



Love . Hope . Courage

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|16th March 2020

Dear Parent/Guardian,

Please find access of a work pack for your child to complete over the course of this week.

The pack contains:

- > 5 maths activity sheets
- > 5 English based activities
- > 3 or 4 Topic related activities based on the topic they are currently working on in class.

Children can complete this work in their home learning books or on the sheets provided. In addition to the work stated above your child should complete the following daily activities:

Reading

You must hear your child read for at least 10 minutes every day but if you can hear them read for longer that will really benefit them. They have a guided reading book which they can finish.

A good website to access is booktrust.org.uk where you can download a 'Reading with your child' booklet that is age appropriate. There are also many free audiobook websites so that your child can hear reading. Please ask your child questions about the text and what they can infer. Ask them questions which shows that they are reading between the lines.

Times Tables

Please allow your child to access Times Tables Rockstars. They have their user names and passwords in their Home Communication books. Please also find a Tables booklet. The children can use a calculator once completed to check their answers. They also have the table square on the front.

I have included the table's quiz which we complete each week. My expectation is that the children race against the clock and complete all of them in less than 10 minutes. They then can use a calculator to check their answers and learn the row or column with the most mistakes. Why not have a go at racing against your child yourself?

For those children that are secure in their tables, please find Super Dooper Multiplication and Division calculations which we are focusing on at the moment. The answers (the products and the quotients) are on the website.

Finally, they will have the multiplication and division sheets to complete. Again, the children can use a calculator to check their answers and get an instant response. Please find two links

to help <https://www.theschoolrun.com/what-is-the-grid-method> and <https://www.youtube.com/watch?v=QybG496avOs>

Spellings / Phonics

Please support your child to learn the spellings that are on the Home Learning grid on the website. They also have all of the 29 weeks of spellings in their Home Communication books. They need to know how to spell all of them and use them in a sentence.

English

We have been learning how to write from another person's point of view. Your child will need to keep a diary about each day. HOWEVER, they must keep it from another person's point of view or even yourselves. E.g. they imagine what has happened during the day from mum's or dad's point of view. What are they thinking? They could write from a favourite character or even TV/ film stars point of view. I am expecting them to use their imagination and include commas, semi-colons, brackets and dashes. Please keep reminding them of their PPFL for a recount... they will know what it means! 😊

Topic.

This term we are investigating the weather. We are recording the temperature, rainfall, wind force and direction, cloud cover and cloud type. I would like your child to continue to check the weather each day (unless there is lightning) and record in their own chart. I have included reference sheets on the website.

We are also studying the ancient Mayans. I would like your child to create a fact file from encyclopaedias or the Internet which contains facts about either the ancient Mayan men, women and children or the use of Chocolate during this time. Please find some really interesting information on <https://www.dkfindout.com/uk/history/mayans/>.

Mindfulness

In school, we do a mindful minute every day. Please ask your child to either sit quietly for a minute, colour a mindful drawing or just say / write one thing that they are grateful for today.

If you need to make contact with school during this time, please do so through email to adminoffice@nursling.hants.sch.uk
Finally, we use a resource called Twinkl to support you during this period, they are offering free membership to all of their resources for one month, totally free of charge.

Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code UKTWINKLHELPS

Yours sincerely,

Mr. P Booth

Class teacher
Year 5

Lesson 1 English / RE DROP IN WRITE

Last week you wrote an alternative ending to the Easter story as part of your Question of Faith day. You wrote it from a character's point of view. Continue your writing but it is now after Jesus' resurrection. Choose your style and plan your PPFL.

For and Against Planning sheet

	For	Against
Point 1		
Supporting Evidence		
Point 2		

Lesson 2 Write 3 or more arguments FOR and Against the question
Should children have homework?

Supporting Evidence	
Point 3	
Supporting Evidence	

Lesson 2 Continued

Write 3 or more arguments FOR and Against the question
Should children have homework?

Writing a Discussion

Name:

Date:

What are you going to discuss?

.....
.....

Write three arguments **for** your discussion giving evidence for each one.

.....
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Write three arguments **against** your discussion giving evidence for each one.

.....
.....

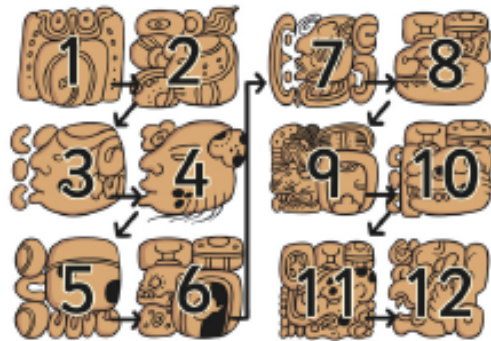
Lesson 3 In your books or on the lined paper, use your 3+ pros and cons from last lesson and write a general statement about the question : Should children have homework? Write down three points for and three points against. Write in the 3rd person. End with your personal point of view.



Maya Writing

The Maya were one of the five ancient civilisations to develop a writing script. The earliest Maya writing was found in Guatemala and dates to as far back as 300 BC.

The Maya people used signs or symbols called hieroglyphs or glyphs for short. Maya writing was written in columns and then read in a zig-zag way, like this:



Codices

There are four known codices left today; Grolier, Madrid, Paris and Dresden.

The Paris Codex: The Paris Codex was found in Paris and contains important information about the Maya astronomical signs (similar to zodiac signs). The Paris Codex is kept at the National Library of Paris in France.

The Dresden Codex: The Dresden Codex was found in Vienna, Austria, in 1759. It is the most complete of the three codices.

The Grolier Codex: The Grolier Codex was displayed at the Grolier Club in New York. Some historians argue that it is fake, although the fig bark paper it is written on is real.

