



# Owl Class suggested home learning activities

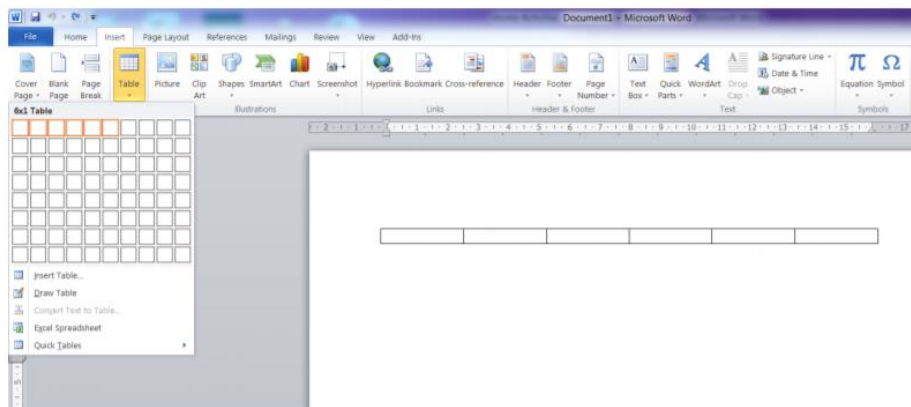
## Year 5:

### White Rose Maths Lessons

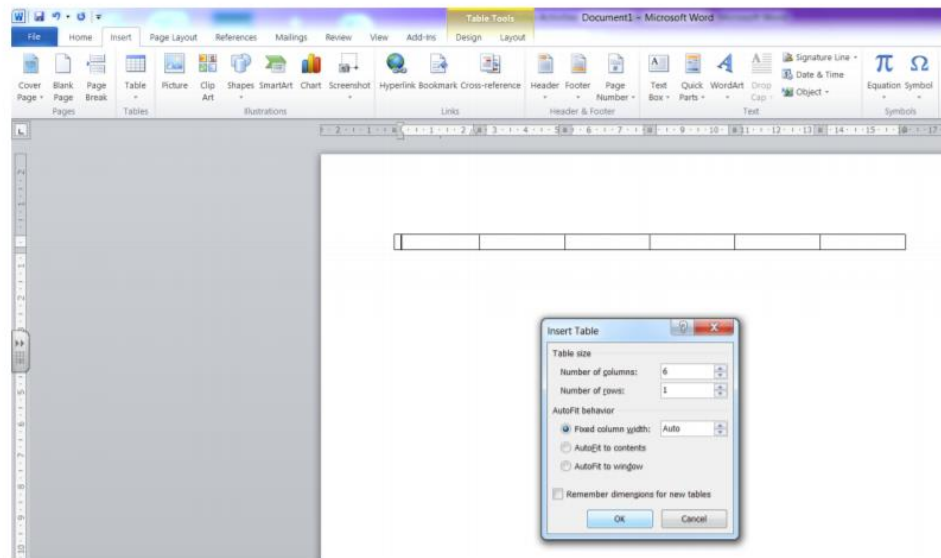
The week before half term the learning sequence was all about: multiplying 2-digit numbers, multiplying 4- digits by 2-digits, dividing with remainders and calculating perimeter. Well done if you managed to complete some or all of the lessons. Remember to let us know how you got on and what bits you found challenging. The five lessons in this week's sequence teach you how to: find the area of rectangles, find equivalent fractions, convert improper fractions to mixed numbers and vice versa and compare and order fractions less than one. There is also the Friday maths challenge. Check out our top tips below to help you work. When you click the link below please use Summer Term WEEK 4 – Lesson 1 – Find area of rectangles (you may have to scroll down the web page to find this). Year 5 link: <https://whiterosemaths.com/homelearning/year-5/>

### Top Tips:

- Remember equivalent means equal in value but they may not look the same.
- When comparing and ordering fractions, the larger the denominator –the less value each part is worth. Similarly, the smaller the denominator –the greater value each part is worth.
- When using a bar model to compare fractions it is very important to remember if you are drawing the bar model yourself that each part of the bar model is divided equally so that all parts of the bar model are exactly the same size otherwise you won't be able to compare the fractions fairly. To draw accurate bar models for fractions you can do this on a computer using Microsoft Word (if you have it) by inserting a table. See the pictures below.



Or if you need to make more than 10 columns you can insert a table like this.



If you don't have Microsoft Word then you will need to use a ruler to ensure each part of your bar model is equal. This can be quite tricky so finding a common denominator or numerator would be a more practical way to compare fractions rather than drawing a bar model.

