

Hello Year 5! We hope you are all safe and well.

We have designed some activities to help with your learning at home.

Have fun and try your best.

You can e-mail any work to year5@westfield.staffs.sch.uk

Aims for this week



Maths: To calculate the area and perimeter of different shapes

English: To write a finding tale narrative based on 'The Game'.

Spelling: To review words ending with 'ible' and 'able'

Creative: To practise art, history, computing, geography and PE skills.

REMEMBER TO READ FOR AT LEAST 10
MINUTES A DAY.

Try to read different types of texts, e.g. fiction, non-fiction,
poetry.



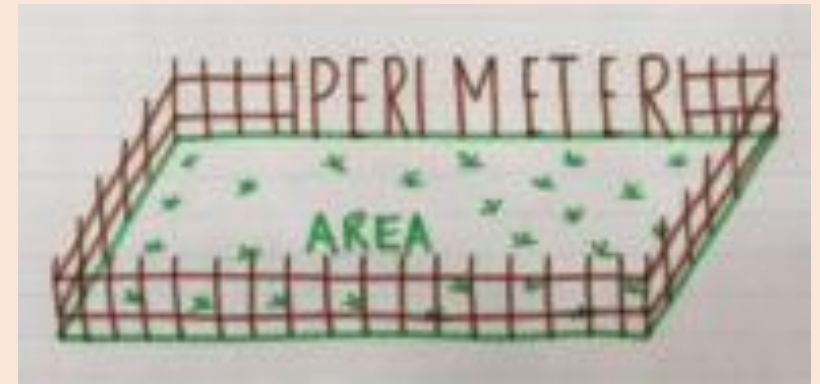
Monday 11th May 2020 - Maths

What is area?

What is perimeter?

Write a definition for each word.

Can you remember how to calculate area and perimeter?



Area is the amount of space inside an object or shape.

Area is measured in square units (2) e.g. cm^2 .

Area of a rectangle = Length \times width.

Perimeter is the distance all the way around the object or shape. Perimeter is measured in standard units, not squared e.g. cm.

Perimeter = Length + length + width + width.

This is quite funny and might help you remember

https://www.youtube.com/watch?v=rSVMrPu0_U

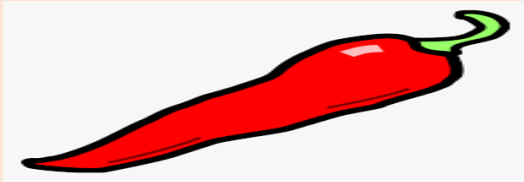
Your Task

LO: To calculate area and perimeter

Choose **at least 4** questions to complete.

Draw the shapes if you want to.

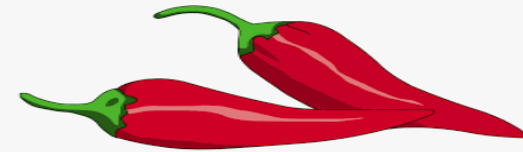
As the chillies get hotter, the questions get harder. Try to challenge yourself, especially on your last question.



1) Calculate the area and perimeter of a square with 5cm sides.

2) Calculate the area and perimeter of a rectangle. Length = 6cm. Width = 4cm.

3) Calculate the perimeter of an equilateral triangle with 9cm sides.



1) If a square has a perimeter of 20cm. What is the length of each side?

2) If a square has a perimeter of 20cm what is the area?

3) A rectangle has an area of 30 cm^2 . What could the length of each side measure? How many possibilities can you find?

Your Task

LO: To calculate area and perimeter

Choose **at least 4** questions to complete.

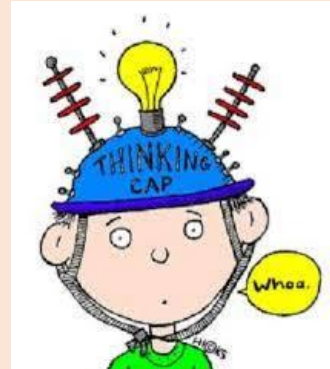
As the chillies get hotter, the questions get harder. Try to challenge yourself, especially on your last question.



1) Calculate the area and perimeter of a square with sides 3.5cm.

2) A square has an area of 144cm^2 . What is the length of each side?

3) A regular octagon has a perimeter of 36m. What is the length of each side?



Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

Monday 11th May 2020 - English

LO: To read and make predictions about a text

- 1) Access <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf> (Pages 1-7 end of story)
- 2) Watch the story trailer
- 3) Read the story
- 4) Make predictions using evidence from the text.

Stimulus - The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called *Jumanji*. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.

If you have access to the Internet, type this into Google:

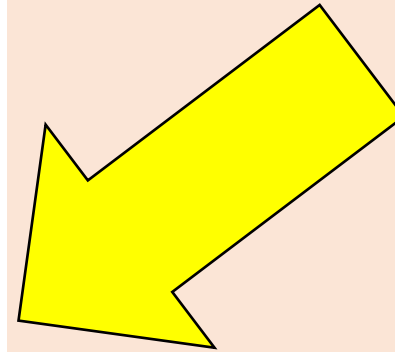


<https://cutt.ly/JtxrUyf>

This is a link to the original movie trailer for *Jumanji* in 1995 and you can see the consequences of playing the game!

First check with an adult that it's ok to do this.

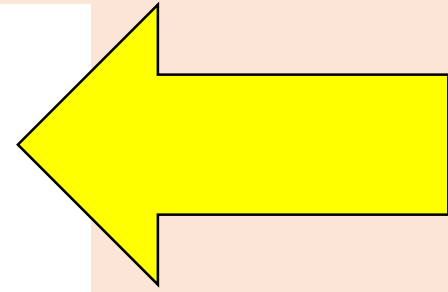
Task 1 – watch the trailer



The Game

Danny and Susie were bored. It was wet play *again* and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends



Task 2 – Read
the text carefully

squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

"An animal game? Boring!" said Danny, already losing interest.

"Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box.

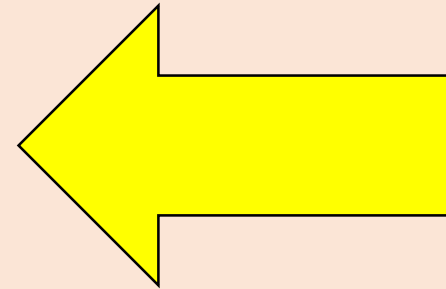
They sat down in a quiet corner, lifted the lid and took out the board.



What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.

I predict...

Task 3 – Make a prediction





Now let's find out how close your predictions were.

Read on!

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast,

then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the

children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

Monday 11th May 2020 – Spelling

LO: To recognise words with the 'ible' and 'able' suffixes

Read these words aloud.

Draw a line down the middle of your page

Write 'ible; words in one column and 'able' words in the other column.

Can you add any other words to each column?

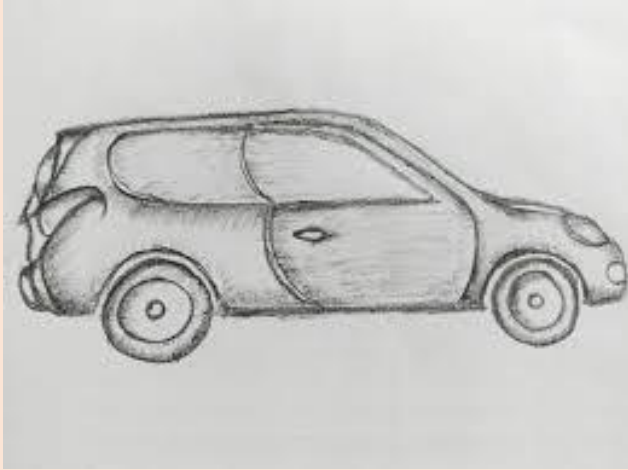
horrible	adorable	
terrible	forgivable	incredible
possible	disposable	sensible
edible	enjoyable	reliable
reversible	valuable	respectable
invincible	breakable	agreeable
legible	identifiable	enviable

Monday 11th May 2020 - Creative

LO: To use shading to create real-life sketches



- 1) Choose an object from your garden or house
- 2) Lightly draw the outline
- 3) Add detail using harder pressure for darker areas and light pressure for lighter areas
- 4) Add details.