There was not one single Mayan language and there are over 800 Maya glyphs.

Examples of Maya writing have been found carved in wood, on pottery, on stone monuments and in codices (books). Their temples were also carved with writing.

Codices were Maya books written by priests and clever people. In 1562, Diego de Landa (a priest - religious man) ordered the burning of many Maya codices as he believed they were a work of the devil. The Spanish also burned hundreds of other documents as well.

Landa's records on Maya writing were useful in helping us to understand their writing system. He wrote a guide to some of the glyphs which became known as Landa's alphabet. In the 1950's, a Russian man called Yuri Valentinovich Knorosov discovered that a lot of the Maya writing was based on sounds. This has really helped us to understand the Maya writing a lot better.



The Madrid Codex

The Madrid Codex measures 22 feet in length. It is painted on both sides and contains information about religious beliefs and rituals. It is now kept in the Museo de America in Madrid.



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Lesson 4: Read the text and answer the following questions in full.



Maya Writing Comprehension Questions

1. Where were the earliest examples of Maya writing found?

2. What is the name of the symbols the Maya people used to write with?

3. Where has Maya writing been found?

4. Who was Diego de Landa?

5. How did the Russian man, Yuri Valentinovich Knorosov help us to understand Maya writing better?

6. Which places do some of the Maya codices get their names from?

7. Which codex is the most complete?

8. Which codex might not be real?

Now can you think of your own question to ask a friend? Make sure you know the answer too!

My question:



Lesson 5

Apprentice Write

Write a **balanced** argument about the question:

Should children be limited to 1 hour on line time per day?

Plan and write a balanced argument.

Allow discussion prior to the write. Use the notes made from yesterday's homework.

FRIDAY LO. To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Apprentice Write

Should children be limited to 1 hour on line time per day?

CHECKLIST

	YOU	TCR
I have included these features.		
1 I have written a general statement		
2 I have written argument for the question		
3 I have written arguments against the question.		
4 I have a written a conclusion with my opinion.		



Maths lesson1:This week you're multiplying 2, 3, 4 digit numbers. You are either using the grid method or formal method. Complete your "Part " as normal . Check your answers using a calculator. If you get them right. Move on to the next section. Remember to lay out your work neatly so an adult can easily read it.

Worksheet 1

TARGET To use a formal written method for long multiplication.

Examples

3 3	
6 7	
× 3 5	
3 3 5	(67 × 5)
2 0 1 0	(67 × 30)
2 3 4 5	(Total)

4 7	
1 5 9	
× 2 8	
1 2 7 2	(159 × 8)
3 1 1 8 0	(159 × 20)
4 4 5 2	(Total)

A Copy and complete.

1
$$\begin{array}{r} 16 \\ \times 15 \\ \hline \end{array}$$
 (16 × 5)
(16 × 10)

2
$$\begin{array}{r} 28 \\ \times 17 \\ \hline \end{array}$$
 (28 × 7)
(28 × 10)

3
$$\begin{array}{r} 25 \\ \times 24 \\ \hline \end{array}$$
 (25 × 4)
(25 × 20)

4
$$\begin{array}{r} 47 \\ \times 26 \\ \hline \end{array}$$
 (47 × 6)
(47 × 20)

Work out

- | | |
|------------------|-------------------|
| 5 18×13 | 9 29×25 |
| 6 24×16 | 10 34×27 |
| 7 32×19 | 11 27×23 |
| 8 26×14 | 12 45×28 |

B Copy and complete.

1
$$\begin{array}{r} 68 \\ \times 45 \\ \hline \end{array}$$
 (68 × 5)
(68 × 40)

2
$$\begin{array}{r} 238 \\ \times 29 \\ \hline \end{array}$$
 (238 × 9)
(238 × 20)

Work out

- | | |
|-------------------|--------------------|
| 3 59×23 | 11 236×16 |
| 4 45×28 | 12 385×24 |
| 5 73×34 | 13 147×19 |
| 6 62×29 | 14 359×15 |
| 7 48×36 | 15 248×27 |
| 8 56×42 | 16 137×38 |
| 9 37×37 | 17 329×26 |
| 10 84×25 | 18 164×43 |

19 $6 \quad 7 \quad 8 \quad 9$

Using each of the above numbers once only to make two 2-digit numbers, find:
a) the largest possible product
b) the smallest possible product.

C Work out

- 1 1529×17
- 2 3648×23
- 3 2392×18
- 4 1728×39
- 5 1475×46
- 6 2936×54
- 7 1584×28
- 8 2768×32
- 9 237×185
- 10 384×247
- 11 176×135
- 12 249×164
- 13 465×408
- 14 308×152
- 15 257×217
- 16 579×249
- 17 $1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6$

Using each of the above numbers once only to make two 3-digit numbers, find:
a) the largest possible product
b) the smallest possible product.

Maths lesson 2: This week you're multiplying 2, 3, 4 digit numbers. You are either using the grid method or formal method. Complete your "Part " as normal . Check your answers using a calculator. If you get them right. Move on to the next section. Remember to lay out your work neatly so an adult can easily read it.

TARGET To use a formal written method for long multiplication.

Examples

$$\begin{array}{r} \\ 3 \\ \times 3 \\ \hline 3 \\ 2 \\ \hline 2 \end{array} \begin{array}{l} (67 \times 5) \\ (67 \times 30) \\ \text{(Total)} \end{array}$$

$$\begin{array}{r} \\ 1 \\ \times 2 \\ \hline 1 \\ 3 \\ \hline 4 \\ \hline 1 \end{array} \begin{array}{l} (159 \times 8) \\ (159 \times 20) \\ \text{(Total)} \end{array}$$

A

Copy and complete.

