

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

Thanks you for all your great work last week!

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

Have fun and try your best!



Aims for this week

Maths: To review your fractions knowledge from the Autumn term.

English: To write an information text

Spelling: To review words with the letter string 'ough'

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.

Try this link to some funny poems

<https://bookriot.com/2019/05/10/funny-poems-for-kids/>



Monday 18th May 2020

LO: To identify fractions of shapes

Count how many equal parts have been shaded (numerator)

Count how many parts the whole has been divided to (denominator)

Challenge – use cancellation to simplify* the fraction (*the equivalent fraction with the lowest numerator and denominator).

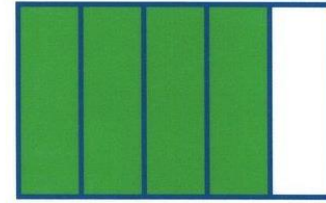
E.g.



$$= \frac{7}{14} \text{ or } \frac{1}{2}$$

FRACTIONS

Numerator



Denominator

$$\frac{4}{5}$$

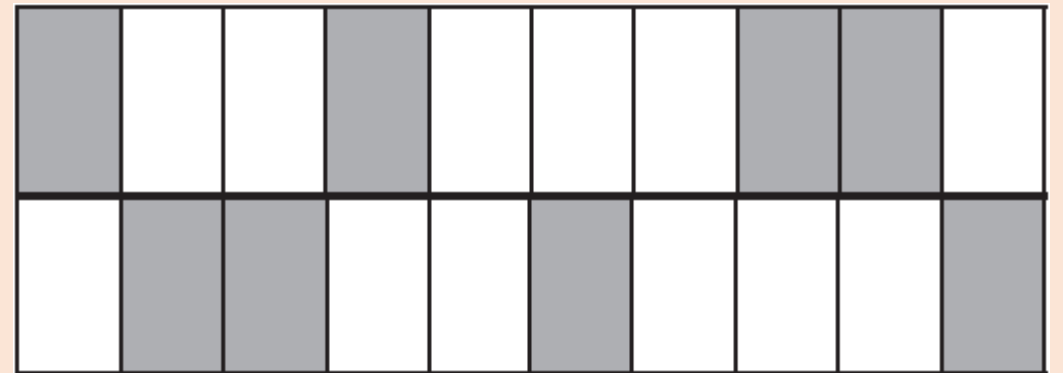
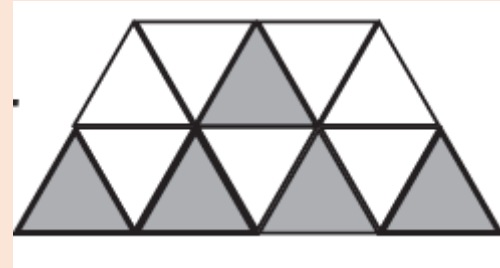
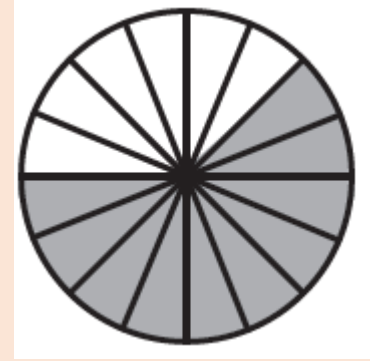
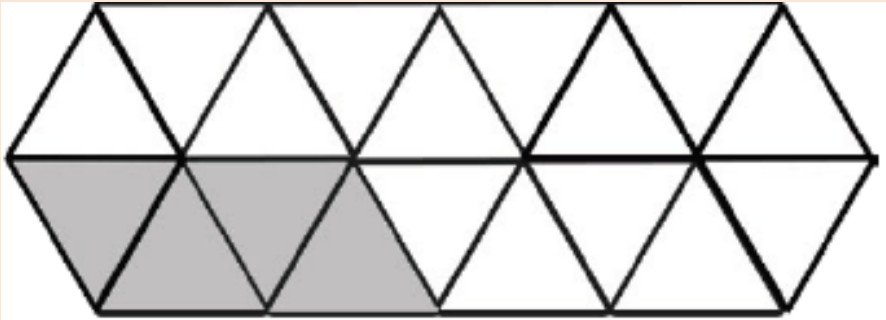
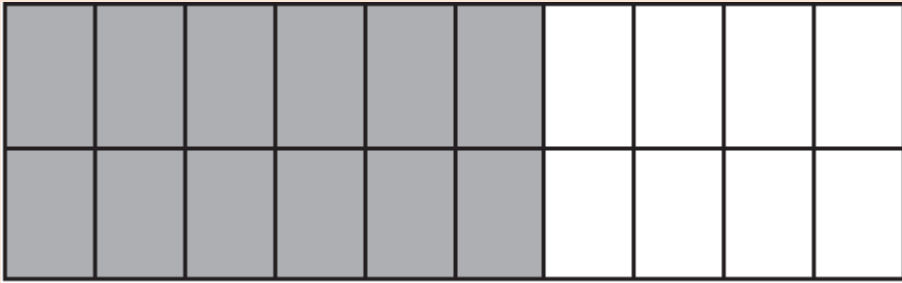
Shows us how many (number of) equal parts of the whole (unit) have been taken.

Shows us into how many equal parts the whole (unit) is divided.

$$\frac{7}{14} = \frac{1}{2}$$

Your Task

What fraction is shaded? Try to simplify your answer if you can.



Monday 18th May 2020

LO: Read and interpret texts

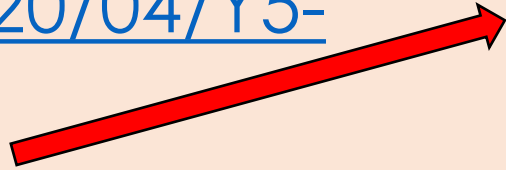
Look at

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf>

Listen to the story

Read pages 5, 6 and 7.

Complete activity on page 8



Stimulus - Where the Wild Things Are

In 1963, Maurice Sendak wrote the picture book **Where the Wild Things Are**. Do you know it? In the story, Max, on the night he wore his wolf suit, went on a magical journey to the land of the Wild Things and became the king of these strange creatures. Eventually, he missed home and made the journey back to his bedroom, where it all began. It's a wonderful story – you can listen to it here and see the wonderful illustrations.

Follow this link to watch the video: <https://cutt.ly/6yrU67Z>

In the story, there are many strange creatures that have never been seen before. As an explorer, I discover strange creatures all the time on my travels around the world. I have become expert at looking very carefully for animals as some are very good at hiding.



Get Exploring!



