Home Learning Grid

Year 5

**Maths**

- Working on Times Table Rockstars - 20 mins on Sound Check
  https://ttrockstars.com/

- Play on Hit the Button: https://www.topmarks.co.uk/maths-games/hit-the-button

- Education City: https://www.educationcity.com/ Work has been set for you to complete.

**Fill in the gaps (no missing number is zero)**

\[
\begin{aligned}
&\boxed{\phantom{0}} \times \boxed{\phantom{0}} \\
&31\boxed{0} \\
\end{aligned}
\]

\[
\begin{aligned}
&\boxed{\phantom{0}} \times 3 \\
&\boxed{\phantom{0}}\boxed{5}\boxed{\phantom{0}} \\
\end{aligned}
\]

\[
\begin{aligned}
&\boxed{\phantom{0}} \boxed{4} \boxed{1} \\
&3\boxed{7}2\boxed{\phantom{0}} \\
\end{aligned}
\]

\[
\begin{aligned}
&0\boxed{\phantom{0}}\boxed{3}0\boxed{\phantom{0}} \\
&2\boxed{\phantom{0}}3\boxed{0}\boxed{\phantom{0}} \\
\end{aligned}
\]

Now try multiplying and dividing numbers using short multiplication or the ‘bus stop’ method:

<table>
<thead>
<tr>
<th>451 x 3 =</th>
<th>723 ÷ 4 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>488 ÷ 4 =</td>
<td>7101 x 4 =</td>
</tr>
<tr>
<td>565 ÷ 3 =</td>
<td>936 ÷ 5 =</td>
</tr>
<tr>
<td>2061 x 5 =</td>
<td>1234 ÷ 3 =</td>
</tr>
<tr>
<td>4093 x 6 =</td>
<td>1312 x 7 =</td>
</tr>
</tbody>
</table>
For more activities, see the extra resources on the Year 5 Home Learning section of the website!

**Reading Comprehension tasks:**

- The following resources are saved in the Year 5 Home Learning section of the website
- This week the theme is SPACE.
- Complete at least one of the reading comprehensions

You could share a story together. This could be a chapter book where you read and discuss a chapter a day.

Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.

Watch Newsround and discuss what is happening in the wider world.

Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms (words which mean similar) or antonyms (words which mean the opposite) for your new word?

Make a list of all of the different things that you read during a day (e.g. packets, instructions). Remember to include things on a screen too.
Writing

Make notes about things that you are doing each day and use these to write a short diary entry.

Watch the video - Eleven - from Literacy Shed
https://www.literacyshed.com/uploads/1/2/5/7/12572836/eleven_\_youtube_959.mp4

Write a description of one of the alien/robots.

Write a script showing some of the conversation between the astronaut and his command centre.

Rewrite the story of the video in your own words. You could even write it as if you are the astronaut OR as if you are one of the aliens.

Spelling

Practise the Year 5 and 6 Common Exception words
https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf

Play the free spelling games on this website:
https://www.spellzone.com/word_lists/games-5454.htm

Choose some games and activities from:
https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar
# Learning Project

Complete aspects of this project throughout the week.

<table>
<thead>
<tr>
<th>Project</th>
<th>Out of this World!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This week’s Home Learning Project is all about ‘Space’. Last week, SpaceX (a private rocket company) sent two NASA astronauts into orbit and to celebrate we would like you to create your own space project.</td>
</tr>
</tbody>
</table>

You could:
- Find out about the planets in our solar system
- Create a model of our solar system
- Create your own solar system. Remember to name the planets and include moons and stars
- Design your own private rocket to take astronauts to space
- Research the space race between Russia and the USA and find out who made it to the moon first

Or you could come up with your own creative ideas linked to Space. Remember to share your work via email with your class teacher. Have Fun!
Words with a long /shuhs/ sound spelt ‘cious’

Practise your weekly spelling words using cursive handwriting.

vicious

gracious

spacious

malicious

precious

conscious

delicious

suspicious

atrocious

ferocious
c

Write a word into each section of this table:

<table>
<thead>
<tr>
<th>adverb of possibility</th>
<th>adjective</th>
<th>determiner</th>
</tr>
</thead>
</table>

Mr Whops has accidentally jumbled up a pronoun. Can you help him to unjumble it?

Tick the sentence that uses the word ‘thunder’ as a verb. As it was running late, the intercity train began to thunder along the rails. There was a loud roar of thunder during the savage storm.

d

Tick all the sentences that contain a subordinating conjunction:

Tasha finished last in the race but she wasn’t disheartened. Although they are potentially harmful, x-rays help to diagnose many medical conditions. The school team carried on training despite it pouring with rain.

e

Underline the relative clause in this sentence:

Fun Land, which has only been open three months, has around 10,000 visitors every week.