1 $\begin{array}{r} 36 \\ \times 16 \\ \hline \end{array}$ (36×6)
 $\underline{\hspace{1cm}}$ (36×10)
 $\underline{\hspace{1cm}}$

2 $\begin{array}{r} 95 \\ \times 13 \\ \hline \end{array}$ (95×3)
 $\underline{\hspace{1cm}}$ (95×10)
 $\underline{\hspace{1cm}}$

3 $\begin{array}{r} 42 \\ \times 27 \\ \hline \end{array}$ (42×7)
 $\underline{\hspace{1cm}}$ (42×20)
 $\underline{\hspace{1cm}}$

4 $\begin{array}{r} 53 \\ \times 39 \\ \hline \end{array}$ (53×9)
 $\underline{\hspace{1cm}}$ (53×30)
 $\underline{\hspace{1cm}}$

Work out

- 5 83×13 9 49×32
 6 24×15 10 62×25
 7 78×24 11 74×43
 8 37×26 12 45×37

B

Copy and complete.

1 $\begin{array}{r} 184 \\ \times 26 \\ \hline \end{array}$ (184×6)
 $\underline{\hspace{1cm}}$ (184×20)
 $\underline{\hspace{1cm}}$

2 $\begin{array}{r} 1563 \\ \times 48 \\ \hline \end{array}$ (1563×8)
 $\underline{\hspace{1cm}}$ (1563×40)
 $\underline{\hspace{1cm}}$

Work out

- 3 247×38 11 1376×39
 4 529×14 12 1487×24
 5 392×43 13 6532×51
 6 638×19 14 3139×36
 7 156×37 15 5814×17
 8 415×42 16 4687×32
 9 289×25 17 1926×45
 10 748×23 18 7245×29
 19 Each crate holds 48 bottles. How many bottles are there in 268 crates?
 20 Moheen earns £16.75 per hour. He works 36 hours. How much does he earn?

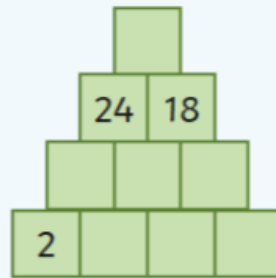
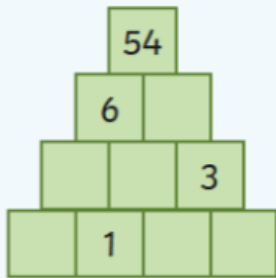
C

Work out

- 1 $12\,319 \times 17$
 2 $27\,493 \times 35$
 3 $74\,806 \times 23$
 4 $36\,028 \times 42$
 5 $80\,572 \times 26$
 6 $41\,735 \times 34$
 7 $32\,054 \times 59$
 8 $26\,490 \times 61$
 9 218×197
 10 675×145
 11 394×372
 12 564×286
 13 943×257
 14 639×427
 15 483×159
 16 726×368
 17 The average number of words on the page of a book is 347. The book has 159 pages. How many words are there in the book?

Maths lesson 3 : Cut out these mastery questions and complete fully. Explain how you work out the products. You may check the answers using a calculator once you have worked them out! Show all calculations.

Complete these multiplication pyramids:



Multiplication Mastery D

Missing Numbers

$$\begin{array}{r} _7_ \\ \times \quad 4 \\ \hline 2684 \end{array}$$

$$\begin{array}{r} _0_4 \\ \times \quad 5 \\ \hline 45170 \end{array}$$

$$\begin{array}{r} _936 \\ \times \quad _ \\ \hline 44_24 \end{array}$$

Multiplication Mastery E

456	456	456	456	456	456	456	456
3648							

Is this correct?

Explain how you know

Multiplication Mastery F

1456	1456	1456	1456	1456	1456	1456	1456
10,192							

Is this correct?

Explain how you know

Multiplication Mastery G

Joe says that 2085×17 must equal 34,445.

Is he right?

Prove it.



Maths lesson 4 : Cut out these mastery questions and complete fully. Explain how you work out the products. You may check the answers using a calculator once you have worked them out! Show all calculations.

Multiplication Mastery H

Missing Numbers

Complete these calculations:

$$\begin{array}{r} _16_ \\ \times \quad 13 \\ \hline \end{array}$$

9_01

3_670

7_05

$$\begin{array}{r} _9 \\ \times \quad _9 \\ \hline \end{array}$$

64845

__4100

_6_4

$$\begin{array}{r} _7_ \\ \times \quad 7_ \\ \hline \end{array}$$

19_42

4629_0

Multiplication

Mastery K

John has £300 in his wallet.
He bought 16 pairs of jeans. Each pair cost £ 15.28.
He has £54.52 change.
Is this right?
Explain how you know.

Multiplication Mastery I

A 5p coin has a thickness of 1.7 mm. Ahmed makes a tower of 5p coins worth 50p.

Write down the calculation you would use to find the height of the tower.



