Maths and English Week Beginning 11.05.20:

English -

Continue to follow the Hamilton lessons if you can. There's a range of activities, but feel free to dip in and out of the Hamilton activities and those that I post below.

https://www.hamilton-trust.org.uk/blog/learning-home-packs/

Alternatively, if you cannot access this, please complete the activities below:

Activity 1:

Read through the extracts and complete the questions.

Two Famous Speeches

John F. Kennedy - *The Decision to go the Moon 1961*
(President of USA in 1960s)

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

1. What is Kennedy explaining?
2. Why do you think he repeats the phrase "We choose to go to the moon"?

   ...not because they are easy, but because they are hard...
3. Does this reason surprise you?
   Why do you think he uses contrasts such as *easy* and *hard* in his speech?

Barack Obama - *Victory speech 2008*
(President of USA 2009-2017)

The road ahead will be long. Our climb will be steep. We may not get there in one year or even in one term, but America - I have never been more hopeful than I am tonight that we will get there. I promise you - we as a people will get there.

There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as president, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree.

And above all, I will ask you to join in the work of remaking this nation the only way it's been done in America for 221 years - block by block, brick by brick, calloused hand by calloused hand.

4. Who is Obama talking to?

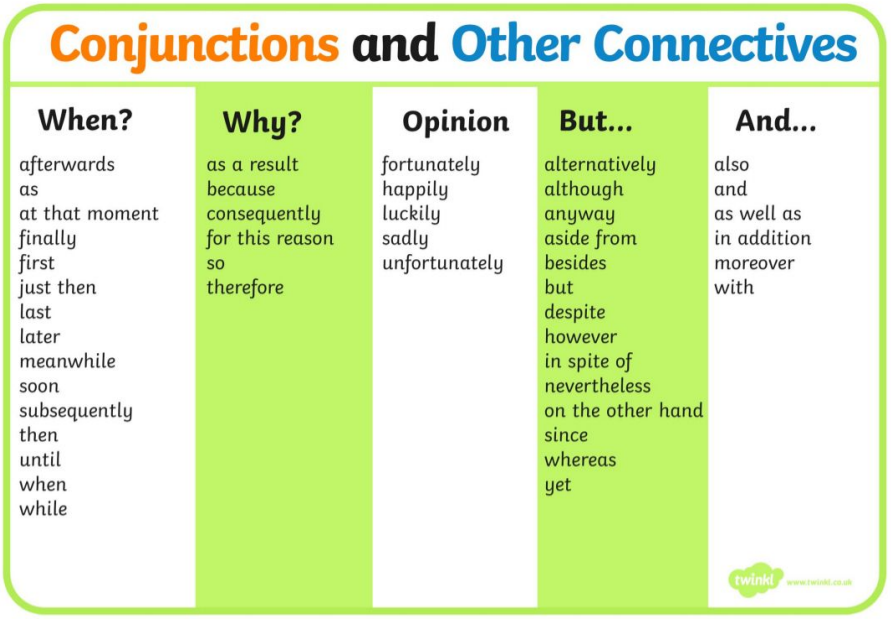
   The road ahead will be long. Our climb will be steep.
5. Is he really talking about an actual road? What is he describing with this image?

   ...block by block, brick by brick...
6. What affect does this alliteration (repeating the beginning sound) have and why does he use it?

7. Both speakers say things *will* happen rather than *might* or *may* happen.
   Why do they use this modal verb in their speech?
8. Which speech do you think is most persuasive? Explain why, giving examples.

Activity 2:
Today, research somebody well known that has made speeches. This could be a football club manager, Malala, Dr Jane Goodall, a politician or somebody else. Find out if they have any famous speeches or quotes. Consider what makes their speeches or quotes famous, why do people respond well to them? Imagine you were going to give a speech to your school about this period of lockdown, what would you say to your classmates? How would you help people to stay strong and get through this unusual time? What words of encouragement would you have? Try to include as much as you can from the checklist below to help with your writing:

1. Fronted adverbials/interesting sentence openers. Think ISPACED (google if unsure)
2. Conjunctions to extend your sentences (see below)
3. At least 3 modal verbs! Think back to last week (for example: might, could, will)
4. Write in paragraphs, grouping your paragraphs by ideas
5. Try and include a famous quote in your speech
6. Be sure your speech has an underlying message of hope and encouragement



Activity 3:

Let's practise using relative clauses. You use relative pronouns all the time when you talk but not always in your writing. When you add relative clauses they start with a relative pronoun, sometimes a relative clause is placed at the start of a sentence and sometimes it comes at the end. Occasionally, it is embedded within the sentence with the main clause on either side like a sandwich! Here are some examples:

Relative clauses

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example:

I won't stand by the man who smells of slime.

