

## KS2

### Thursday 11<sup>th</sup> February 2021 – Year 5

9:00-10am	10-11am	11-11.15am	11.15-12.15pm	12.15 – 1.15pm	1.15 -2:15pm
<p style="text-align: center;"><b>Close Reading</b></p> <p><u>LO: use evidence from the text to justify my answers.</u></p> <p><b>Use APE to answer the questions fully.</b></p> <p>Lucy is a character from the past? True or false</p> <p>Lucy hadn't eaten in a long time. Do you agree?</p> <p>Was Lucy brave and daring ? True or false</p>	<p style="text-align: center;"><b>ENGLISH</b></p> <p style="text-align: center;"><b>Handwriting</b></p> <p style="background-color: yellow;">Joining the letter a and 'ai'</p> <p>Following the instructions in the activity.</p> <p>Write as neatly as you can on lined paper.</p> <p><u>LO: to write a persuasive letter.</u></p> <p><u>Today you will need:</u></p> <ol style="list-style-type: none"> <li>1. PE Grid</li> <li>2. Success Criteria</li> </ol> <p>After reading the model letter Begin to write your letter.</p> <p>Remember, you have lots of notes already. Use them, it will make it easier to write your letter.</p> <p>What will your first sentence be?</p>	<p><i>Break</i></p>	<p style="text-align: center;"><b>MATHS</b></p> <p><u>LO: to recap squared numbers and introduce cubed numbers.</u></p> <p>Please solve the questions below.</p> <p><u>LO: to use short division with remainders.</u></p> <p>Supportive – Try the questions Short Division – Supportive</p> <p>Then try Division – Core</p> <p>Finally, have a go at the Greater depth questions. Try the greater depth question.</p> <p>Today there will be a <b>TT Rockstars - Battle of the bands</b> involving 5J against 5M. The battle will take place between 9am and 3.00pm. All scores in the class will be added together to find the winning class.</p>	<p><i>Lunch</i></p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p><u>KLO: to demonstrate that dissolving, mixing and changes of state are reversible changes</u></p> <p><b>Task</b> - It is time to complete your Quest. A restaurant wants you to design a special menu to explain how their food items are changed.</p> <p>Include items that show each change you have learned about. Choose foods that are changed physically and chemically. Are the changes reversible? Will the restaurant serve any mixtures?</p> <p>How can you make a meal from a mixture?</p> <p>Using given ingredients, mixtures and =*heat, children create a meal where the ingredients irreversibly and/or reversibly change.</p> <p>Record what you would make and how you would make it (recipe).</p> <p>Try to identify the process you are using by writing it in red next to each step on the recipe, e.g. if they use</p>

	<ol style="list-style-type: none"><li>1. Choose a point from you PE grid</li><li>2. Say the sentence</li><li>3. Write the sentence</li><li>4. Check your success criteria</li></ol>			<p>melted chocolate, they would write 'melt' and 'reversible change'; if they make a sauce thicker, they would identify that evaporation is involved; if they bake, grill or toast, they would write irreversible change, etc.</p> <p><b><u>Equipment and materials</u></b> Food stuff you might like to use in the challenge. These could include chocolate of different types, carob, butter, flour, baking powder, bicarbonate of soda, margarine, mixed dried fruit, seeds, oats, flour, sugar, icing sugar, popping candy, popcorn, drinking chocolate, eggs.</p> <p><b>P.E.</b> 5 Minute Challenge What you need: A little space and a stopwatch or clock. You have 5 minutes - how many times can you complete this circuit? 10 x Star Jumps 10 x Burpees 10 x Press ups 10 x Squats How to play:  How many times did you complete the circuit?</p>
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Please send your completed work to [5M@marshill.bham.sch.uk](mailto:5M@marshill.bham.sch.uk) / [5J@marshill.bham.sch.uk](mailto:5J@marshill.bham.sch.uk)

English and Maths to be emailed by 12.30pm

Foundation work to be emailed by 2.30pm

This is to allow staff to respond to work completed daily.

Maths - LO: to recap squared numbers and introduce cubed numbers.

1. 2 squared =  $2 \times 2 =$
2. 5 squared =  $5 \times 5 =$
3. 3 squared =
4. 4 squared =
5. 10 squared =
6. 9 squared =

Now try Cubed

1. 2 cubed =  $2 \times 2 \times 2 =$
2. 5 cubed =  $5 \times 5 \times 5 =$
3. 6 cubed =
4. 7 cubed =
5. 10 cubed =
6. 9 cubed =

**Maths – Short division - Supportive**

Use a ruler to help you set out the written method and complete the calculations.

Some of them might have remainders – watch out!

10.  $48 \div 4 =$  \_\_\_\_\_

11.  $38 \div 3 =$  \_\_\_\_\_

12. There are 37 sweets. Karim shares the sweets between five friends. How many sweets does each person receive? Are there any sweets that can't be shared?

\_\_\_\_\_

13. The Stanley family won 84 sweets in a raffle. Conor must share the sweets between his 8 children. How many sweets does each child receive? Are there any sweets that can't be shared?

\_\_\_\_\_

**Maths - Now try these. They have remainders - Core**

3. How can you identify multiples of 5? Use what you know about multiples of 5 to predict whether these division calculations will have a remainder. Calculate the answers to see if you were correct.

a.  $2466 \div 5 =$  \_\_\_\_\_

I think there will be a remainder.

I think there won't be a remainder.

b.  $3942 \div 5 =$  \_\_\_\_\_

I think there will be a remainder.

I think there won't be a remainder.

a.  $7260 \div 5 =$  \_\_\_\_\_

I think there will be a remainder.

I think there won't be a remainder.





## Joining the Letter 'a'

Continue each line using diagonal joins.

Take extra care when joining to an anticlockwise letter.

ay

ai

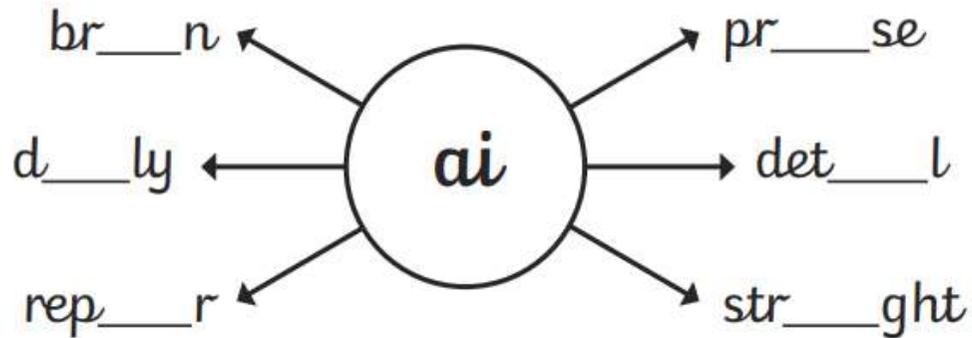
aa

Practise joining the letters in the prefixes 'anti' and 'auto'.

anti

auto

Add the letter pattern 'ai' into these words.



Do these root words need the prefix 'auto' or 'anti' adding to them? Write them in your neatest, joined style. What words have you created?

\_\_\_\_clockwise      \_\_\_\_pilot      \_\_\_\_freeze

\_\_\_\_social      \_\_\_\_graph      \_\_\_\_biography