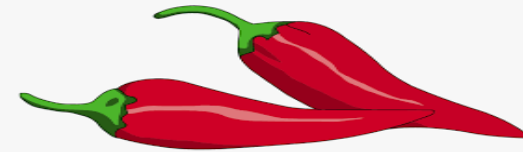
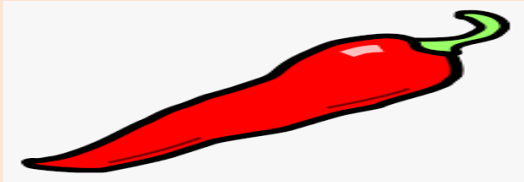


Tuesday 12th May 2020

LO: To calculate area and perimeter

A = length x width (measured in units²)

P= sum of all sides



1) Calculate the perimeter of a square 6453cm wide.

1) If a square has a perimeter of 1248cm. What is the length of each side?

2) Calculate the area and perimeter of a rectangle. Length = 236cm. Width= 4cm.

2) If a square has a perimeter of 120cm what is the area?

3) Calculate the perimeter of a regular octagon with 194cm sides.

3) The perimeter of a rectangle is 28cm. The length is 8cm. Find its width.

Tuesday 12th May 2020

LO: To calculate area and perimeter

A = length x width (measured in units²)

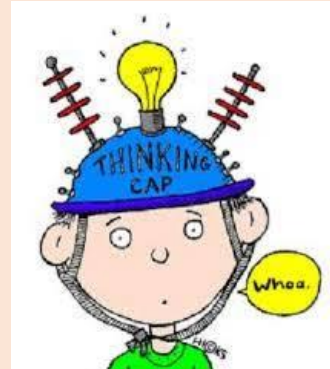
P = sum of all sides



1) The perimeter of a rectangle is 36cm. The length is twice as long as its width. Find the length, width and area.

2) The perimeter of a square is 501m. Find the length of a side.

3) The area of a rectangle is 576m². Find the length of a side.
Hint - $?^2 = 576$. Try using trial and error)



Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

Tuesday 12th May 2020 - English

LO: To demonstrate understanding of a text

- 1) Access <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf> (Pages 7-13)
- 2) Complete 'What do words mean? Sentence Challenge'. Use a dictionary if needed.
- 3) Complete 'likes, dislikes, puzzles and surprises'.
- 4) Reread the text carefully then answer the comprehension questions.

Remember to use the text as evidence!

What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?



... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly

e.g. John **streaked** along the pavement towards the crowd.

Now write your new sentences:





... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

Now write your new sentences:





... the ferocity of a wild beast

Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.



Now write your new sentences:

Likes, Dislikes, Puzzles & Surprises!



Now you have read the whole story,
what did you like & dislike? What puzzled you (what
questions do you have – why, what, how ...) and
what surprised you?

I liked ...



I disliked ...



I would like to know ...



I was surprised ...




Let's Think About the Text a Little More




We're going to reread the text carefully and answer some comprehension questions about *The Game*.

1. Does *The Game* remind you of any other stories that you know? List them below.



2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer

3. Find and copy a word that is closest in meaning to disappointment.




4. Write down two things that children are doing in the classroom.


5. Is Mrs Allbright the teacher in the class?

YES or NO? (Circle one)

What are the clues to suggest this?




6. Why might another lunchtime inside be stressing Mrs Allbright?




7. Look at this comment from Danny:


"An animal game? Boring!" said Danny, already losing interest. Why might Danny think the game would be boring?



8. What were the three signs that something bad was going to happen once the game started?




9. List the things the spider did once it was out of the game:




10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?



11. Why did Susie put the dice and counters into the bin?



12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?



Tuesday 12th May 2020 – Spelling

LO: To spell words with the 'ible' and 'able' suffixes.

Use look, say, cover, write check to practise all of the words.

If you get any incorrect, practise them using your choice of activities e.g. race for the line or pyramids.

If you get them all correct, apply to sentences.

horrible	adorable	
terrible	forgivable	incredible
possible	disposable	sensible
edible	enjoyable	reliable
reversible	valuable	respectable
invincible	breakable	agreeable
legible	identifiable	enviable

Tuesday 12th May 2020 - Creative

LO: To use a range of sources to find out about the
past

- 1) Use the internet, books, newspapers and TV reports about VE day celebrations.
- 2) Research how WWII ended.
- 3) Create a fact file or PowerPoint presentation to share your findings.

Here is an extract from an example text. Can you make yours even more interesting?




75th Anniversary of VE Day

On 8th May 2020, it will be 75 years since the first VE Day. VE Day stands for Victory in Europe Day. The day marks the end of the Second World War in Europe. People remember everyone who lived during the war and the soldiers who fought.