Maths lesson 5 continued: Calculate these cube numbers. ONCE you have calculated , then your can use a calculator. Remember question 2 will be $2 \times 2 \times 2 =$

7

CUBE NUMBERS

1) $1^3 =$

2) $2^3 =$

3) $3^3 =$

4) $4^3 =$

5) $5^3 =$

6) $6^3 =$

7) $7^3 =$

8) $8^3 =$

9) $9^3 =$

10) $10^3 =$

11) $11^3 =$

12) $12^3 =$

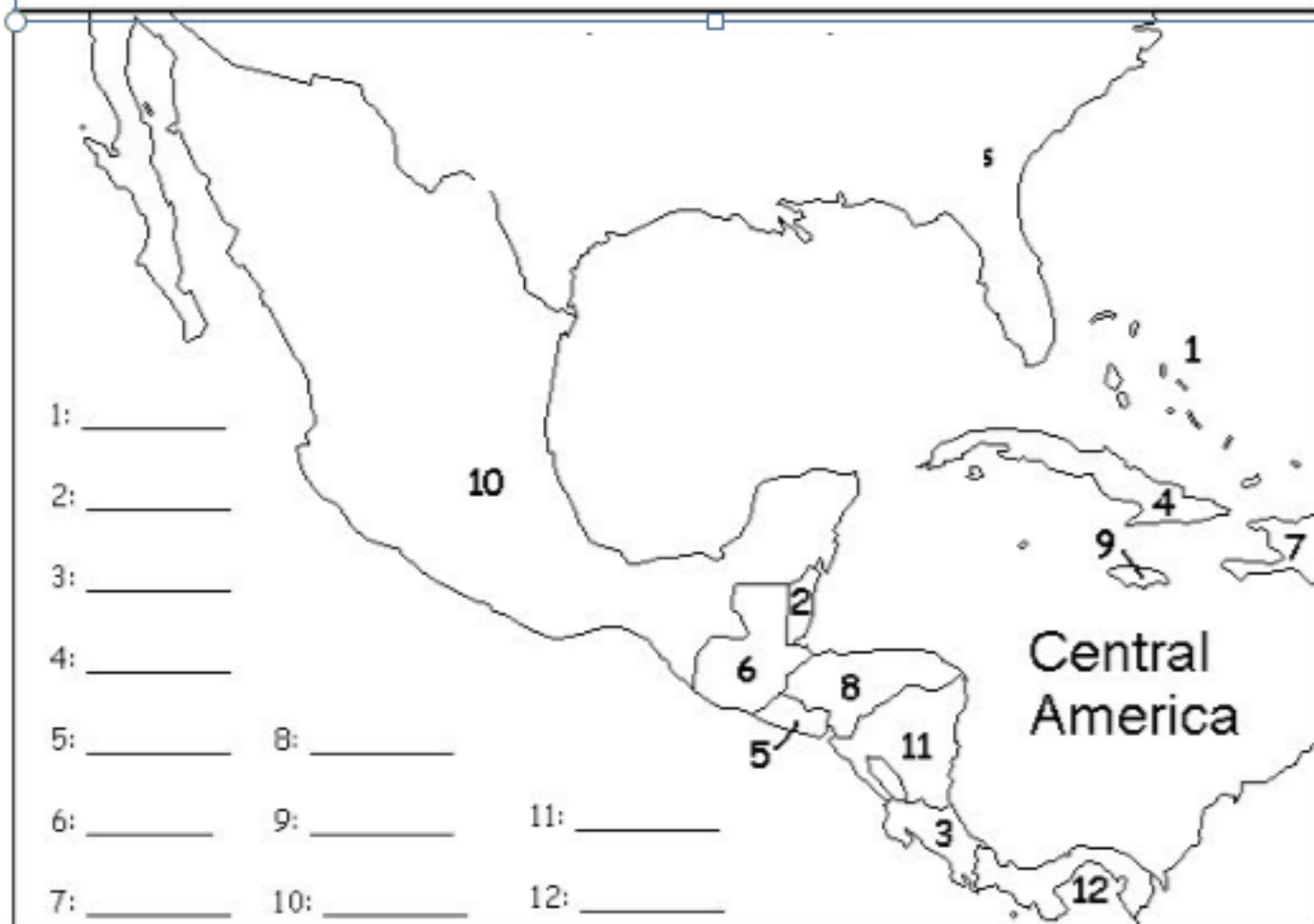
13) $13^3 =$

14) $20^3 =$

15) $100^3 =$



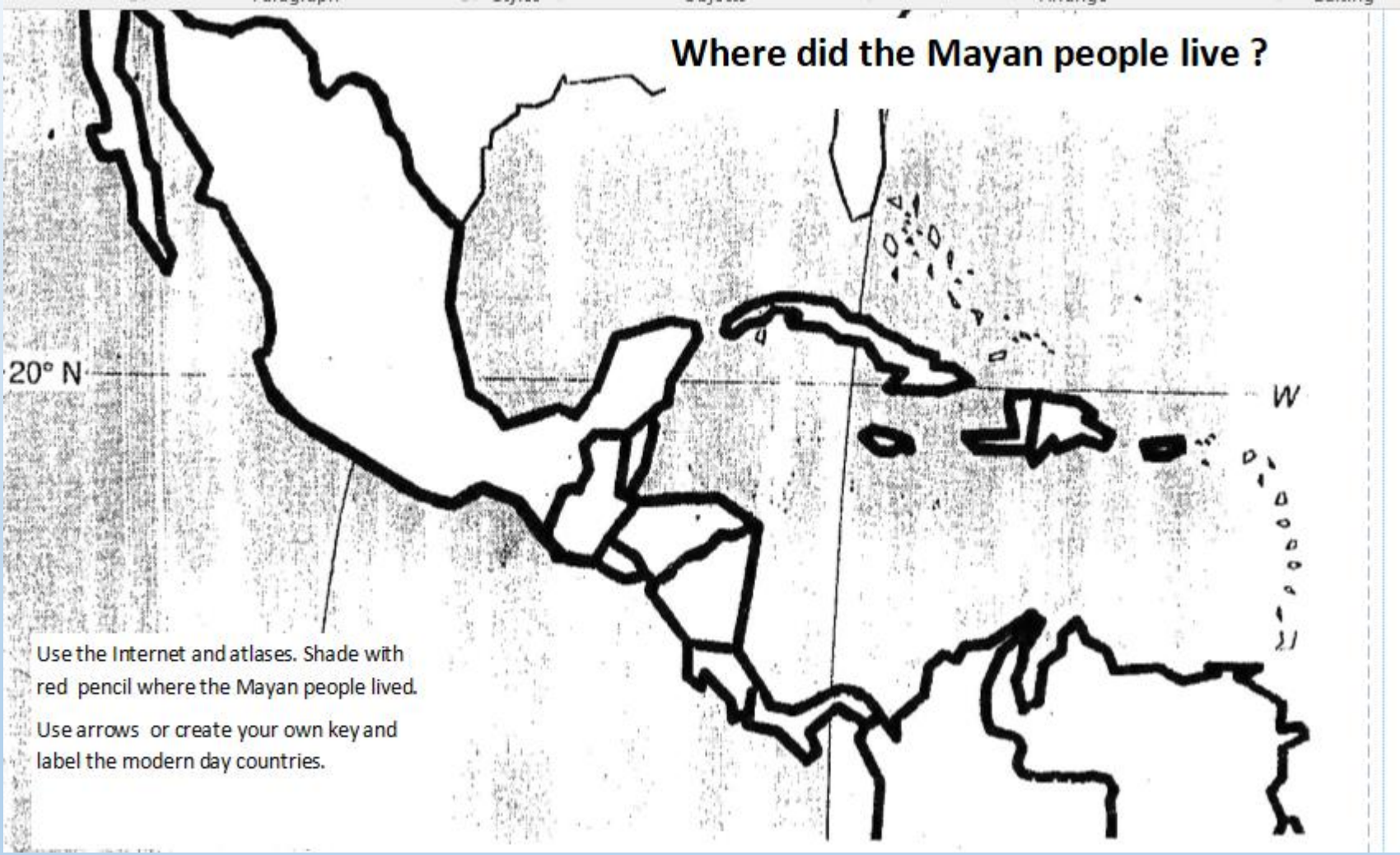
**Lesson 1 Lo. To identify countries in Central America using atlases and globe.
Use a globe or the Internet to identify the countries of Central America.**



Identify the countries of North, Central and South America.

Lesson 2

Where did the Mayan people live ?



Use the Internet and atlases. Shade with red pencil where the Mayan people lived.

Use arrows or create your own key and label the modern day countries.

Lesson 3 . Use the information about the Mayans **AND** the information about Britain. Write down what was happening in each of the countries at the different times. Remember BC means BCE and AD =CE.

Lesson 3 Comparison of what was happening in Britain and Central America.

Use the sheets. Research what was happening in Britain and what was happening in Central America at the same time.

(Don't forget BCE means Before the Common era (BC) and AD means CE (common era) So this year would be 2020 CE.)

	Approximately 12, 000BCE	Approx 2600BCE	Approx 600 AD (CE)	Approx 800AD (CE)	Approx 900AD- 1066 AD (CE)	Approx 1400-1541 AD CE
Britain						
Central America						

Lesson 3 . Use the information about the Mayans **AND** the information about Britain. Write down what was happening in each of the countries at the different times. Remember BC means BCE and AD =CE.

11,000 BCE



First hunter-gatherers settle in Maya region