Here's a new creature I managed to photograph on my travels to Africa last year. It is the extremely rare Rhiswanozebtah. It is believed to contain DNA from four different animals: rhinos, swans, zebras and cheetahs – which gives it its name.

Now you know it's a mix of
rhino plus
swan plus the
o of rhino plus the start of
zebra and the end of
cheetah,
you will be able to pronounce it easily!



Credit: created using graphics from Switchaoo.com

I have written a paper about it, using my research, to help you find out more about this wonderful animal. Read on and discover the world of the Rhiswanozebtah!

You can listen to an audio version of the text here
<https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah>



The Rhiswanozebtah

An information text
by Ted Splorer

The Rhiswanozebtah is an extremely rare, flying creature from the subfamily Rhinofelinae.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

Most Rhiswanozebtahs are found across South Africa, although some have been known to inhabit the deepest rainforests of Venezuela. Amazingly, Rhiswanozebtahs like to burrow and therefore make their homes underground. They use their Rhino tusk to gouge the sun-baked soil and tunnel deep down, to create soil cocoons to sleep in. Some have been known to sleep in trees, but only the largest Kapok branches can support their enormous weight.

All Rhiswanozebtahs are carnivores and only eat meat. Interestingly, their favourite prey is the Springbok antelope, which they descend on from great heights and then wrestle to the ground. They have also been known to devour many smaller mammals such as African Wild Cats and aardvarks. Furthermore, many will guzzle gallons of water a day and sadly, these creatures can cause huge water shortages during the dry season.

As well as being the largest flying animal in the world, the Rhiswanozebtah is also the most talented. The majority can use their vocal cords to create the most beautiful morning chorus as the sun rises. This is with the exception of the young males. Their voices do not develop until they are 15 years old and some explorers have reported that their calls are high-pitched, squeaky and very unpleasant to listen to. In addition to this, and despite their size, all Rhiswanozebtahs are tremendously agile. They can stand on one leg for long stretches of time, roll and flip whilst running or flying and can balance on narrow branches and cliff edges when surveying for prey.

For many years, scientists have been secretly tracking the Rhiswanozebtahs in the wild and now know that there are only approximately 625 roaming the savannahs and nesting in rainforests. Amazingly, however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.



Interests, Questions and Favourites

Now you have found out more about the Rhiswanozebtah, what are your thoughts about this animal?

I was really interested in ...

I would like to know more about ...

My top facts were ...



Monday 18th May 2020

LO: To spell words with the letter string 'ough'

Read these words aloud.

Practice spelling the words using look, say, cover, write, check.

Remember to use neat, joined handwriting

Challenge: Can you think of any more words?



**KEEP
CALM
AND
SPELL
ON**

bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

Monday 18th May 2020 – art

LO: To using repeated images with alternations to create movement

- [Watch the video](https://www.bbc.co.uk/bitesize/clips/zxyxrdm)
<https://www.bbc.co.uk/bitesize/clips/zxyxrdm>
- Follow instructions, pausing the video if needed



Tuesday 19th May 2020



LO: To simplify fractions

Look at the numerator and the denominator

Find the highest common factor (the highest whole number that both can be divided by)

Multiply or divide the numerator and denominator by the highest common factor (cancellation)

Check the fraction can't be simplified further (example 2)

1. $\frac{10}{16} = \frac{5}{8}$ or 2. $\frac{20}{50} = \frac{4}{10} = \frac{2}{5}$

Tip – If you are finding this hard, try dividing by 2 first. Also, write out the times tables.

Simplify these fractions.

Challenge – Make some up for your parents/ carers to answer



$$\frac{8}{16} = \underline{\quad}$$

$$\frac{9}{15} = \underline{\quad}$$

$$\frac{3}{12} = \underline{\quad}$$

$$\frac{8}{20} = \underline{\quad}$$

$$\frac{12}{24} = \underline{\quad}$$



$$\frac{4}{16} = \underline{\quad}$$

$$\frac{6}{15} = \underline{\quad}$$

$$\frac{9}{12} = \underline{\quad}$$

$$\frac{12}{20} = \underline{\quad}$$

$$\frac{15}{24} = \underline{\quad}$$



$$\frac{15}{33} = \underline{\quad}$$

$$\frac{12}{15} = \underline{\quad}$$

$$\frac{9}{36} = \underline{\quad}$$

$$\frac{14}{20} = \underline{\quad}$$

$$\frac{115}{230} = \underline{\quad}$$

Tuesday 19th May 2020

LO: To analyse a text

Look at

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf>

Read the information text again on pages 6 and 7.

Complete the activities on pages 9, 10 and 11.

Use a dictionary if needed.

Let's Explore the Words!



Go back through the text and underline any words you don't know the meaning of. Can you find out? Ask an adult, use a dictionary or try using Google.

If you've managed to discover the meaning of any of the words you underlined, list them here. Come back to them at the end of this workbook and see if you still remember them.

We're going to investigate some of the words from the text together.

Word:	Definition:
juveniles	Anything young e.g. animals, humans, plants
prominent	Something that stands out and can be seen easily
inhabit	To live somewhere
gouge	To make a rough hole in something
agile	Moving quickly and easily
surveying	Looking out for something
prey	An animal that is hunted by another animal

Example/Non-example



★ Using the definitions above, look at the pictures and tick the one that shows an example of the word.

juvenile



agile



gouge



Fill the gaps

★ Fill in the gap below with the correct word from our list to finish the sentence.

- ★ The scales on a giant lion snake act as a warning to hunters and are very _____.
- Cheetahs stalk a range of _____ when they hunt.
- Many Polar bears _____ the North Pole, along with seals.
- Beavers tend to _____ holes into logs to keep their teeth sharp.



Review Learning

★ What can you remember? Underline the correct definition of the words below.

Does **inhabit** mean 'to live somewhere' or 'to walk through something'?

Does **prominent** mean to 'be seen' or to 'stand out clearly'?

Does **surveying** mean 'to look around for something' or 'to glide along quietly'?

Does being **juvenile** mean 'being a human' or 'being young'?

Tuesday 19th May 2020



LO: To spell words with the letter string 'ough'

Read these words aloud.

Practice any tricky words using your choice of activity e.g. pyramids or race for the line.