## Fun Maths Challenges

This week we have included some different maths activities for you to have a go at should you want to.



### Looking for Patterns

$$80 \div 1.8 \approx$$

If you were asked to approximate the answer to the calculation above you would probably round 1.8 to 2, then divide 80 by 2 to get an answer of 40.

$$80 \div 2 = 40$$

Is the approximation of 40 more than or less than the actual answer? Why?



### The Puzzler

Look at this fraction.

$$\frac{19}{95}$$

If you cross out the two digits that are the same you can create an equivalent fraction.

$$\frac{1\cancel{9}}{\cancel{9}5} = \frac{1}{5}$$

Find other pairs of fractions where this is true.



### Sports Update

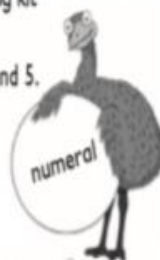
There are exactly 1000 entrants in a charity run. Each entrant has a number from 1 to 1000. The entrants are given the one, two, three or four digits that are needed to make up their number. These digits are made of fabric and, before the race, entrants have to sew the digits on to a piece of their running kit to make the number they have been given for the race.

So, if your number was 531 you would be given the digits 1, 3 and 5.

How many 1s do the organisers need to have?

How many of each digit 0–9 do the organisers need to have?

How many digits altogether do the organisers need to have?



### Looking for Patterns

Make a number sequence. Start by writing any one-digit number.

Then follow these rules:

- If the number is even, halve it.
- If the number is odd, multiply it by 3 and subtract 1.

Continue the sequence.

What happens?

Choose different one-digit numbers to start with. What happens?

What if you changed one of the rules?

## English

### English

Your English task this week is based around 'A day in the life of...'. Follow the tasks below, spending roughly 40mins on each task per day.



This week we would like you to write a biography about someone who inspires you, for example it could be a sports player, an inventor, an artist or even an astronaut.

Remember...

- *Biographical writing is about someone else's life. It is about a real person but written by someone else.*
- *A biography highlights the key events that have happened in their life, sometimes talking about their childhood.*
- *A biography can be written about someone who is dead or alive.*

### Task 1: Recognising Features

Read the text below and identify the features of a biography by using the checklist to help you – you could use a colour coding system.

#### **Mae Jemison: Space Star**

*Have you ever dreamed of flying freely through outer space, surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 12, 1992, aboard the spaceship Endeavour, she became the first African-American woman to blast into outer space. This wasn't the only time, however, that Jemison had reached for the stars and realised her dreams.*

*Jemison was born on October 17, 1956, in Decatur, Alabama, but she grew up in Chicago, Illinois. There weren't many well-known African-American female role models while she was growing up, but she didn't let that stop her from achieving her goals.*

*She was especially interested in archaeology (history) and astronomy (space). Luckily, her parents encouraged those interests. That encouragement drove her to success. She graduated from high school at only 16! Then she earned degrees in chemical engineering and African-American studies at Stanford*



University. Later, she graduated from Cornell University's medical school. No challenge was too great for Jemison to take on.

Jemison's accomplishments did not end there. In 1981, she joined NASA's space program in Houston, Texas. A few years later in 1988, Jemison realised her biggest dream: She finally became an astronaut! Just four years later, she was named 'Science Mission Specialist' (another NASA first) on an Endeavour flight. Neil Armstrong quoted "I am so proud of Mae. She well and truly deserves this magnificent achievement for all her hard work in science."

Today, Jamison encourages young people—especially women and girls—to study science. Her life example teaches us to follow our dreams, no matter how great they might seem.

- o Title/name of biography
- o Past tense
- o Third Person – he/she/they
- o Catchy Introduction – who/what/where/when/why
- o Paragraphs
- o Life events in chronological order of date
- o Time openers and connectives to show this
- o Quotes from others about what they think
- o Conclusion – how they will be remembered

### Task 2: Planning

Who are you going to write a biography about? Most of you will already know, if you aren't sure spend some time researching famous people and choose someone who interests you.

Use the planning sheet to find out some information about your inspirational person, you may need to do some extra research.