Circle the event that is mostly likely to happen:

Yasmin might win the fancy dress competition. Gary should feed his pet goldfish tonight. Cameron will do his homework before tea.
Spelling List Crossword
Initial Sound Followed by Double Consonant

Across
3. I a____ any help I get.
7. The house can a____ 5 people.
9. I called i____ for help.
10. Will you a____ me to the shops?
11. For no a____ reason he smiled.

Down
1. She a____ it with string.
2. I wish I had the o____ to visit another country.
4. What time did it o____?
5. I o____ my free time by reading.
6. The cat was a____ towards the dog.
8. Bake the cake a____ to the instructions in the book.
Crossnumber Place Value to 1 000 000

Across
a. 1 000 000 + 300 000 + 40 000 + 2000 + 700 + 50 + 6
b. 5000 + 100 + 80 + 4
c. 3000 + 600 + 80 + 7
i. 1 000 000 + 600 000 + 50 000 + 4000 + 800 + 20 + 6
k. 800 + 50 + 7
l. 600 + 6
m. 80 000 + 8000 + 100 + 20 + 2
o. 300 + 60 + 7
p. 1000 + 800 + 20 + 1
q. 3000 + 40 + 5
s. 400 + 60 + 1
v. 70 000 + 6000 + 500 + 30 + 9
x. 900 + 50 + 7
y. 500 + 70 + 9
am. 1 000 000 + 500 000 + 400 + 30 + 6
bb. 5000 + 300
dd. 9000 + 40 + 5
e. 1 000 000 + 900 000 + 70 000 + 5000 + 50 + 3

Down
b. 30 000 + 4000 + 600 + 70 + 8
c. 2 000 000 + 400 000 + 40 000 + 9000 + 200 + 30 + 5
d. 60 000 + 3000 + 600 + 50 + 4
e. 50 + 8
f. 100 000 + 70 000 + 5000 + 600 + 8
g. 400 000 + 50 000 + 5000 + 600 + 10 + 1
j. 20 + 8
n. 20 + 6
p. 1 000 000 + 100 000 + 60 000 + 5000 + 90 + 5
q. 30 000 + 9000 + 60 + 9
r. 400 000 + 60 000 + 7000 + 800 + 50 + 4
l. 60 + 7
u. 60 000 + 7000 + 100 + 1
w. 30 000 + 1000 + 300 + 20 + 5
z. 90 + 5
cc. 30 + 5
Reading and Writing 5-Digit Numbers

Write these numbers into the place value chart.

<table>
<thead>
<tr>
<th>Fifty-two thousand, five hundred and two</th>
<th>Twenty-six thousand, two hundred and thirty</th>
<th>Thirty-seven thousand, nine hundred and one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifty-four thousand, four hundred and fifty</td>
<td>Forty-nine thousand, three hundred and seventy-seven</td>
<td>Eighty-eight thousand and five</td>
</tr>
<tr>
<td>Seventy-one thousand, eight hundred and sixty-nine</td>
<td>Ninety-nine thousand, nine hundred and two</td>
<td>Sixteen thousand, one hundred and seventy</td>
</tr>
<tr>
<td>Forty-six thousand, six hundred and ten</td>
<td>Twenty-seven thousand, four hundred and two</td>
<td>Forty-two thousand, six hundred and forty-three</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ten Thousands</th>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Anna Adverbial

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Anna is revising adverbials for a test at school but she is unsure of how to identify them in a sentence. Help Anna by underlining the adverbial phrase or adverbial phrases in each sentence below.

**Tip:** Adverbial phrases explain *when, where* or *how* something happens, for example:

*Early in the morning*, the tiger went to hunt.

‘Early in the morning’ is the adverbial phrase here as it explains when the tiger went to hunt.

1. Moments later, a shooting star appeared in the sky.
2. Anna completed her difficult homework at the kitchen table.
3. With a smile on his face, Arturo held up the trophy.
4. Charlotte bought lots of new things at the market.
5. In haste, Jamelia completed her chores because she wanted to go out to play.
6. Every Saturday, Peter ate porridge for his breakfast.

Now rewrite and improve the sentences below with an adverbial phrase of your own. Remember, add adverbials to describe when, where, or how each event happens.

1. The eagle flew.

   __________________________________________

   __________________________________________

2. Jake fastened his shoelace.

   __________________________________________