Remember to use neat, joined handwriting

Challenge: Can you use these words in sentences?

bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

Tuesday 19th May 2020 – history

LO: To create a timeline of an influential person

- Choose an influential person from history e.g. Amelia Earhart, Nelson Mandela, Winston Churchill.
- Research their life
- Present your findings however you want e.g. PowerPoint, fact file, timeline cards.
- Write chronologically and include details about their whole life



Example

The Big Three – Winston Churchill

Timeline

1874: Born at Blenheim Palace, the son of a Conservative politician
Attends Harrow, a very famous private school, then joins the military as an officer

1900: Elected as a Conservative politician

1906: Moves to the Liberal party

1915: Initiates Gallipoli campaign, and resigns afterwards

1917: Becomes Minister of Munitions

1921: Becomes Minister of Colonies

1924: Becomes Chancellor of the Exchequer

1940: Becomes British Prime Minister

1945: July – resigns as PM

1951: Becomes British PM again

1955: Resigns as PM again, remains a politician

1964: Resigns from politics

1965: Dies from a stroke



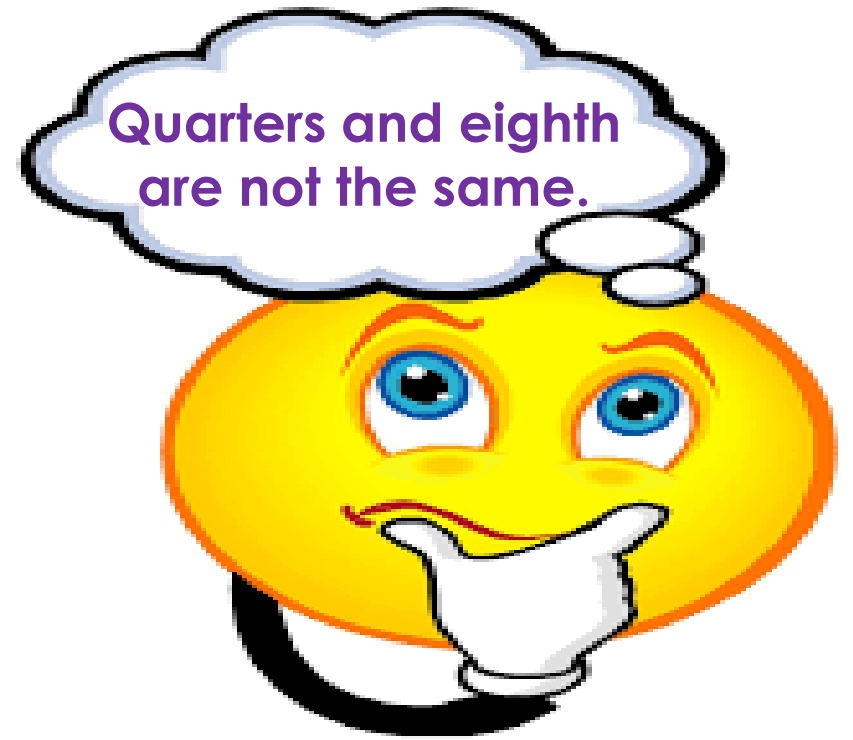
Wednesday 20th May 2020

LO: To add fractions

- 1) If the denominators are the same, add the numerators
- 2) If the denominators are different, convert one of the fractions into an equivalent fraction with the same denominator

Challenge – simplify the answer.

Handwritten math on lined paper showing the conversion of $\frac{1}{4}$ to $\frac{2}{8}$ and the addition of $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$. A green arc above the conversion shows $\frac{1}{4} = \frac{2}{8}$ with $\times 2$ written above it. A green arc below the conversion shows $\frac{1}{4} = \frac{2}{8}$ with $\times 2$ written below it. The final addition is $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$.



--	--	--	--

--	--	--	--	--	--	--	--

If you can't convert one of the denominators into the equivalent fraction, you need to find a common multiple for both denominators.

$\frac{1}{4} + \frac{3}{10} =$

$\times 4$ 4, 8, 12, 16, 20
 $\times 10$ 10, 20, 30

$\frac{1}{4} \xrightarrow{\times 5} \frac{5}{20}$
 $\frac{3}{10} \xrightarrow{\times 2} \frac{6}{20}$

$\frac{5}{20} + \frac{6}{20} = \frac{11}{20}$

Step 1: I can't convert either of the denominators into an equivalent fraction, so I need to find a common multiple.

Step 2: Write the times tables out for both denominators (if you need to) – look 20 is a multiple of both 4 and 10.

Step 3: We need to convert the fractions so they have a denominator which is 20.

*** Remember what we do to the denominator (bottom) we do exactly the same to the numerator (top). ***

Step 4: Now the denominators are the same I can add the fractions together.

Step 5: If you can simplify.

Challenge – Make some up for your parents/ carers to answer



$$\frac{3}{5} + \frac{1}{5} = \frac{5}{5}$$

$$\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$$

$$\frac{2}{5} + \frac{2}{5} =$$

$$\frac{2}{9} + \frac{5}{9} =$$



$$\frac{3}{4} + \frac{6}{10} =$$

$$\frac{\quad}{20} + \frac{\quad}{20} =$$

$$\frac{3}{8} + \frac{1}{4} =$$

$$\quad =$$

$$\frac{4}{15} + \frac{7}{10} =$$

$$\quad + \quad =$$



$$\frac{1}{10} + \frac{1}{2} + \frac{2}{3} = \quad$$

$$\quad + \quad + \quad = \quad$$

$$2\frac{4}{5} + 3\frac{1}{3} + \frac{3}{4} = \quad$$

$$\quad + \quad + \quad = \quad$$

$$\frac{3}{11} + 3\frac{3}{8} + \frac{11}{12} = \quad$$

$$\quad + \quad + \quad = \quad$$

Wednesday 20th May 2020

LO: To read and interpret an information text

Look at

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf>

Use the information text to answer the questions on pages 12, 13 and 14.

Let's think about the text a little more



We're going to answer some comprehension questions about The Rhiswanozebtah.

1. What are the four distinct animals that make up the Rhiswanozebtah?

2. The Rhiswanozebtah likes to sleep in patches of grass. Is that statement TRUE or FALSE? Circle the answer.



3. What evidence is there to suggest that the Rhiswanozebtah is agile?

4. Find and copy a word that is closest in meaning to *unlikable*.

5. The text refers to areas the Rhiswanozebtah inhabits. What are they?

6. Look at the table below. Tick the food that the Rhiswanozebtah would eat.

	Would eat	Wouldn't eat
Rabbits		
Cauliflower		
Leaves		
Snakes		
Water buffalo		

7. Why might the Rhiswanozebtah be so rare?

8. Which section of the text tells you about what the Rhiswanozebtah can do? Write the opening sentences of that section below:

9. Give two ways in which the Rhiswanozebtah could be a nuisance.

10. At the end of the text it states:

Amazingly however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.

What might happen if a Rhiswanozebtah did make its home near to where you live? List the things that you might witness as a result of this new creature moving in. Consider all the facts about how it behaves.