<b>Biography Planning Page</b>		
Title - _____		
<u>Intro - 5 W's</u> 1. Who is the person? - _____		
2. What are they famous for? _____		
3. When did it happen? _____		
4. Where did it happen? _____		
5. Why are they famous today? _____		
-----		
<u>Key Events that happened in their life (you may have more or less than 6 events)</u>		
1.	2.	
3.	4.	
5.	6.	
-----		
<u>Sentence starters I'd like to use (see word bank)</u>		
1.	2.	3.
4.	5.	6.
-----		
<u>WOW words - (thesaurus)</u>		<u>Conjunctions to extend my ideas -</u>
1.		1.
2.		2.
3.		3.
-----		
<u>Conclusion</u> - Have they taught us anything? _____		
Why will they always be remembered? _____		
<u>Quote</u> - _____		



Biography Sentence Starters	
At the age of	As a child
When he	A few years later
In her childhood	The following year
Two years later	Sadly
In January 1995	Unfortunately
During	Luckily
While this was happening	As he grew older
From that time	Although
Often he	However
Even though	Once
Eventually	Later
Many times	Early in 2008
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	Her dedication to
Years passed before	After she retired
Shortly before	

### Task 3: Writing – introduction and first paragraph

Your introduction is very important if you want to catch the reader's attention. You might want to use a question as an opener like the example you looked at, however you must introduce your famous person using the 5 W's.

- Who is the person? – their name (real name also if their birth name is different)
- What are they famous for?
- When did it happen?
- Where did it happen?
- Why are they famous today?

Now you have written your introduction, make sure you are using your plan and sentence starter word bank to help you, begin to write the main body of your writing. You need to write in chronological order explaining the events that happened in that person's life.

### Task 4: Writing – finish main body and conclusion

Continue your writing, working your way through your inspirational person's life. Once you have finished move onto your conclusion following the top tips below:

To conclude your biography, you should write about the impact they have on people today.

1. Have they taught us anything?
2. Why will they always be remembered?
3. Quote something someone said about them.

Use the example biography to help you.

**Task 5: Edit and improve/write up neat copy** - Use a green pen to go through your work in steps:

**Punctuation station** – Check through your work for full stops (end of sentences and proper nouns), capital letters (start of sentences and proper nouns), commas, explanation marks, paragraphs question marks, speech marks (inverted commas) in the correct place. **\*Extra challenge – brackets and semi-colons\***



Dictionary check – can you identify a few words that have been spelt incorrectly, you could ask an adult to help you find them. Use your dictionary skills to correct these – how quickly can you find the word?

Feature check – Look back at the checklist you used in Task 1, have you included all the features? If you haven't can you add them in? Have you used everything on your plan? Does your writing make sense?

Once you have edited and improved your work, write up your final copy, this can be written or typed. You may want to add a photo/sketch of the person you wrote the biography about.

## Year 6:

### Creative Writing – Adventures of a seafaring iguana

<https://www.youtube.com/watch?v=o8RSf2kNoQA>

If you can, watch the video above.

It shows the story of a man on a boat who crosses paths with an unlikely friend – an iguana treading water – 4 miles out from shore. His scaly companion leaps at the chance of a free ride and stares over the ocean like a grizzled old sea captain as they head home.



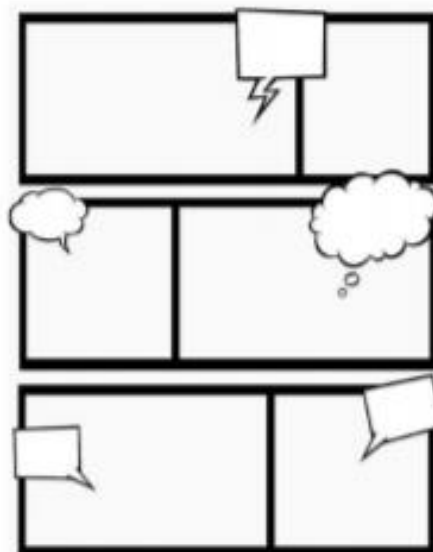
Your task this week is to write a short creative story about how the iguana found its way to sea. Perhaps it stowed away with some pirates? Maybe it got washed away in a flood? It could have even just fancied a swim on a hot summer's day. You can be as inventive as you like!

#### Session 1

Begin to mind-map your initial ideas:

- How did the iguana find its way out to sea?
- What were its thoughts when the fisherman approached?
- How did it feel on its way back to land?
- What will its next adventure be?

You could then create a comic strip of your favourite ideas using speech bubbles to express how the iguana might feel at different stages throughout its journey.



#### Session 2

Imagine you are able to hold an interview with the iguana. (Yes, it can talk!) What questions would you ask it? How might the iguana respond in character? You will use the iguana's responses to your questions to help create your story.





#### Session 4

Use this session to complete your story and describe how the iguana felt upon meeting the fisherman and its return to shore.

In your writing, think about the following:

- Varied sentence lengths for effect  
E.g. I stopped. My heart missed a beat. Ahead of me, I could feel the rumble of an engine. I was going to be saved.
- Range of ambitious punctuation such as colons and semi-colons  
E.g. It stood there in front of my eyes: home.
- Descriptive techniques using figurative language (alliteration, similes, metaphors, onomatopoeia, expanded noun phrases)  
E.g. Our vessel home glided elegantly across the surface of the sea which was as smooth as glass.