2600 BCE



Mayan civilization begins

500 CE



Tikal becomes the first great Mayan city, and as people move there, weaponry, captives and human sacrifices become part of their culture

600 CE



An unknown event destroys Teotihuacan, Tikal becomes the largest city state

683 CE



Emperor Pacal dies at 80 and is buried in the Temple of Inscriptions at Palenque

715 CE



Mayan alliances breakdown, trade declines and inter-state conflict increases

Lesson 3 . Use the information about the Mayans **AND** the information about Britain. Write down what was happening in each of the countries at the different times. Remember BC means BCE and AD =CE.

869 CE



Construction stops in Tikal beginning the city's decline

899 CE



Tikal is abandoned

900 CE



Mayan history collapses

1528 CE



The Spanish arrive in Mayan land bringing diseases that kill over 90% of the natives

1541 CE



The Spanish conquer the Mayans

Mayan Timeline



Lesson 3 . Use the information about the Mayans **AND** the information about Britain. Write down what was happening in each of the countries at the different times. Remember BC means BCE and AD =CE.

15,000 million BCE
360 million BCE
2 million BCE
35,000 BCE
6,500 BCE
2,100 BCE
700 BCE
150 BCE
105 AD
844 AD
1066 AD
1485 AD

Britain's
Timeline
Lesson 3

The big bang
Dinosaurs walked on the Earth
Humans came into existence.
Beginning of modern day humans.
Britain separates from Europe.
Bronze Age.
Iron Age.
First use of metal coins.
The invention of paper.
Founding of Scotland.
Invasion of England by Normandy.
Tudor Britain.



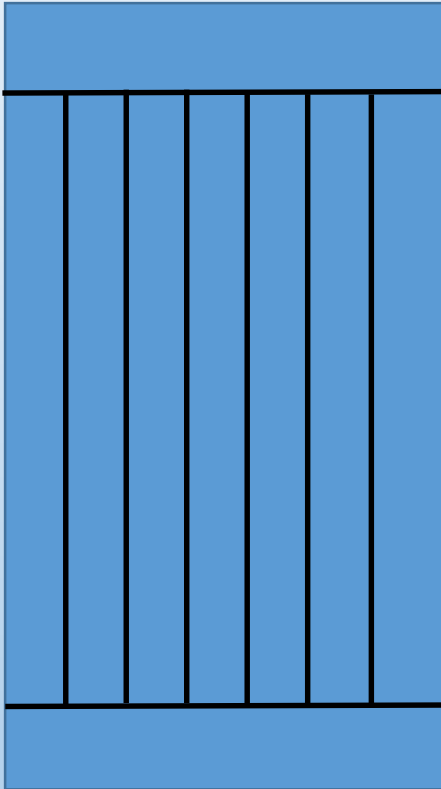
Paper Weaving

The Mayans used weaving to make all of their fabrics. Follow the next instructions. Use different types of paper, different colours and magazines.