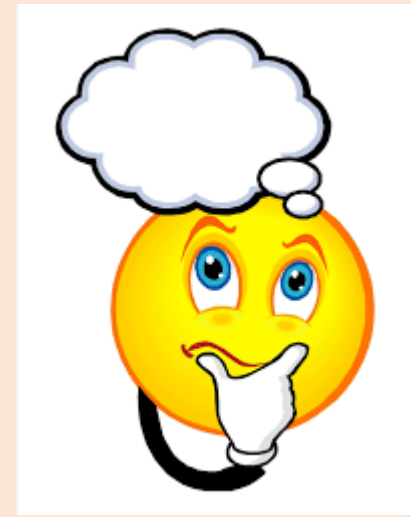
Wednesday 20th May 2020

LO: To apply words with the letter string 'ough'

Write a sentence using each word

Use a dictionary if you need to find a definition

Remember to use neat, joined handwriting



bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

Wednesday 20th May 2020 – computing

LO: To locate information on the search results page

1. Clearly type what you want to find out
2. Check the website looks reliable
3. Try looking at more than one website. Do you get the same answer?
4. Why might the answers be different?

Name: _____ Date: _____



Use Google to search for information to answer these questions.

1. What is the forecast for the weather in London?	
2. What is the forecast for the weather in New York?	
3. What time is it in Sydney?	
4. What was the last result for Manchester City?	
5. Find the name and address of a restaurant near to where you live.	
6. What is the postcode of the Prime Minister's house?	
7. What is 6307×234 ?	
8. Convert 6 feet 5 inches into centimetres.	
9. Is 'misarable' spelt correctly?	
10. Is 'cematary' spelt correctly?	
11. What is a dictionary definition of 'happy'?	

Thursday 21st May 2020

LO: To convert improper fractions to mixed numbers

Mixed numbers = whole numbers and fractions e.g. $1 \frac{1}{2}$

Improper fractions = numerator is greater than denominator e.g. $\frac{3}{2}$

Method 1

- ✓ Identify the number of parts that make a whole
- ✓ Identify the extra fractions
- ✓ Write as a fraction

Method 2

- ✓ Divide the numerator by the denominator
- ✓ Write the remainder as a fraction of the divisor

①

$$\frac{5}{2} = \frac{2}{2} + \frac{2}{2} + \frac{1}{2}$$
$$= 1 + 1 + \frac{1}{2}$$
$$= 2 \frac{1}{2}$$

②

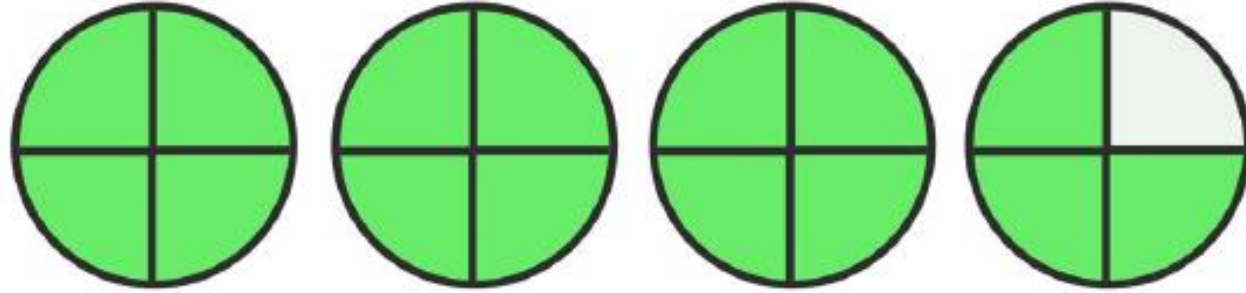
$$5 \div 2 = 2 \text{ r } 1$$
$$= 2 \frac{1}{2}$$

1)

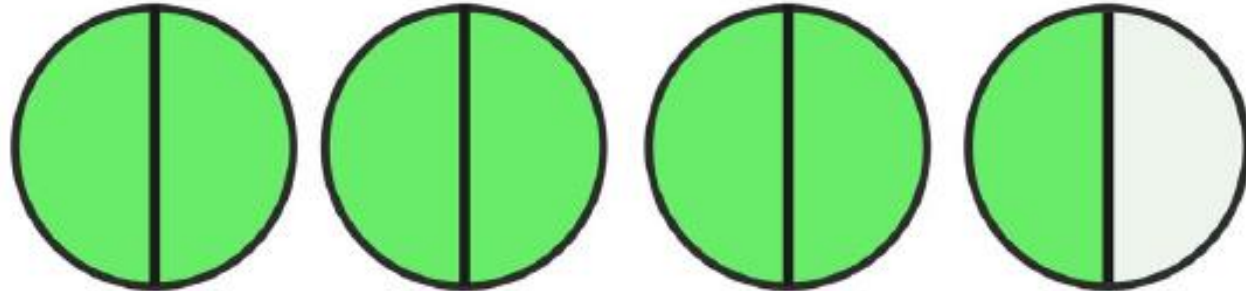
**Improper
Fraction**

**Mixed
Number**

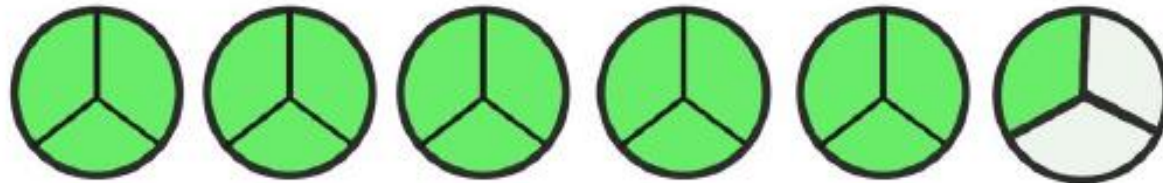
a)



b)



c)



2) Write the following improper fractions as mixed numbers.

a) $\frac{22}{3} =$ _____

f) $\frac{14}{5} =$ _____

b) $\frac{5}{2} =$ _____

g) $\frac{16}{3} =$ _____

c) $\frac{21}{6} =$ _____

h) $\frac{17}{8} =$ _____

d) $\frac{34}{10} =$ _____

i) $\frac{22}{9} =$ _____

e) $\frac{31}{4} =$ _____

j) $\frac{27}{12} =$ _____

Thursday 21st May 2020

LO: To use different sentence types

Look at

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf>

Read and complete pages 15-18.
Remember to proof read each sentence before you move on.



Now for some grammar

What are brackets good for?

