

Year 5 Remote Learning – Week Beginning 14th September 2020

Please make sure you are reading every day and practising times tables.

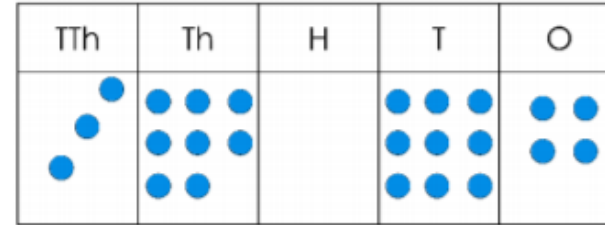
You can also practise spelling and handwriting using the vocabulary from the geography knowledge organiser.

Maths

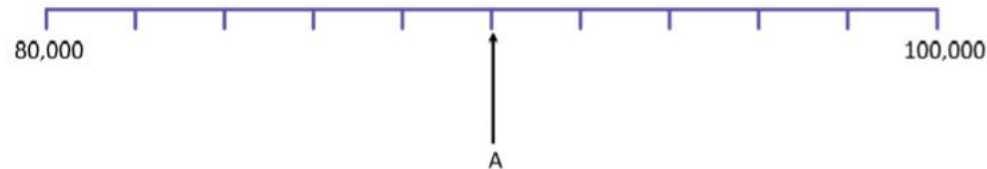
Monday

Numbers to 100,000

1. Write the number in words and in numerals (numbers).
2. Using numerals, write what the word would be if you:
 - a) Added 10
 - b) Added 100
 - c) Added 1,000
 - d) Added 10,000



3.

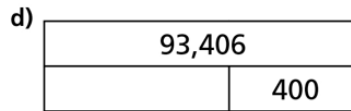
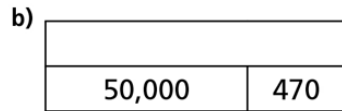
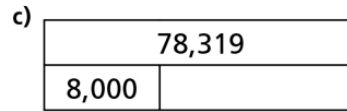
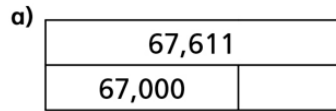


- a. What is the value of A?
- b. B is 4,000 less than A. What is the value of B? Add it to the number line.
- c. C is worth 6,000 more than B. What is C? Add it to the number line.
- d. D is worth 10,000 more than C. Explain why it is not on the number line.

Tuesday

Numbers to 100,000

i. Complete the bar models.



Complete the number sentences.

a) $42,000 = \square + 2,000$

b) $17,250 = 10,000 + \square + \square + 50$

c) $20,455 = \square + \square + \square + \square$

d) $70,090 = \square + 10,000 + \square$

e) $50,641 = 40,000 + \square + \square + 341$

Wednesday

Order and Compare Numbers to 100,000

1. Put these numbers into ascending order:

a. 49,302 49,032 49,230 49,203

b. 90,431 90,231 90,401 90,413

c. 5,392 5,932 5,039 5,430

Tom has put these numbers into descending order. Has he done it correctly?
Correct any that are wrong.

d. 14,539 14,509 14,593 14,095

e. 23,102 23,021 23,012 23,001

f. 7,893 7,803 7,813 7,800

Question 2.

Write the **greater** number from each pair below.

a) 10,000 1,000

d) 5,400 4,500

b) 2,300 3,200

e) 56,000 6,500

c) 34,975 9,345

f) 9,999 99,999

Explain how you know which number is greater.

Thursday

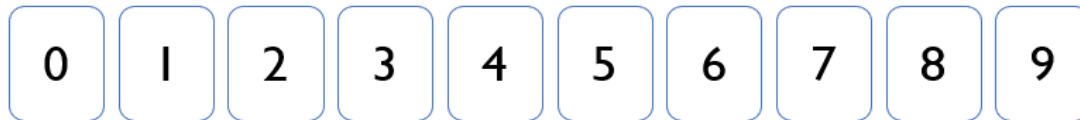
Order and Compare Numbers to 100,000

Make a set of digit cards 0-9.