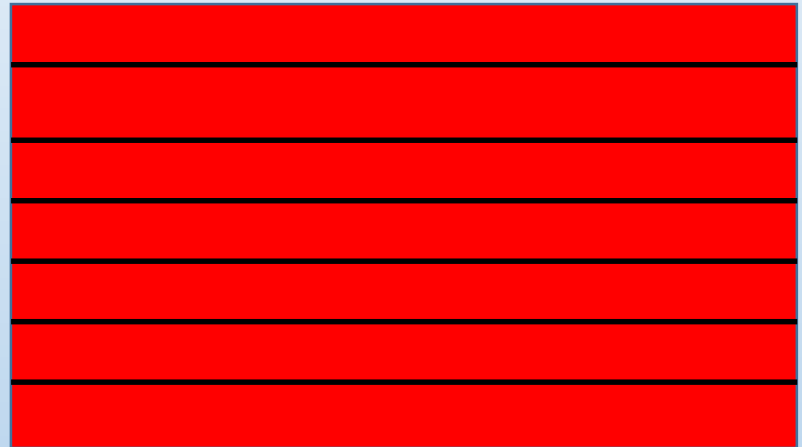
Try different patterns. 2 colours, 3 colours etc.

- What you need:

- 1. Warp



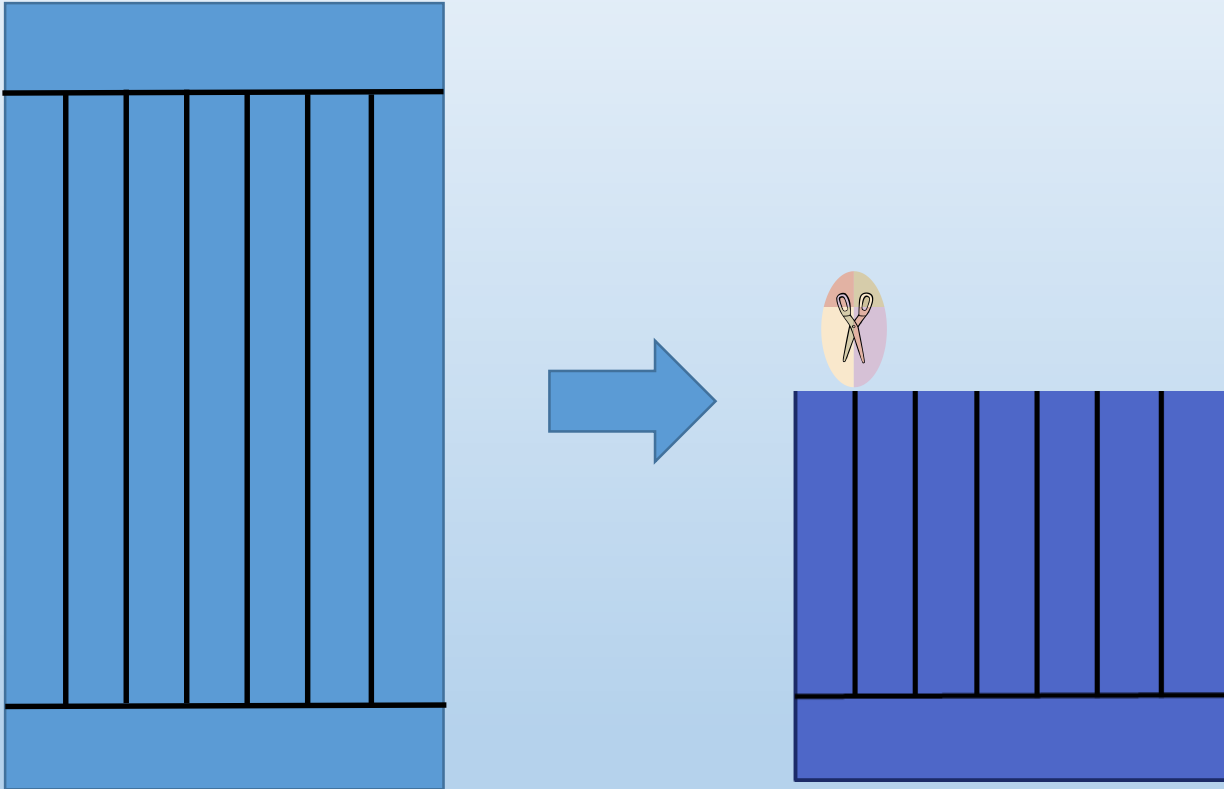
- 2. Weft



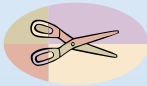
- 3. Scissors

- 4. Glue (Pritt Stick)