Brackets (which always come in pairs) are used to separate off **additional** information that would interrupt the flow of a sentence or cause confusion if commas were used instead. The information in the brackets is not essential to the meaning of the original sentence.

Here are some examples:

1. The Rhiswanozebtah (a very strange creature) likes to live in rainforests.
2. The explorers (who have recently returned from Mongolia) are setting off on a new safari tomorrow.



★ Complete the sentences below by adding in some additional information about Rhiswanozebtahs.

The skin of a Rhiswanozebtah is covered in feathers

(which are _____) and fur.

Rhiswanozebtahs live in different places (like

_____) and tend to live alone.

Many young Rhiswanozebtahs (aged _____) can travel

vast distances.



Now try some of your own.

Let's do some Sentence Imitation



★ Try using some sentence patterns from the Rhiswanozebtah report and create new sentences using the same structure.

1. Adverb starters to engage the reader. These can be used when you want to give your reader a really juicy fact:

Amazingly, Rhiswanozebtahs like to burrow and, therefore, make their homes underground.

You can also use these to start your sentence:

- ★ Interestingly,
- ★ Surprisingly,
- ★ Weirdly,
- ★ Intriguingly,
- ★ Unusually,
- ★ Astoundingly

★ Invent some more really juicy facts about the Rhiswanozebtah and start them with an adverb to engage. Be as creative as you like with your inventions. For example:

Weirdly, Rhiswanozebtahs will sleep with one eye open.



2. Additionally plus a fact.

You can add on facts by using sentence signposts that signal addition: for example, additionally, in addition to, also, furthermore and moreover.

Rhiswanozebtahs are large. Additionally, their skin tends to be covered in feathers but, as they get older, the zebra stripes become more prominent.



Add to these sentences by inventing some new facts about the Rhiswanozebtah.

Rhiswanozebtahs like to eat fish. **Additionally,** ...

Some Rhiswanozebtahs sleep underground. **Furthermore,**

Most Rhiswanozebtahs can run at a speed of 30 miles per hour. **In addition to this,** ...



★ Now try some of your own. Invent a statement about the Rhiswanozebtah and then add on to it using any of the add-on sentence signposts above.

Thursday 21st May 2020

LO: To apply words with the letter string 'ough'

Ask a parent or carer to dictate sentences using some of these words.

Write exactly what they say remembering to use accurate punctuation and spelling

Check sentences by reading out loud

Check with your parent/ carer



bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

Thursday 21st May 2020 – geography

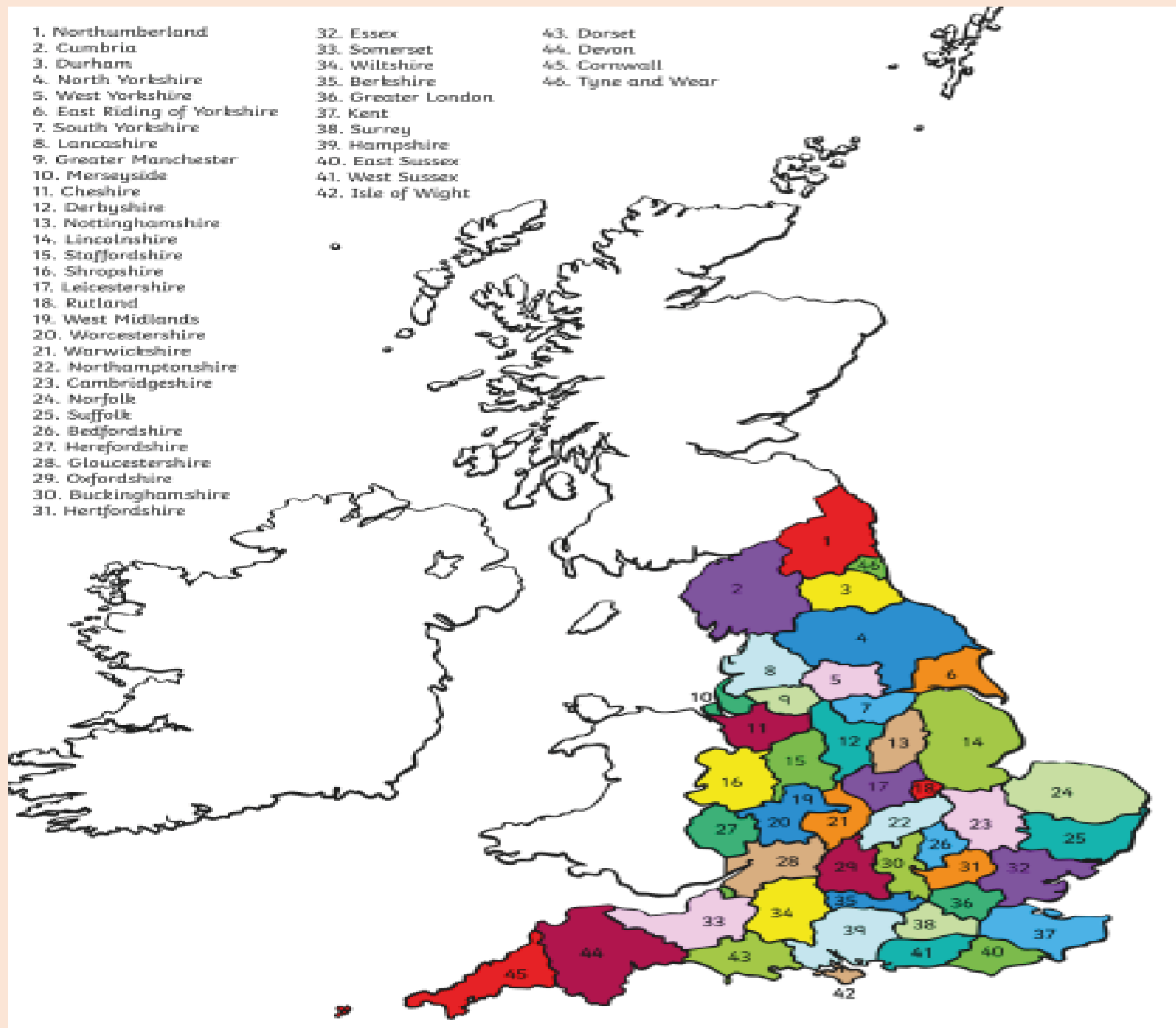
LO: To use maps to locate cities and counties

1. What is a city? What is county? Write a definition.
2. Use the counties map, an online map or map book to locate the counties and cities.
3. Label them on the map if you can or write a description e.g. Wolverhampton is a city in the county of West Midlands located in central England.