Place the digits cards 0 to 9 face down and select five of them.

Make the greatest number possible and the smallest number possible.

How do you know which is the greatest or smallest?



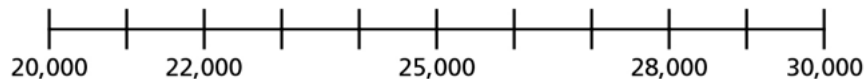
How many different numbers can you make with your five cards?
Can you order them from smallest to largest?

Challenge:

Can you repeat this activity using six digit cards?

Friday

Use the number line to round the numbers to the nearest 10,000



22,000 rounds to to the nearest 10,000

28,000 rounds to to the nearest 10,000

25,000 rounds to to the nearest 10,000

Round within 100,000

If you are rounding to the nearest 10,000, you will need to look at the digit in the column to the left (the thousands column). If there is 5 or more in the thousands column, round UP to the next 10,000. If there is 4 or less in the thousands column, round DOWN/BACK.

- 1.
- 2.

	Round each number to the nearest 10,000			
	a) 32,442	<input type="text"/>	d) 7,906	<input type="text"/>
	b) 78,675	<input type="text"/>	e) 15,000	<input type="text"/>
	c) 50,031	<input type="text"/>	f) 4,999	<input type="text"/>

English	
Monday	Use the link to view the select pages from our new text: https://www.amazon.co.uk/Skies-Above-My-Eyes/dp/1910277681 Or watch the video of the book being read: https://www.youtube.com/watch?v=FvMxw63fIrU Use the powerpoint slides questions to think about the book and how you feel about it. What do you notice about the text?
Tuesday	See if you can find a range of information texts at home (non-fiction). Using the powerpoint slide: discuss the questions to identify features that the texts share. Do they all have the same features? Do some have different features? Make a list of different features that you might find in an information text, using the image on the powerpoint slide and any information texts you have got at home to help you.
Wednesday	Use the image on Volcanic eruptions from yesterday's lesson and an information text of your choice from home. What similarities and differences do you notice? How are the texts similar? How are they different? Write these down.
Thursday	Using the powerpoint for inspiration, see if you can draw up your own information text about volcanoes and volcanic eruptions. Use the internet or any books you have at home about volcanoes to help your research. You can also use your topic learning from the week for extra information to include. When you have identified where you want information or diagrams to go, start to fill in the information. You can then take a picture and send it to your teacher using the class email.
Friday	

Topic

Here is our key vocabulary for the week – please take time to learn the spellings and meanings.

active	An active volcano has erupted recently or is expected to erupt quite soon	Tectonic plates	Any of the several segments of the Earth's crust that moves
dormant	Not active but capable of becoming active	Vent	Part of a volcano through which lava and gases erupt
earthquake	A shaking of the ground caused by movement on the earth's crust	volcano	A mountain from which hot melted rocks, gas, steam and ash from inside the Earth, burst out
erupt	When a volcano erupts, it throws out a lot of hot, melted rock called lava, as well as ash and steam.		
lava	Very hot liquid that comes out of a volcano when it erupts		
magma	Molten rock that is formed in very hot conditions inside the earth		

Monday	Using the powerpoint – Describe what you see Watch the two videos on volcanoes – what do they show? Label the volcano with the correct vocabulary. Order sentences on the slide into the correct order
Tuesday	Complete the Glossary game Research Famous volcanoes and make notes on their key facts Complete the Volcano wordsearch
Wednesday	Using an Atlas or google earth locating volcanoes around the world Challenge question - can you write a paragraph answering the question? Earthquakes – cause and challenge – use the slides to answer questions
Thursday	Where do earthquakes occur? Research where they exist Christchurch case study – what happened? When did it happen? What was the effect on the people of the earthquake?
Friday	Earthquake questions – answers in books Complete the self-assessment