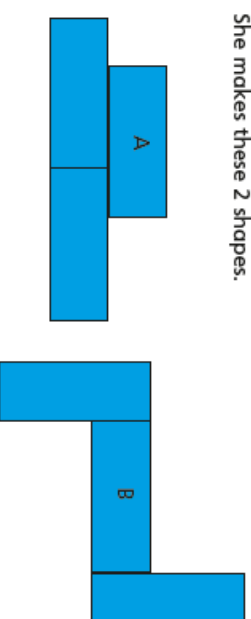
6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

Is he correct? How do you know?



7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm. She makes these 2 shapes.



- a) Which shape has the greatest perimeter? _____
- b) What other shapes can you make with 3 rectangles?
What is the perimeter of the shapes?

Problems of the Day 2020

Day 2

- 1 Ron and Eva each make a 3-digit number from these digit cards.



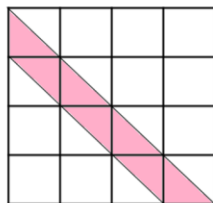
- Ron makes the largest even number possible.
- Eva makes the smallest odd number possible.

What is the difference between their numbers?

- 2 Circle all the fractions that are greater than 1 but less than 2

$$\frac{12}{5} \quad \frac{12}{6} \quad \frac{12}{7} \quad \frac{12}{8}$$

- 3 What fraction of this shape is shaded?



White
Rose
Maths

Problems of the Day 2020

Day 5

- 1 Marbles are put into bags of 10



- 67 bags of marbles are packed.
- 3 more marbles are added to each bag.

How many marbles are there in total now?

- 2 Work out the missing digits.

$$\boxed{5} \times \boxed{} \times \boxed{} = 105$$

- 3 A toy train costs three times as much as a rocket.



The total cost of the train and rocket is £52

How much does the train cost?

White
Rose
Maths

Problems of the Day 2020

Day 3

- 1 Which of these numbers round to 2,000 to the nearest 100?

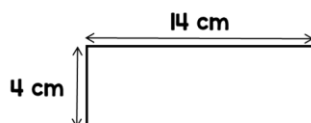
1,950 2,312 2,099 2,045

- 2 What are the missing numbers?

$$6.4 = 1 + \boxed{}$$

$$3\frac{2}{5} = 1 + \frac{\boxed{}}{5}$$

- 3 Annie has a 1 metre piece of wire. She cuts the wire into two pieces. She uses the smaller piece to make this rectangle.



She uses the other piece of wire to make a square.

What is the length of one side of the square?

White
Rose
Maths

The Quest of Medusa's Head

The Brass Prison

There was once a king of Argos, who had a daughter. The king was growing old and he had been told that the son of his daughter (his grandson) would cause his death. To prevent this prophecy coming true, he locked his daughter away in a prison made of brass. She had no one to talk to but her old nurse.

Time passed by and Danae grew more beautiful every day. From his heavens, the god Zeus looked down and saw her and fell in love with her. They were married and had a son, called Perseus.

In spite of all that he had done, Danae's father began to think the words of the prophecy might come true. So, Danae and her son Perseus were put to sea in a wooden chest. The king thought that if they died together, the prophecy couldn't come true. But, they didn't die. After several days at sea, they drifted ashore on a distant island and were found by a kind man, who sheltered and cared for them for many years.

The Magic Sandals

The cruel king of the island wanted to marry the beautiful Danae and when she refused he plotted to send Perseus away in revenge. He challenged Perseus to bring him the head of the Medusa. She was one of three monster sisters, who each had the bodies and faces of women but with golden wings, terrible brass claws and snakes for hair. Anyone who looked at their faces was instantly turned to stone.

Without weapons or any idea where to find Medusa, Perseus went to the shore to plan his quest. Two mysterious people told him where to set off on his journey and that he must get directions from the Grey Sisters and collect three things from the Maidens of the West before challenging Medusa. They gave him magic winged sandals so that he could travel quickly and easily. He realised the people were the gods Athena and Hermes, although he didn't understand why they were helping him.