1. Northumberland
2. Cumbria
3. Durham
4. North Yorkshire
5. West Yorkshire
6. East Riding of Yorkshire
7. South Yorkshire
8. Lancashire
9. Greater Manchester
10. Merseyside
11. Cheshire
12. Derbyshire
13. Nottinghamshire
14. Lincolnshire
15. Staffordshire
16. Shropshire
17. Leicestershire
18. Rutland
19. West Midlands
20. Worcestershire
21. Warwickshire
22. Northamptonshire
23. Cambridgeshire
24. Norfolk
25. Suffolk
26. Bedfordshire
27. Herefordshire
28. Gloucestershire
29. Oxfordshire
30. Buckinghamshire
31. Hertfordshire

32. Essex
33. Somerset
34. Wiltshire
35. Berkshire
36. Greater London
37. Kent
38. Surrey
39. Hampshire
40. East Sussex
41. West Sussex
42. Isle of Wight

43. Dorset
44. Devon
45. Cornwall
46. Tyne and Wear



If the map is too small, look for a better one online, in an atlas or map book.

English Cities

Using the English counties map to help you locate and label the following cities on the map below:

- Liverpool, Merseyside
- Chelmsford, Essex
- Exeter, Devon
- Norwich, Norfolk
- Nottingham, Nottinghamshire
- Leicester, Leicestershire
- Chester, Cheshire
- Canterbury, Kent
- Truro, Cornwall
- Hull, East Riding of Yorkshire

Challenge

Can you label these cities? This may be trickier as you haven't been told which county they are in!

- Manchester
- Newcastle upon Tyne
- York
- Oxford
- Portsmouth



Friday 22nd May 2020

LO: To subtract fractions

- 1) If the denominators are the same, subtract the numerators
- 2) If the denominators are different convert to an improper equivalent fraction with the same denominator.

Remember to find the highest common multiple (HCM)

Example

The image shows a handwritten example of subtracting fractions on lined paper. The first line shows the problem: $\frac{1}{3} - \frac{1}{7}$. The second line shows the Highest Common Multiple (HCM) calculation: $HCM = 21$. The third line shows the result of the subtraction: $\frac{7}{21} - \frac{3}{21} = \frac{4}{21}$.

$$\frac{1}{3} - \frac{1}{7}$$
$$HCM = 21$$
$$\frac{7}{21} - \frac{3}{21} = \frac{4}{21}$$

Challenge – Make some up for your parents/ carers to answer



$$\frac{2}{5} - \frac{1}{5} =$$
$$\frac{2}{3} - \frac{1}{3} =$$
$$\frac{1}{3} - \frac{1}{3} =$$

$$\frac{1}{2} - \frac{1}{4} = \square$$

$$\frac{1}{3} - \frac{1}{6} = \square$$



$$1\frac{5}{6} - \frac{11}{12} = \square$$

$$1\frac{3}{8} - \frac{3}{4} = \square$$

$$1\frac{5}{8} - \frac{15}{16} = \square$$

$$1\frac{1}{2} - \frac{7}{8} = \square$$

$$1\frac{3}{5} - \frac{9}{10} = \square$$



$$\frac{8}{11} - \frac{2}{7} = \square$$

$$\square - \square = \square$$

$$\frac{3}{4} - \frac{6}{25} = \square$$

$$\square - \square = \square$$

$$\frac{1}{12} - \frac{1}{16} = \square$$

$$\square - \square = \square$$

Friday 22nd May 2020

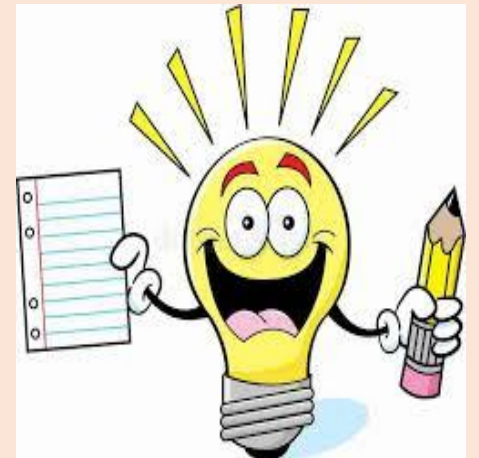
LO: Use the features of an information text

Look at <https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf>

Complete a short warm up activity on page 19 and 20 (choose a few to complete)

Choice – re-write the information text using pages 21-23 or skip to page 24 to plan and write an information text about your own creature.

Remember to include a range of punctuation, different sentence starters and accurate spellings.





Write Away!

Now let's explore your writing! Before we start, let's do some warming up, so we're ready to write really good information.

The Sentence Starter Game

- ★ First, pick a subject from the boxes below. Colour in the box (to show what you've chosen).

Unicorns	Giants	Mermaids	Vampires	Dragons
Fairies	Robots	Teachers	Ghosts	Trolls

All the sentence starters below use language that you would often find in an information text.

- ★ Now complete the sentences, using invented facts about your new subject.

The first thing to say about ...

In addition to ...

The most extraordinary thing about ...

It is a little known fact that ...

Normally,

You may not know but ...

Surprisingly, ...

Your Turn!



Now it's your turn to be an author and write an information text. Let's take a look at the 'Appearance' section of the Rhiswanozebtah text. This shows us what it looks like.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

- ★ Rewrite this paragraph so that it provides information about this Blue-headed iguana:



Using the ideas & sentence patterns from the paragraph above, try out your new appearance ideas. You should be able to write in facts to replace the ones in blue below.

- ★ Follow this pattern: Start by introducing the creature and why it's easy to identify

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals.

Blue-Headed Iguanas ...

Next, describe what they look like in detail using the model paragraph below to help you. Try to add on some extra information using a clause like this: ... which means ... (These are known as relative clauses because they help you relate the information.)

They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. Furthermore, their wingspan reaches 2.8 metres and they can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs.

They have ...

Now, add on some further information about how they look.

Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin.

Additionally,

Finally, give some contrasting information using 'however.'

Mature Rhiswanozebtahs are famous for their thick fur. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.



What other rare, not yet discovered, creature could you write about?

★ First, let's create a new animal to explore. If you have access to the Internet, type this into Google:



<https://www.switchzoo.com>

Here, you can create your own creature by blending zoo animals together. Print off your animal and stick it below. OR you can create your creature yourself. Simply draw into the box below to design a new animal that you might find on land or in the sea.

A large, empty rounded rectangular box with a blue border, intended for drawing a creature.



Get Planning!

★ Use the boxed-up planner to plan your facts. It has the same structure as my text. Make notes or draw pictures.