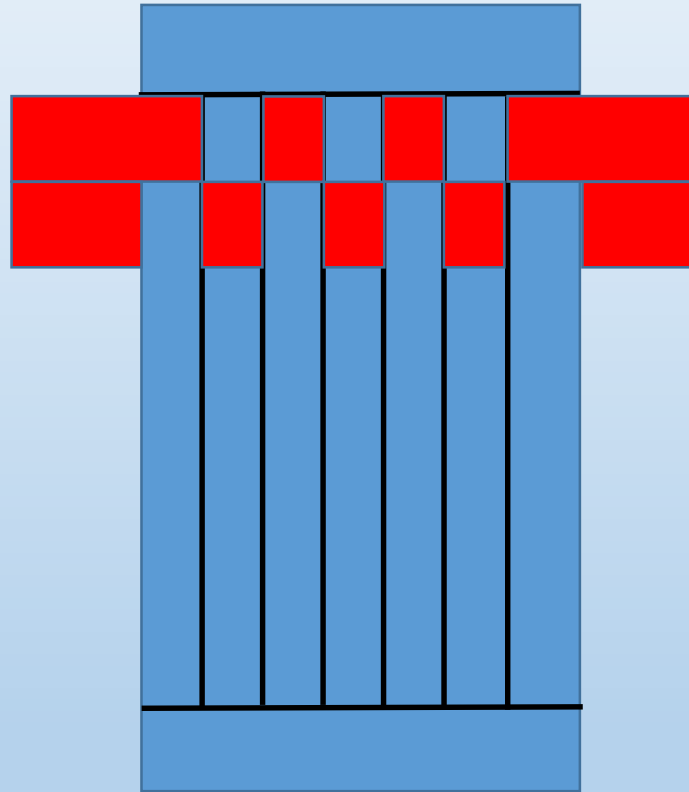
- 1. Carefully fold the warp sheet in half making sure the lines are on the outside and cut down each vertical line.



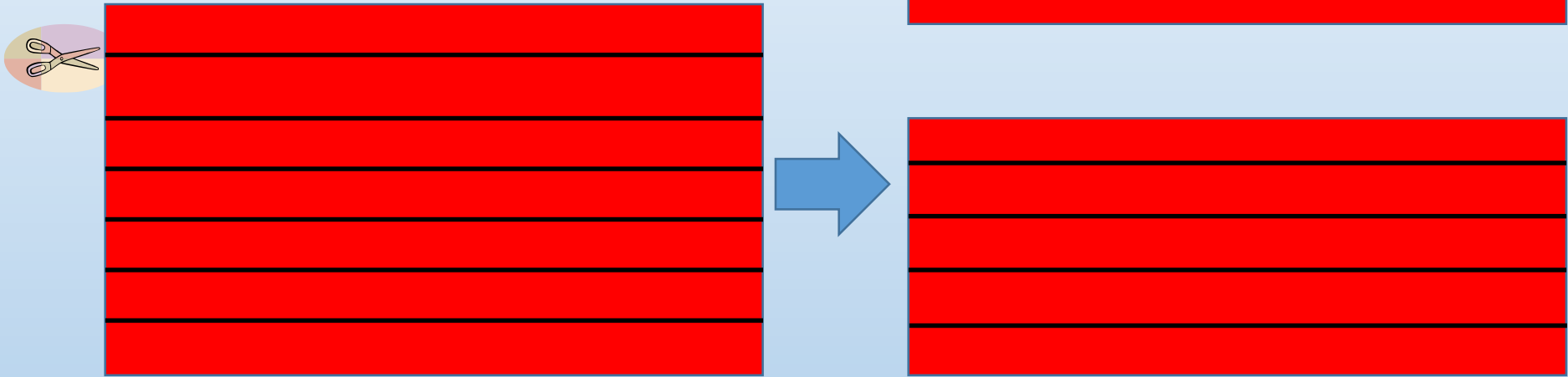
- 2. Cut the strips of weft.



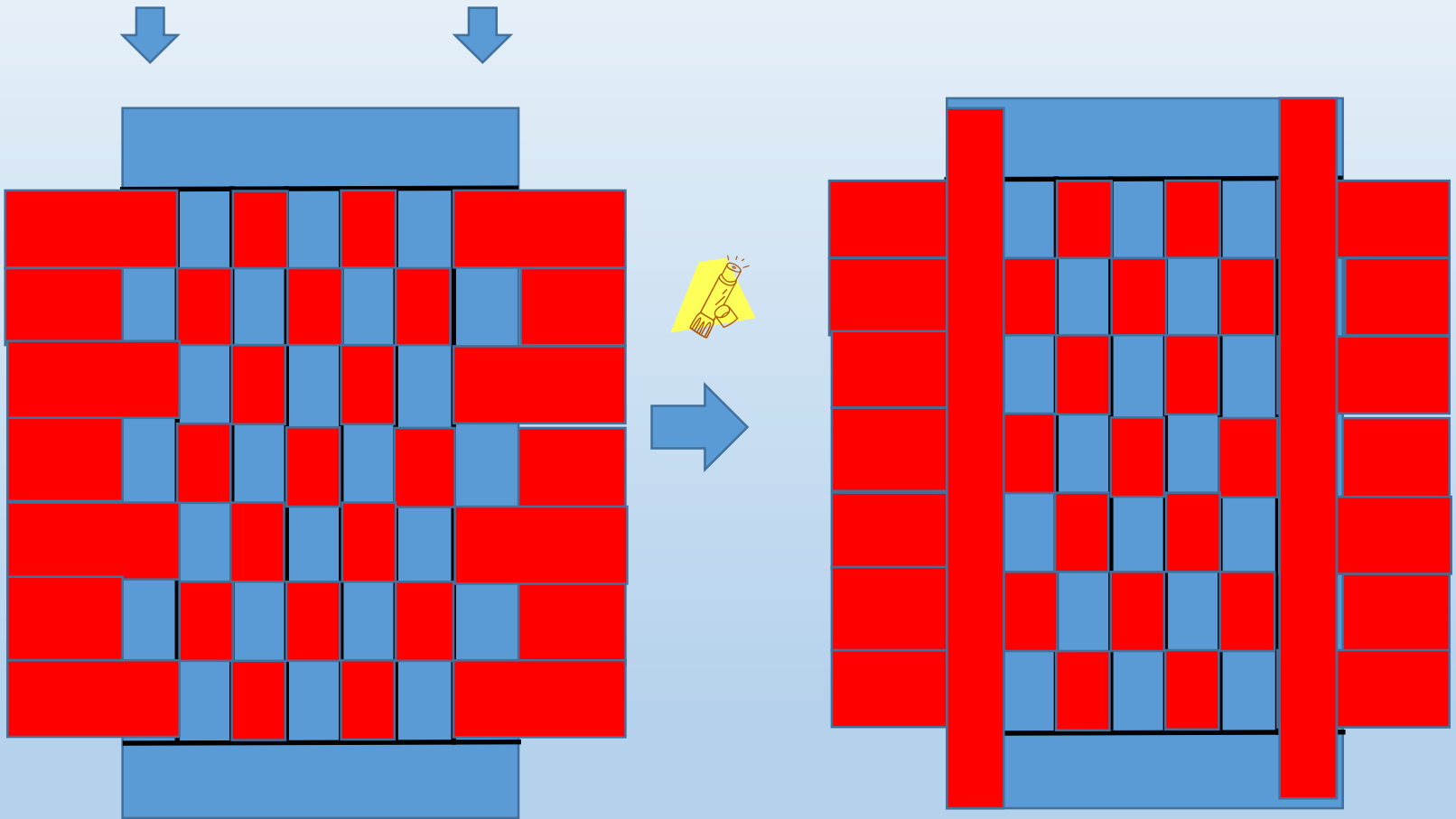
- 3. Unfold the warp and weave the weft in.