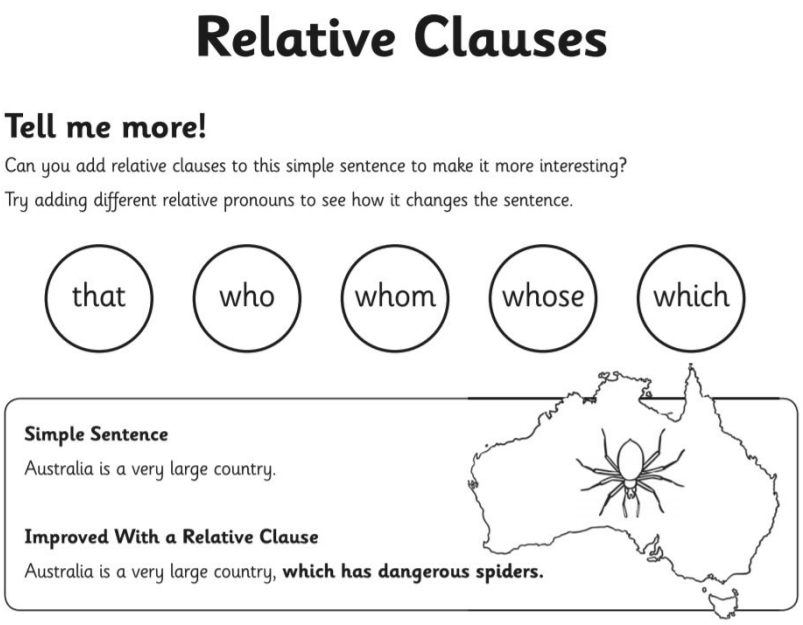
In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.

I won't stand by the man **who smells of slime.**
He ate a sandwich, **which he didn't usually**, because he was hungry.

When he gets home, he likes to eat dinner.

The relative clauses are underlined. They are the part that doesn't make sense on it's own (the main clause), but they support the main clause by adding further information.

Have a go at using a range of relative pronouns to add information to the sentence below:



Then, when you have finished, look over your speech from the previous activity and add 3 relative clauses.

Maths -

White Rose has slightly changed their maths coverage alongside working with the BBC so you will now need to download the worksheets here first as they are no longer free. I thank you all for your feedback, White Rose is evidently popular with parents across the whole school so we are continuing to use them for maths coverage. Any questions, please free to email as always using FAO: Miss Marfleet as your subject line when emailing the office.

https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1
https://whiterosemaths.com/homelearning/year-5/

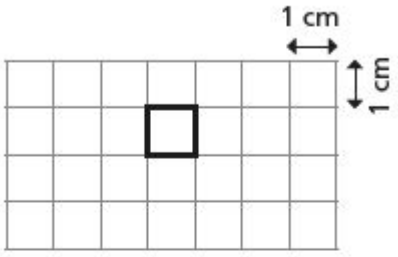
If you are unable to access this, try completing the following:

Activity 1:
Think about area and how we calculate this. Remember for area of a 2D shape we use width multiplied by length. So if the width of a shape was 3cm and the length of a shape was 2cm, we would calculate this by solving 3cm x 2cm. We know that 3 x 2 = 6 but be sure to add your units. If you're calculating in cm, your answer when solving for area will be in cm^2.

On the grid, the area of each square is 1 cm²

Calculate the area of each rectangle.

a)



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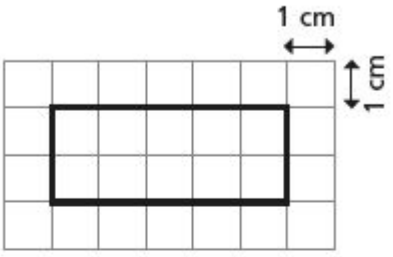

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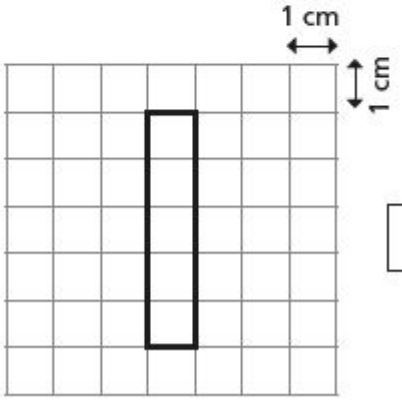


Once you have done this, try measuring some things in your house to find the area. Consider what you would measure in. If you measure a room or shed or garage, measuring in centimetres might be more difficult and metres might be easier.