Victory in Europe

On 7th May 1945, Germany called an end to the war. The next day, Tuesday 8th May 1945 became a day of celebration called Victory in Europe Day. It marked the end of the war so people were very happy. There were lots of celebrations.

How Did People Celebrate the First VE Day?



People listened to the Prime Minister on the wireless. A wireless was a radio.

Church bells rang to share the news.



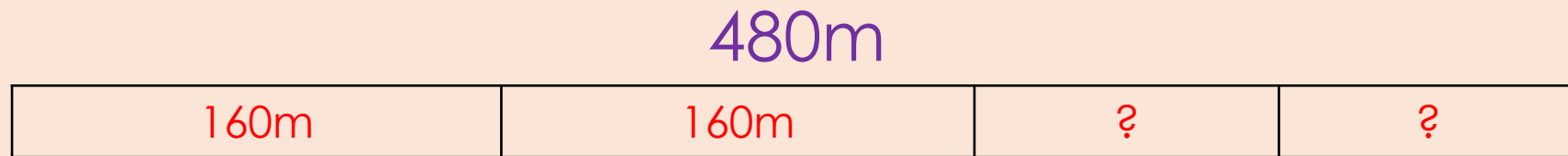
Wednesday 13th May 2020 – Maths

LO: To solve problems involving area and perimeter

- ✓ Read question carefully
- ✓ Underline key information
- ✓ Draw bar model if needed
- ✓ Answer using chosen strategy
- ✓ Check

Example

Millie walks 480m around a rectangular field once. The length of the field is 160m. What is the width of the field?



$$480 - 160 - 160 = 160$$

$$160 \div 2 = 80$$

$$\text{Check: } 160 + 160 + 80 + 80 = 480$$

Answer any 4 problems, they get more challenging.

- 1) Jo runs a lap of the field. The length is 26m and the width is 18m. How far did Jo run?
- 2) Sarah is buying a new carpet for her living room. The length is 26m and the width is 10m. How many meter squares of carpet does she need? (Hint: remember the mental strategy we practised for $\times 10$)
- 3) A farmer has 3 identical fields. She wants to put a new fence around the perimeter of the fields. The length of each field is 34m and the width is 29m. How much fence does she need to buy?
- 4) The perimeter of Ben's garden is 18m. The length is 6m. What is the width?
- 5) The area of a swimming pool is 80.5m^2 . The width is 7m. Find the length of the pool. Find the perimeter of the pool.
- 6) The length of a rectangle is 3 times the width. The perimeter is 64cm. Find its length.
- 7) The length of a rectangle is twice its width. Its area is 50 cm^2 . Find its width and length.

Wednesday 13th May 2020 - English

LO: To use different sentence types

- 1) Access <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf> (Pages 14-16)
- 2) Use relative pronouns e.g. who, which, whose or that to add extra information to a sentences.
- 3) Remember to use commas to separate the relative cause from the independent clause.
- 4) Play the adjectives game on page 16.

Now for Some Grammar



1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like **which/who/whose/that**.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using **who**.


For example:

Mrs Allbright was marking books.


Mrs Allbright, **who** was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using **who**:


Danny was looking out of the window.

_____ 

Susie ran to the door with the box.

_____ 

Freya watched *The Voice* on the iPad.

_____ 

Now have a go at dropping a relative clause into the sentences below using **which**. For example:

The desks were covered in board games.

The desks, **which** were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

_____ and _____ were _____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It **crushed** the tables, **smashed** the windows and **flung** children all around the classroom with a flick of its legs.

It _____, _____ and _____.

Try your imitations: e.g. It **ran** down the road, **crossed** the bridge and **jumped** into the boat.

Write Away!



Now let's concentrate on writing a story. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:

The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hard eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and

swayed like _____.

Its _____ legs, like _____, stood strong.



Wednesday 13th May 2020 - Spelling

LO: To apply words with the 'ible' and 'able' suffix

Use each word in a sentence.

Remember to practise neat, joined writing and try to include different punctuation.

horrible	adorable	
terrible	forgivable	incredible
possible	disposable	sensible
edible	enjoyable	reliable
reversible	valuable	respectable
invincible	breakable	agreeable
legible	identifiable	envious

Wednesday 13th May 2020 - Creative

LO: To explain how photographs can be altered digitally.