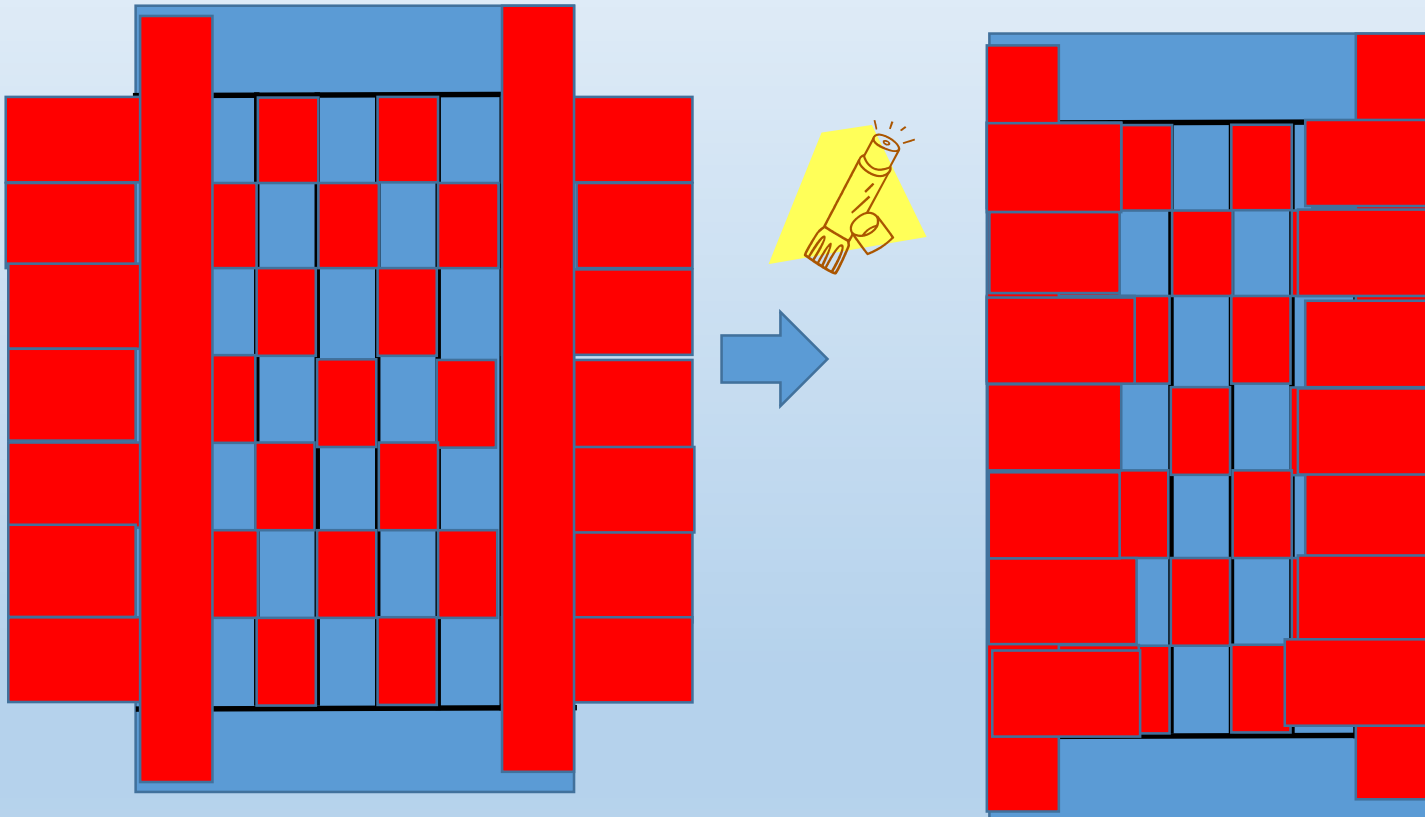
- 4. Cut 2 fresh strips of weft from a new piece of paper.



- 5. Glue the 2 strips of weft as shown.



- 6. Fold back and glue all the overhanging bits of weft onto the new vertical strips. Make sure your folds are neat.



- 7. Turn over your weaving. This is the side you look at – with no lines visible and all the overhanging pieces of weft glued behind.