Activity 2:

Let's recap equivalent fractions. Equivalent fractions have the same value, even though they may look different.

These fractions are really the same:

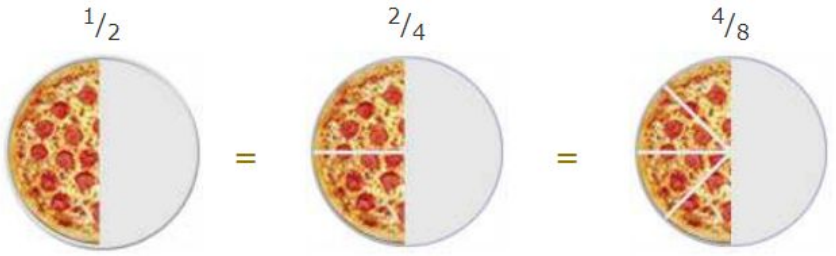
1/2 = 2/4 = 4/8

Why are they the same? Because when you multiply or divide both the top and bottom by the same number, the fraction keeps it's value.

The rule to remember is:

"Change the bottom using multiply or divide,
And the same to the top must be applied"

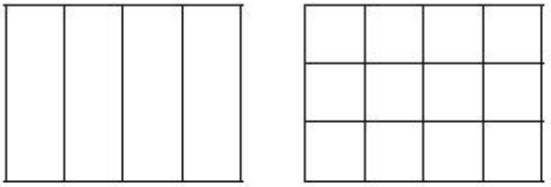
And visually it looks like this:



Use that knowledge to complete the shapes below.

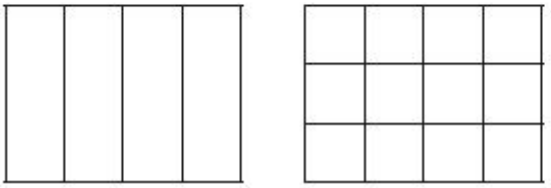
Shade the shapes to show the equivalent fractions.

a)



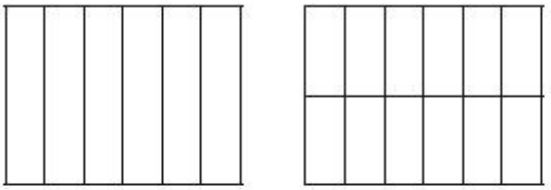
$\frac{1}{4} = \frac{\square}{12}$

b)



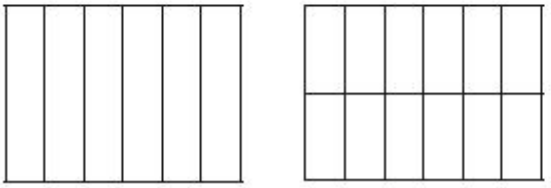
$\frac{3}{4} = \frac{\square}{12}$

c)



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

d)



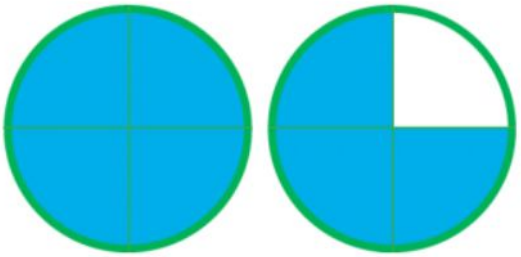
$\frac{5}{6} = \frac{\square}{\square}$

Greater depth challenge:
Think of 5 more equivalent fractions. Is there an easy rule to use to remember how to find equivalent fractions? Think of as many equivalent fractions as you can for ¼. Is there a limit to how many equivalent fractions a fraction can have? Why/Why not? Can you prove it?