The Grey Sisters

Hermes' winged sandals flew Perseus to the sisters. These three creatures were so old that they had forgotten their own age and nobody could count the years which they had lived. The long hair which covered their heads had been grey since they were born. They had between them only a single eye and a single tooth which they passed back and forth from one to another. Perseus heard them mumbling and crooning in their dreary home, and he stood very still and listened. Tricking them, Perseus made the old women tell him where to travel to find the Western Maidens.

The Western Maidens

Once more Perseus put on his winged sandals and set off. When he arrived in the Western Lands, he saw the three Maidens of the West guarding a tree which was full of golden apples. Perseus spoke to the Maidens about his challenge. Once they heard his plight, they willingly agreed to help him but they offered not three but four things to help him kill Medusa: a sword, a shield, a magic pouch and a magic cap of invisibility.

Again, he put on the magic sandals and flew off to find Medusa and her gorgon sisters.

The Dreadful Gorgons

With the sharp sword at his side and the bright shield upon his arm, Perseus flew bravely onward in search of the dreadful Gorgons. He wore the Cap of Invisibility upon his head, making him as invisible as the wind.

Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters whilst they slept. Very stealthily, he went



nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go. He drew his sharp sword and, dashing quickly, struck a blow, so sure, so swift, that the head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.

Quick as a thought, he thrust the terrible head into his magic pouch and leaped again into the air, flying away with the speed of a lightning flash. Escaping under his Invisibility Cap and with the help of his magic sandals, Perseus left the anguished screams of Medusa's sisters behind him as he made his way to safety and set off for home.



Questions

1. What did Perseus use to get to where the Grey Sisters lived?

2. Describe the Grey Sisters using as many appropriate adjectives as you can.

hair: _____

eye: _____

tooth: _____

3. What could the three sisters be mumbling about?

Use speech marks to record their conversation.

4. Sort the similarities and differences between the Grey Sisters and the Western Maidens.

Tick if describes the Grey Sisters or the Western Maidens. If it describes both, tick both.

Grey Sisters	Description	Western Maidens
	three in number	
	mumbling and crooning	
	old	
	singing and dancing	
	young	
	women	
	pleasant	
	unpleasant	
	protecting something	

5. What did the Western Maidens give the Perseus to help him? Which do you think is the most useful? Give reasons for your choice.

6. In *The Dreadful Gorgons*, find and copy a phrase that includes a simile.

7. Underline the adjectives in this part of the text.

Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters whilst they slept. Very stealthily, he went nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go.

8. Underline the alliteration in this part of the text.

The head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.

9. In the last paragraph, how does the author use language to good effect in describing the speed that the action takes place?

Write your own version of what happened to Perseus next in the adventure.

Answers

1. What did Perseus use to get to where the Grey Sisters lived?
Perseus used Hermes's winged sandal to fly to the Grey Sisters.
2. Describe the Grey Sisters using as many appropriate adjectives as you can.
hair: **tangled, matted, knotty, straggly**
eye: **bulging, swollen, staring, ogling, gawking, glaring**
tooth: **decayed, rotten, jagged, sharp**
3. What could the three sisters be mumbling about?
Use speech marks to record their conversation.
A variety of correctly punctuated conversation should be recorded.
"Oh sister of mine, I can see with my little eye that your hair looks especially revolting today," croaked the oldest hag.
"Why thank you kind sister, I know that you are jealous of my fine locks but remember that I am the youngest and most beautiful of us all because today I have the single tooth to complete my beautiful looks," crooned the youngest of the three.
"Don't forget me you horrid hags," cackled the middle sister. "I don't need the eye or the tooth to make me beautiful - I am deliciously gorgeous all of the time!"
4. Sort the similarities and differences between the Grey Sisters and the Western Maidens. Tick if describes the Grey Sisters or the Western Maidens. If it describes both, tick both.