#### Session 5

Use this session to read through your story, look for any errors and make improvements. Work through the editing check-list below:

- ✓ I have checked my writing for accurate basic punctuation including capital letters, full stops, question marks, exclamation marks and commas
- ✓ I have used a range of ambitious vocabulary including colons and semi-colons to add variety to my writing
- ✓ I have checked any spellings that I am unsure of using a dictionary
- ✓ I have checked my writing for sense and have used punctuation such as commas to add clarity where needed
- ✓ I have used a range of descriptive techniques to describe settings, characters and feelings
- ✓ I have used a range of sentence structures to have an impact on the reader

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Top tip: Set your interview out like a script and use a different colour for each speaker to easily differentiate who is saying what. **Don't forget use of question marks when you ask a question.**

**Example:**

Interviewer: How did you feel when you were at your deepest part in the ocean?

Iguana: Exhausted. I tried with all my might to tread water with my legs, but my muscles were growing weaker by the second. I hoped with all my heart that somebody would pass by but I began to tell myself that I would be facing my fate at sea.

Interviewer: What were your first thoughts when you heard the sound of the boat's engine?

Iguana: Pure relief. My thoughts immediately turned to my family and friends that I had left behind, and how I couldn't wait to be with them again.

**Session 3**

Use this session to start your story and describe how the iguana got out to sea in the first place.

In your writing, think about the following:

- Varied sentence openers to avoid repetition (ISPACE)  
E.g. Swimming as fast as my legs would carry me, I was amazed at the expanse of the ocean ahead of me.
- Relative clauses to add extra detail (who, which, where, when, what, that)  
E.g. My friends, who were standing on the shore to see me off on my adventure, waved their lengthy tails in the air.
- Parenthesis for extra information (brackets, commas, dashes)  
E.g. In the ocean – alone and petrified – I thought of the comfort of my mother and father back on land.



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### Maths:

Summer Term Week 4 (11.05.20) on White Rose will continue to build on your work last week linked to angles and will progress to some problem solving activities. You can find the link to the suggested daily lessons here: <https://whiterosemaths.com/homelearning/year-6/>

### Top Tips

- When adding or subtracting fractions, you need to make the fractions you are handling equivalent and that they have the same denominator.



- Multiplying fractions by a whole number, you multiply the numerator by the integer and then simplify.
- Multiplying a fraction by a fraction, multiply the numerators by each other, then the denominators. Simplify.
- Quick method for dividing fractions by integers, multiply the denominator by the integer you are dividing
- When finding fractions of an amount, divide the total amount by the denominator and then multiply by the numerator.

#### Optional tasks:

Below are also some extra activities you can complete if you wish. Please feel free to contact us if there are any areas you would like a Maths challenge based around. If so, we will try our best to include them next week.

#### Activity 1 – Sound



#### **Focus on Science**

Decibel is a unit used to measure the degree of loudness of sound. The softest sound that humans can hear is 0 decibels. The normal tone of a speaking voice is around 60 decibels. If a sound is more than about 100 decibels, humans find it very uncomfortable to listen to.

Investigate five different sounds. Find out what their decibel rating is.

Draw a decibel scale and show where your five sounds belong on the scale.



#### Activity 2 – Puzzle pack

# MATHS PUZZLE BOOK VOLUME FOUR

= for keen puzzlers aged 11 to 105! =

Here is the third volume of challenges were created and adapted by Douglas Buchanan. The link to Volume 4 is below

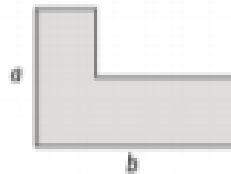
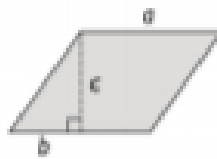
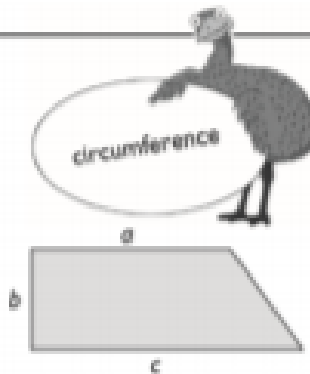
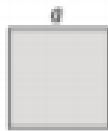
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### Activity 3 – Perimeter and Area



#### The Language of Maths

For each of the following shapes, write a formula or rule for working out the perimeter.



#### Hint

You may need to do some research in to this a bit further. Can you create any problems of your own?