Activity 3:

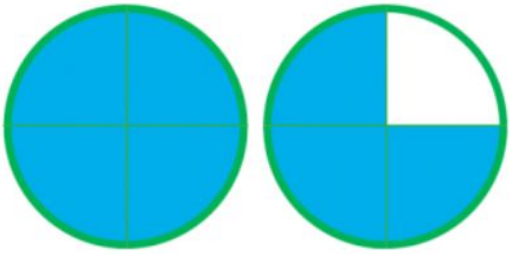
For this activity, we are going to revisit mixed and improper fractions. Read the explanation below and have a go at the activities below that:

A mixed number is made up of a whole number and a fraction. For example:



$1\frac{3}{4}$

An improper fraction is one that is 'top-heavy' so the numerator is bigger than the denominator. For example:

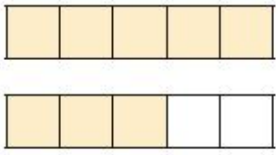


$\frac{7}{4}$

The relationship between mixed numbers and improper fractions can be best explained through the diagram above. These two shapes have been cut into four pieces. We can either express the amount of the shape we have as a mixed number: (1 3/4) or as an improper fraction (7/4).

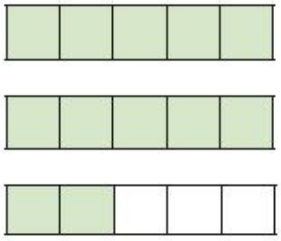
Convert the improper fractions to mixed numbers.

a)



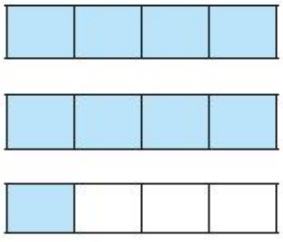
$\frac{8}{5} = \square$

b)



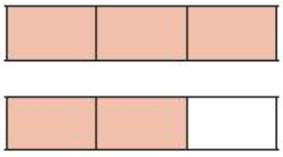
$\frac{\square}{5} = \square$

c)



$\frac{\square}{\square} = \square$

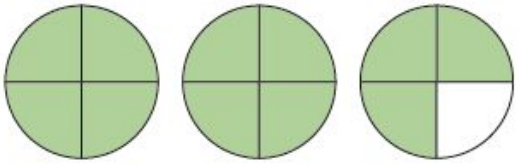
d)



$\frac{\square}{\square} = \square$

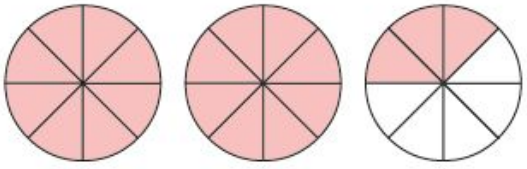
Convert the mixed numbers to improper fractions.

a)



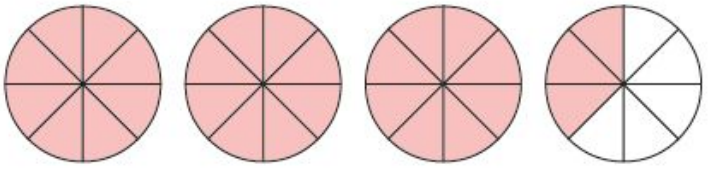
$2\frac{3}{4} = \frac{\square}{4}$

b)



$2\frac{3}{8} = \frac{\square}{8}$

c)

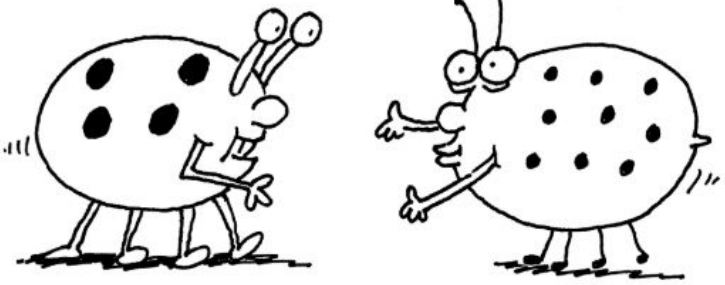


$3\frac{3}{8} = \frac{\square}{8}$

Greater depth challenge:
Why might we need to convert between mixed and improper fractions? Is there a simple way to convert between them? What other units do we convert and why?

Challenge:

Zids and Zods



Zids have 4 spots.
Zods have 9 spots.

Altogether some Zids and Zods have 48 spots.
How many Zids are there?
How many Zods?

What if Zids have 5 spots, Zods have 7 spots,
and there are 140 spots altogether?
Find as many solutions as you can.

If you complete the challenge, have a go at writing a similar one of your own.