<i>Name of animal</i>	<ul style="list-style-type: none">•
<i>What is it?</i> <i>Introduce the animal</i>	<ul style="list-style-type: none">••
<i>Appearance</i> <i>What does it look like?</i>	<ul style="list-style-type: none">••
<i>Habitat</i> <i>Where does it live?</i>	<ul style="list-style-type: none">••
<i>Diet</i> <i>What does it eat?</i>	<ul style="list-style-type: none">••
<i>Talents</i> <i>What can it do?</i>	<ul style="list-style-type: none">••
<i>Fascinating fact</i>	<ul style="list-style-type: none">•



Are you ready to present your research and write your information text? Then write it, read it and check it! See you at the end!



Well done! Now that you have written your information, why not publish it? Below are some simple instructions for making a mini- book from a piece of A4 paper.



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

<https://cutt.ly/QtvAkwq>

Friday 22nd May 2020

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 22nd May 2020 – PE

LO: To increase heart rate for 30 minutes

- Think of some movements you like to do to keep active
- Put the movements together in a sequence
- Add some music to create your own children's fun exercise video
- You could film your routine and add instructions



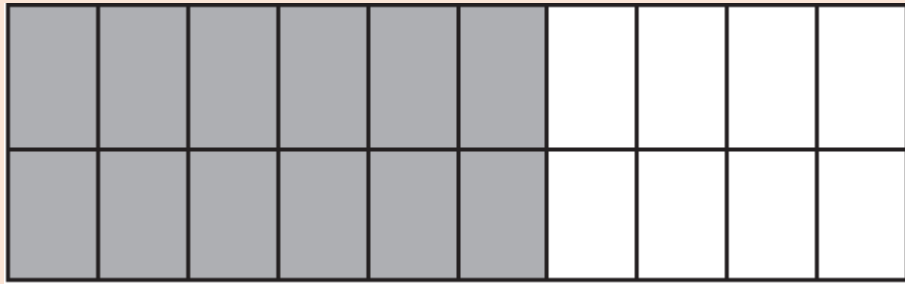
Maths Answers



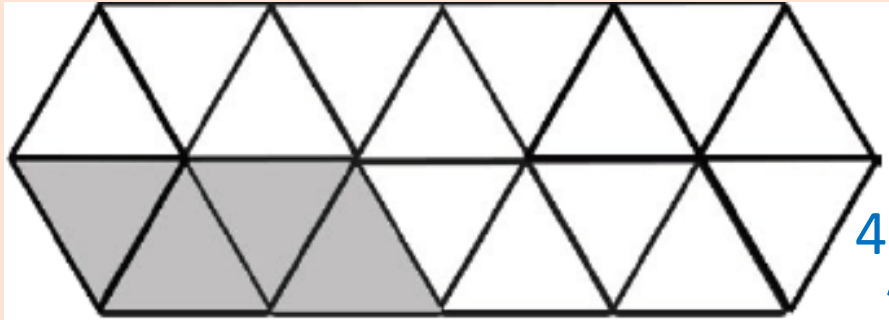
Be honest when you check your answers.
If you are unsure of anything, please e-mail year5@westfield.staffs.sch.uk

Your Task

What fraction is shaded? Try to simplify your answer if you can.



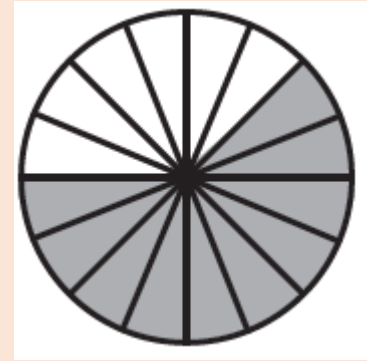
$$\frac{12}{20} \text{ or } \frac{3}{5}$$



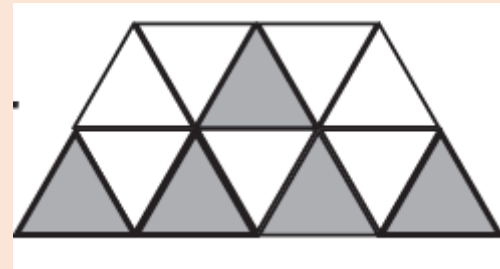
$$\frac{4}{9} \text{ or } \frac{4}{9}$$



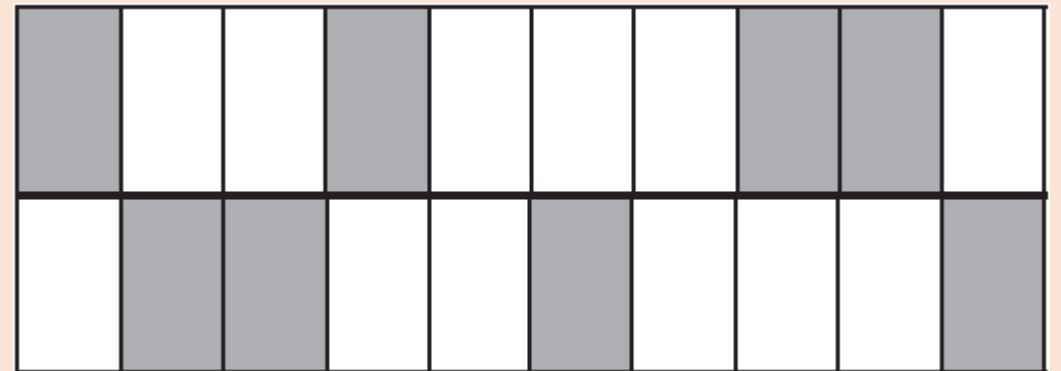
$$\frac{4}{10} \text{ or } \frac{2}{5}$$



$$\frac{10}{16} \text{ or } \frac{5}{8}$$



$$\frac{5}{12}$$



$$\frac{8}{20} \text{ or } \frac{2}{5}$$

Simplify these fractions.