Take a photograph of yourself, someone or an object
Use a filter to change the appearance
Create a PowerPoint slide or similar to explain how the photograph physically changed the object/ person and how this could make people feel.

If you do not have access to a camera, have a look at this picture taken from a newspaper article about self image.



Thursday 14th May 2020 – Maths

LO: To write and solve problems involving area and perimeter

- ✓ Read problems from yesterday
- ✓ Write own problems involving area or perimeter. Make them as challenging as you can.
- ✓ Make sure you know the answers
- ✓ Ask a parent or carer to answer them
- ✓ Check

Example

Grace walks 234m around the school field. The length of the field is 100m. What is the width of the field?

Thursday 14th May 2020 - English

LO: To use the features of a narrative

- 1) Access <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf> (Pages 17- 20)
- 2) Read the example paragraphs
- 3) Plan own ideas
- 4) Rewrite this part of the story using the different sentence types
- 5) Read and check



It's now your turn to be an author. Let's look at the problem section of The Game. We're going to re-write it with new ideas.

The problem:

At that moment, the table began to shake, then the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Sally, "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?



Keep the classroom setting the same for now and plan a new idea below. You can make notes or draw what will come out of the game and what it will do once it's released.

Instead of:	Your ideas:
... crushing the tables	
... smashing the windows	
... flinging children round the room	
... grabbing the teacher	
... extra ideas	

Using the ideas & sentences from the problem section of The Game, on a separate piece of paper, try out your new plans.

Follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

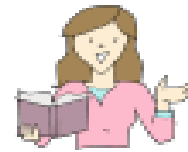
At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

At that moment, ...


Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then ...

In the blink of an eye, ...



Where else could this happen? Try a new setting for *The Game*. Change the classroom setting to somewhere else. Where could this happen? Plan a new idea below. You can make notes or draw. What will come out of the game in the new setting and what will it do once it's released?

Instead of:	Your ideas:
	
... what comes out of the game?	
... what will it do?	
... extra ideas	

Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.

Thursday 14th May 2020 - Spelling

LO: To write dictated sentences

Ask a family member to dictate sentences using some of these words.

Remember to think about punctuation and spelling when you write them.

Check the sentences together.

Correct any mistakes

horrible	adorable	
terrible	forgivable	incredible
possible	disposable	sensible
edible	enjoyable	reliable
reversible	valuable	respectable
invincible	breakable	agreeable
legible	identifiable	enviable

Thursday 14th May 2020 - Creative

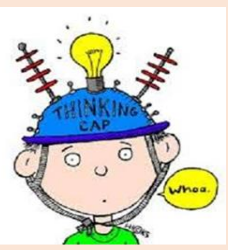
LO: To locate European cities and capitals

- 1) Use an atlas or the internet
- 2) On the blank map, locate the main countries involved in WWII and use a text box to label
- 3) Challenge: locate capital cities

Europe






Friday 15th May 2020- maths



LO: To answer mental maths questions.

- ✓ Answer all 5 questions
- ✓ Try to use mental methods rather than written methods
- ✓ Time how long it takes
- ✓ Check your answers

Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

		
$534 \times 10 =$	$736, 564 \div 10 =$	$13^2 =$
$744 \div 10 =$	$7354 \times \quad = 735\ 400$	$73\ 546 \times 1000 =$
$4824 \div 2 =$	$25 \times 4 =$	$236 \times 5 =$
Double 35 =	Double 156 =	$156 \div ? = 12$
$13 \times 7 =$	$4683 \div 2 =$	$8^3 =$

Friday 15th May 2020 - English

LO: To use the features of a narrative

Now you have read an example text, practised some sentence types and drafted some ideas, you are now ready to write an exciting story of your own. Aim to write one or two pages. You can use some of the ideas from this week or new ideas, but make sure your story is interesting and something you would want to read.


- 1) Use different sentences types to interest the reader.
- 2) Use a range of punctuation e.g. , "" ! : ; ' ? .
- 3) Use ambitious vocabulary to describe rather than tell
- 4) Spell words carefully
- 5) Read and check

If you want to, use pages 21 and 22 to plan your ideas. Alternatively, design your own plan.

Get Plotting Again!