Grey Sisters	Description	Western Maidens
<input checked="" type="checkbox"/>	three in number	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	mumbling and crooning	
<input checked="" type="checkbox"/>	old	
	singing and dancing	<input checked="" type="checkbox"/>
	young	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	women	<input checked="" type="checkbox"/>
	pleasant	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	unpleasant	
<input checked="" type="checkbox"/>	protecting something	<input checked="" type="checkbox"/>

5. What did the Western Maidens give the Perseus to help him? Which do you think is the most useful? Give reasons for your choice.
The Western Maidens gave Perseus a sword, a shield, a magic pouch and a magic cap of invisibility. Followed by appropriate reasoning for the choice of object that is most useful.
6. In The Dreadful Gorgons, find and copy a phrase that includes a simile.
The phrase that has a simile is 'making him as invisible as the wind'.
7. Underline the adjectives in this part of the text.
Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous, snake-haired monsters whilst they slept. Very stealthily he went nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go.
8. Underline the alliteration in this part of the text.
The head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.
9. In the last paragraph, how does the author use language to good effect in describing the speed that the action takes place?
In the last paragraph, the author uses similes to describe the speed.
'Quick as a thought,' and 'flew away with the speed of a lightning flash'. The author also uses the word 'leaped' to describe how Perseus jumped, giving the impression that he is moving quickly.
10. Write your own version of what happened to Perseus next in the adventure.
Answers will vary.

SPaG Knowledge Organiser: Writing Dialogue

Key Vocabulary

Inverted commas:

Punctuation marks - “ ” - used to demarcate direct speech in a sentence.

direct speech:

A sentence where the exact words spoken are represented and shown in inverted commas.

dialogue:

A conversation or speech that is written down as part of a piece of narrative text.

Try to remember...

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a **reporting clause** to tell the reader who is speaking.

“I want an ice cream,” Caleb told me.

Extend It!

To create an extended piece of **dialogue**, you will now need to include a response to what the previous speaker has said.

Each time a new person speaks, use a new line.

“I want an ice cream,” Caleb told me.

“Well, you can't have one!” I snappily replied.

“Why not?”

“Mum told you that you can't have a snack before your lunch,” I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, “I want an ice cream!”

“Well, you can't have one!” I snappily replied, tired of having the same conversation over and over.

“Can you please,” I reiterated, “stop irritating me!”

Congratulations – you have reached expert status!

Mythological Creature Ideas

Some simile and metaphor ideas.

- Teeth were like vicious daggers
- His tail was fierce like a whip lashing in the wind
- Eyes like the moon
- ...with wings as powerful as an Eagle
- Her feathers were as fragile as glass
- Bulging orange eyes, burning like a furnace
- Piercing red eyes which glowed like flickering sparks in the dark

Here is an example of a short description to get you started.

I stumbled upon this magnificent creature in a magical, enchanting forest. With wings as powerful as an eagles and piercing red eyes which glowed like flickering sparks in the night, I watched it swoop effortlessly between the towering trees, soaring high and low amongst the treetops. It could spot its prey from a distance with ease. The Griffin had a tail like a slithering snake which swished side to side as he danced through the night sky...



Greek Theatre Masks

In ancient Greek drama, all the actors were men. They wore masks to indicate the character that they were playing (e.g. woman, old man) or the emotion that they were showing (e.g. anger, sadness, joy). Actors in Greek plays often played several different parts and would put on a different mask for each part that they played. The members of the chorus wore masks that were usually similar to each other, but completely different from those of the leading actors. The masks were often brightly coloured with exaggerated features e.g. large eyes, large nose and mouth. This allowed the faces to be seen by all the people in the theatre, even those sitting in the back rows. Usually the masks were made of a lightweight material: e.g. linen, leather, cork or carved wood. To create the shape of the mask, the artist moulded the material around a marble or stone face (like papier-mâché). Human or animal hair was used for the hair.

Greek Theatre Masks

Look at the examples, think of the features, can you identify the emotion?



Facts About Greece

The Olympic Games

- The Olympic Games has its origins in Ancient Greece. The first games were held in 776BC as a tribute to the king of the gods, Zeus, at Olympia.
- The first modern Olympic Games took place in Athens in 1896 and now takes place every four years in different countries across the world.



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How were the first Olympic games different from the games that most recently took place?