Challenge – Make some up for your parents/ carers to answer



$$\frac{8}{16} = \frac{1}{2}$$

$$\frac{9}{15} = \frac{3}{5}$$

$$\frac{3}{12} = \frac{1}{4}$$

$$\frac{8}{20} = \frac{2}{5}$$

$$\frac{12}{24} = \frac{1}{2}$$



$$\frac{4}{16} = \frac{1}{4}$$

$$\frac{6}{15} = \frac{2}{5}$$

$$\frac{9}{12} = \frac{3}{4}$$

$$\frac{12}{20} = \frac{3}{5}$$

$$\frac{15}{24} = \frac{5}{8}$$



$$\frac{15}{33} = \frac{5}{11}$$

$$\frac{12}{15} = \frac{4}{5}$$

$$\frac{9}{36} = \frac{1}{4}$$

$$\frac{14}{20} = \frac{7}{10}$$

$$\frac{115}{230} = \frac{1}{2}$$

Challenge – Make some up for your parents/ carers to answer



$$\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$$

$$\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$$

$$\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$$

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$



$$\frac{3}{4} + \frac{6}{10} = \frac{27}{20}$$

$$\frac{\quad}{20} + \frac{\quad}{20} =$$

$$\frac{3}{8} + \frac{1}{4} = \frac{5}{8}$$

$$\frac{4}{15} + \frac{7}{10} = \frac{29}{30}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} =$$



$$\frac{1}{10} + \frac{1}{2} + \frac{2}{3} = \frac{38}{30}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$2\frac{4}{5} + 3\frac{1}{3} + \frac{3}{4} = \frac{413}{60}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$\frac{3}{11} + 3\frac{3}{8} + \frac{11}{12} = \frac{1205}{264}$$

$$\frac{\quad}{\quad} + \frac{\quad}{\quad} + \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

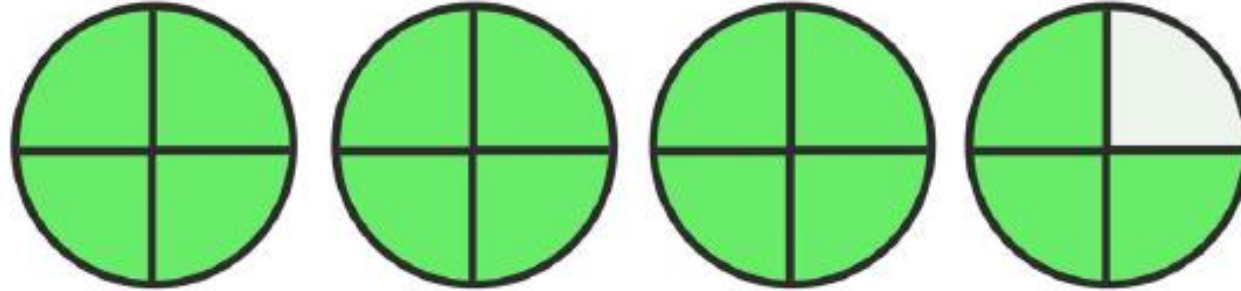
1)

**Improper
Fraction**

**Mixed
Number**

a)

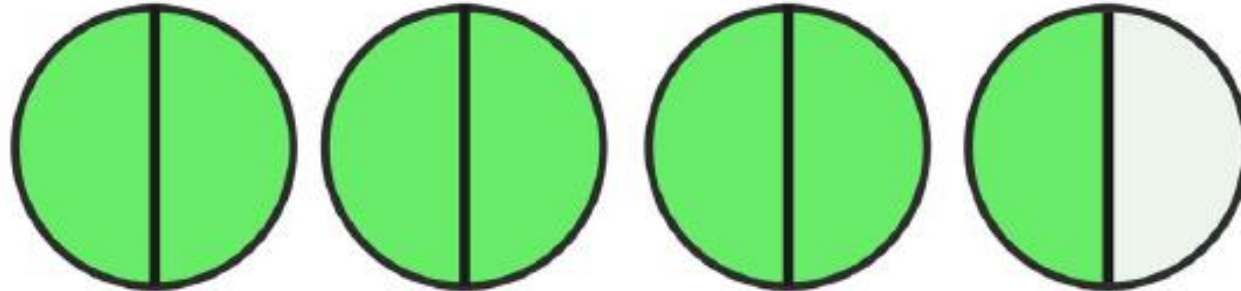
$$\underline{\frac{15}{4}}$$



$$\underline{3 \frac{3}{4}}$$

b)

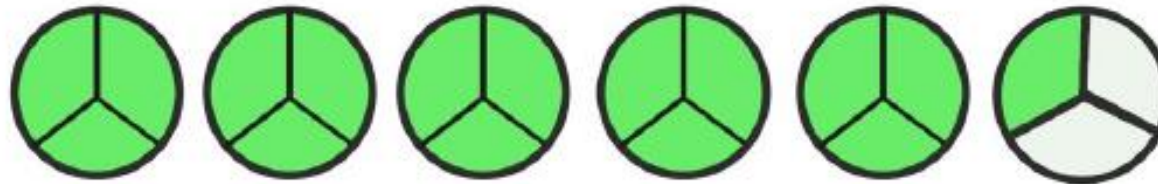
$$\underline{\frac{7}{2}}$$



$$\underline{3 \frac{1}{2}}$$

c)

$$\underline{\frac{16}{3}}$$



$$\underline{5 \frac{1}{3}}$$

2) Write the following improper fractions as mixed numbers.

$$\text{a) } \frac{22}{3} = \underline{7 \frac{1}{3}}$$

$$\text{f) } \frac{14}{5} = \underline{2 \frac{4}{5}}$$

$$\text{b) } \frac{5}{2} = \underline{2 \frac{1}{2}}$$

$$\text{g) } \frac{16}{3} = \underline{5 \frac{1}{3}}$$

$$\text{c) } \frac{21}{6} = \underline{3 \frac{3}{6}}$$

$$\text{h) } \frac{17}{8} = \underline{2 \frac{1}{8}}$$

$$\text{d) } \frac{34}{10} = \underline{3 \frac{4}{10}}$$

$$\text{i) } \frac{22}{9} = \underline{2 \frac{4}{9}}$$

$$\text{e) } \frac{31}{4} = \underline{7 \frac{3}{4}}$$

$$\text{j) } \frac{27}{12} = \underline{2 \frac{3}{12}}$$

Challenge – Make some up for your parents/ carers to answer



$$\frac{2}{5} - \frac{1}{5} = \frac{1}{5}$$

$$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$$

$$\frac{1}{3} - \frac{1}{3} = 0$$

$$\frac{1}{2} - \frac{1}{4} = \frac{1}{4}$$

$$\frac{1}{3} - \frac{1}{6} = \frac{1}{6}$$



$$1\frac{5}{6} - \frac{11}{12} = \frac{11}{12}$$

$$1\frac{3}{8} - \frac{3}{4} = \frac{5}{8}$$

$$1\frac{5}{8} - \frac{15}{16} = \frac{11}{16}$$

$$1\frac{1}{2} - \frac{7}{8} = \frac{5}{8}$$

$$1\frac{3}{5} - \frac{9}{10} = \frac{7}{10}$$



$$\frac{8}{11} - \frac{2}{7} = \frac{34}{77}$$

$$\frac{3}{4} - \frac{6}{25} = \frac{51}{100}$$

$$\frac{1}{12} - \frac{1}{16} = \frac{1}{48}$$