Now let's write a brand new finding tale. It doesn't have to be set in school or involve a game. I have put a few of my ideas below to help your thinking. You could even write the prequel of the story about what happens when Billy investigates the game the next time it's wet play!

Think about:	Your ideas
<p>Where could the story take place? e.g. a field, a football match, a restaurant, at home - where else?</p>	
<p>What could the object be? e.g. a book, shoes, wand, a phone, a bucket, a pen - what else?</p>	
<p>What happens when the object is found? e.g. events in the book come to life, shoes turn you into different people, wands cast disastrous spells, phones turn people into robots - what else?</p>	



Now add your ideas to the boxed-up planner, based on The Game, so you can plan your whole story:

<p>Introduce the main characters (MCs) and where they are</p>	
<p>MCs find something they have not seen before</p>	
<p>The object that has been found causes strange things to happen</p>	
<p>MCs work out how to stop the strange things</p>	
<p>Everything is back to normal</p>	

Friday 15th May 2020 - Spelling

LO: To practise personal spelling words.

Chose 10 tricky words from the 5/6 spelling list

Practise using your choice of activity e.g. race for the line, pyramids or sentences.

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Friday 15th May 2020 – PE

LO: To increase heart rate for 30 minutes

1. Put two fingers on your wrist to find your pulse
2. Count how many beats there are in 1 minute
3. Take part in 30 minutes of activity e.g. playing football
4. Take pulse again. Has your heart rate increased?



Maths Answers



Be honest when you check your answers.
If you are unsure of anything, please e-mail year5@westfield.staffs.sch.uk

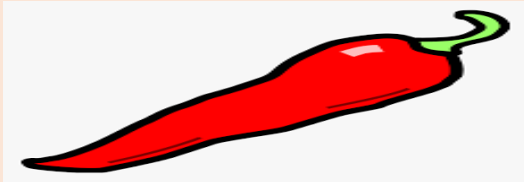
Your Task

LO: To calculate area and perimeter

Choose **at least 4** questions to complete.

Draw the shapes if you want to.

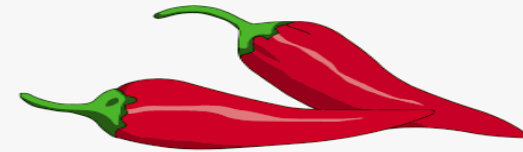
As the chillies get hotter, the questions get harder. Try to challenge yourself, especially on your last question.



1) Calculate the area and perimeter of a square with 5cm sides. $P = 20\text{cm}$ $A=25\text{cm}^2$

2) Calculate the area and perimeter of a rectangle. Length = 6cm. Width= 4cm. $P=20\text{cm}$
 $A=24\text{cm}^2$

3) Calculate the perimeter of an equilateral triangle with 9cm sides. $P=27\text{cm}$



1) If a square has a perimeter of 20cm. What is the length of each side? **Each side is 5cm long.**

2) If a square has a perimeter of 20cm what is the area? **The area is 25cm²**

3) A rectangle has an area of 30 cm². What could the length of each side measure? How many possibilities can you find? **6cm and 5cm, 2cm and 15cm, 3cm and 10cm**

Your Task

LO: To calculate area and perimeter

Choose **at least 4** questions to complete.

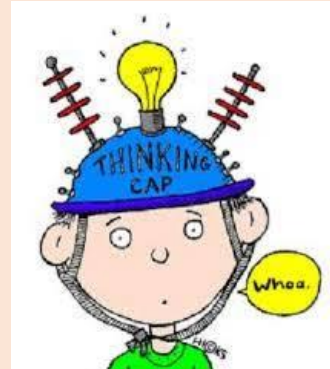
As the chillies get hotter, the questions get harder. Try to challenge yourself, especially on your last question.



1) Calculate the area and perimeter of a square with sides 3.5cm. $A=14\text{cm}$
 $P=12.25\text{cm}^2$

2) A square has an area of 144cm^2 . What is the length of each side? 12cm because $12 \times 12 = 144$

3) A regular octagon has a perimeter of 36m. What is the length of each side?
 4.5cm^2



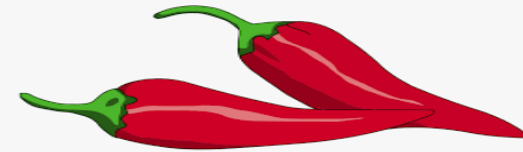
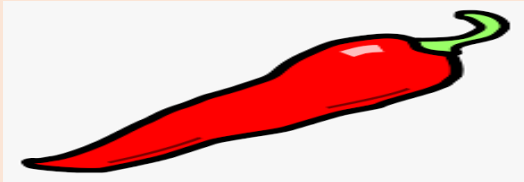
Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

Tuesday 12th May 2020

LO: To calculate area and perimeter

A = length x width (measured in units²)

P = sum of all sides



1) Calculate the perimeter of a square 6453cm wide. P = 25812cm

1) If a square has a perimeter of 1248cm. What is the length of each side? Each side is 312cm long.

2) Calculate the area and perimeter of a rectangle. Length = 236cm. Width = 4cm. P = 480cm A = 944cm²

2) If a square has a perimeter of 120cm what is the area? $120 \div 4 = 30\text{cm}$
A = 30×30 which is 900cm²

3) Calculate the perimeter of a regular octagon with 194cm sides. P = 1552 cm

3) The perimeter of a rectangle is 28cm. The length is 8cm. Find its width. Length is $8 \times 2 = 16$
 $28 - 16 = 12$. So Width = $12 \div 2$ which equals 6cm.

Tuesday 12th May 2020

LO: To calculate area and perimeter

$A = \text{length} \times \text{width}$ (measured in units²)

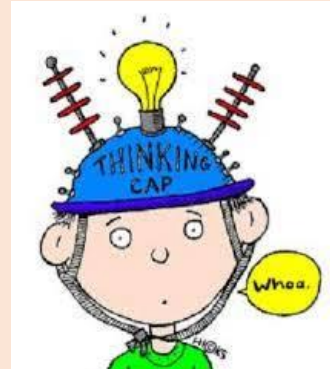
$P = \text{sum of all sides}$



1) The perimeter of a rectangle is 36cm. The length is twice as long as its width. Find the length, width and area. $L = 12\text{cm}$ $W = 6\text{cm}$
 $A = 72\text{cm}^2$

2) The perimeter of a square is 501m. Find the length of a side. 125.25cm

3) The area of a rectangle is 576m^2 . Find the length of a side.
(Hint - $?^2 = 576$. Try using trial and error)
 $L = 24\text{cm}$

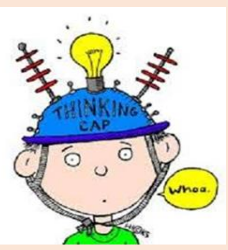


Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

Answer any 4 problems, they get more challenging.

- 1) Jo runs a lap of the field. The length is 26m and the width is 18m. How far did Jo run? **88m**
- 2) Sarah is buying a new carpet for her living room. The length is 26m and the width is 10m. How many meter squares of carpet does she need? (Hint: remember the mental strategy we practised for $\times 10$) **260m²**
- 3) A farmer has 3 identical fields. She wants to put a new fence around the perimeter of the fields. The length of each field is 34m and the width is 29m. How much fence does she need to buy? **She needs 378m of fence**
- 4) The perimeter of Ben's garden is 18m. The length is 6m. What is the width? **3cm**
- 5) The area of a swimming pool is 80.5m². The width is 7m. Find the length of the pool. Find the perimeter of the pool. **Length = 11.5m P= 37m**
- 6) The length of a rectangle is 3 times the width. The perimeter is 64cm. Find its length. **L = 24cm**
- 7) The length of a rectangle is twice its width. Its area is 50 cm². Find its width and length. **L=10cm W=5cm**




Friday 15th May 2020- maths



LO: To answer mental maths questions.

- ✓ Answer all 5 questions
- ✓ Try to use mental methods rather than written methods
- ✓ Time how long it takes
- ✓ Check your answers

Challenge: Make up a similar question for someone at home. Make sure you know the answer before you test them.

		
$534 \times 10 = 5340$	$736, 564 \div 10 = 73656.4$	$13^2 = 169$
$744 \div 10 = 74.4$	$7354 \times 100 = 735\ 400$	$73\ 546 \times 1000 = 73546000$
$4824 \div 2 = 2412$	$25 \times 4 = 100$	$236 \times 5 = 1180$
Double 35 = 70	Double 156 = 312	$156 \div 13 = 12$
$13 \times 7 = 91$	$4683 \div 2 = 2341.5$	$8^3 = 512$