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Home Learning Pack Year 5

Guidance and Answers

Week 2

27/04/2020

Classroom
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KIDS



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This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

Maths – Square Numbers (page 2)

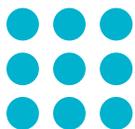
Question 1 - This question contains 3 mathematical statements, only one of which is correct. The statements contain the term **square number** and use **squared notation**. A **square number** is the result or **product** of a number when it is multiplied by itself. For example, 9 is a square number because it is the product of 3×3 . **Squared notation** indicates that a number should be multiplied by itself, for example 3^2 means 3×3 .

Choose the correct statement from the options given: the correct answer is **C**.

Question 2 – This question uses the **symbols** $>$, $<$ and $=$ as well as **squared notation** as in question 1. The symbol $>$ means greater than, and the symbol $<$ means less than, and are used to compare numbers and mathematical sentences. In this question, the numbers need to be **squared**, which means multiplied by themselves, used in an addition or subtraction calculation, then compared to the given number.

Insert the symbols to compare the calculations: the correct answers are $<$, $>$ and $=$.

Question 3 – In this question, five numbers are given in different representations including **arrays**. An **array** is a visual representation of a multiplication. Each number needs to be considered in turn as to whether it is a **square number**. Square numbers can form a square when counters are arranged into an **array** and can also be identified through knowledge of times tables. This array represents 9, which is a square number as it is the product of 3×3 .



The question asks who is correct. **Rachel** is correct as only 3 of the given numbers are square numbers: **9** (3×3), **4** (2×2) and **36** (6×6)

English – Recounts (page 3)

A **recount** is a piece of writing that gives details of an event that has happened. This question provides a choice of events which are familiar to most children. A checklist is provided as a reminder that recounts are written in the **first person**, which means that the accounts should be about themselves and use the words 'I' and 'we'. They should be written in the **past tense** as the events have already happened and in **chronological order**, from the beginning to the end. The recount should include descriptive words, or **adjectives**, which can describe objects, settings, or people, and **adverbs**. An **adverb** gives more information about when something happens. The recount should be divided up into **paragraphs** which are groups of sentences that share a common idea.

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Tuesday

Maths – Dividing by 10, 100 and 1,000 (page 4)

Question 1 - This question contains calculations that have been separated into the starting number, the operation and the answers. Some of the numbers have been represented in a **place value chart** which is used to identify the value of the digits that make up a number. The chart is divided into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. Dividing by 10 moves all the counters one place to the right, dividing by 100 moves the counters 2 places to the right, and dividing by 1,000 moves the counters 3 places to the right.

Match the starting numbers to the rest of the calculation and then to the answer. The correct answer is shown below.

T	Th	H	T	O
	••	••••		

÷ 10

27

27,000

÷ 1,000

T	Th	H	T	O
		••		••••

270

20,700

÷ 10

2,007

T	Th	H	T	O
••			••••	

÷ 100

Question 2 – This question uses a **place value chart** as in question 1. To find the answer to the question, the calculations need to be completed to reveal two matching answers and one answer that is different from the other 2. This is the calculation that is the odd one out.

Circle the calculation which has a different answer to the others: the correct answer is C.

Question 3 – In this question, three clues have been given for a number that goes into the **function machine**. This is an image of machine that takes a number and applies a rule or operation and gives the answer as an output. In this case, the operation is written on the 'machine'. The three clues include the term **digit sum** and **divided evenly**. The **digit sum** is when the digits of the number are added together, for example: the digit sum of 12,342 = 1 + 2 + 3 + 4 + 2 = 12. If the numbers are **divided evenly**, in this instance, it will mean that there are no **remainders** (any numbers left over after a division).

The question asks for three numbers Annie could have started with. Annie could have started with the numbers 63,000, 36,000 or 72,000.

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Tuesday

English – Using Noun Phrases (page 5)

Question 1 - This question is asking for your child to choose the appropriate **adjective** from the word bank given to complete the sentences. An **adjective** is a word used to describe an object, person or setting.

Choose **adjectives** from the list to use in the sentences given. The answers to this question can vary, as long as those chosen make sense within the sentence. For example: A. devastating, unexpected; B. tired, frail; C. busy, disorganised.

Question 2 – This question asks your child to circle the pair of **adjectives** (see question 1) that could replace the ones in the sentence without changing the meaning of the sentence.

Circle the pairs of words that won't change the meaning of the sentence: **restless, frantic** and **raging, troubled**

Question 3 – In this question, your child is asked to write a **multi-clause sentence** which includes a **noun phrase**. A **multi-clause sentence** is a sentence that has more than one action in it. For example: The dog chased the cat after it saw the cat in the garden. A **noun phrase** is the term given for an **adjective** (see question 1) paired with an object, person or place, such as the 'territorial dog'. An image has been provided to give a subject for the sentences. The question specifies that two **adjectives** (see question 1) and a **preposition** need to be included within the sentence. A **preposition** is a word which describes where something is. Examples of these include: up, on, after or above.

The question asks for a sentence to fit the specifications given. Answers will vary. An example answer is: **The adventurous, skilled climbers, who had travelled around the country climbing different mountains, began their ascent up their most dangerous climb yet.**

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Wednesday

Maths – Multiply 4-digits by 2-digits – (page 6)

Question 1 - This question has two parts. First, the two calculations need to be solved using a formal method of **column multiplication** where the ones are multiplied by the top number and recorded the first answer row, and then the tens are recorded beneath and added to the ones. Then, the larger answer of the two needs to be identified.

Solve the calculations and identify the largest answer: Calculation A has the larger answer. A.

		7	1	4	1	
x				1	6	
	4	2	8 ₂	4	6	
	7	1	4	1	0	
	1	1	4	2	5	6
		1				

B.

		6	1	4	1	
x				1	7	
	4	2	9 ₂	8	7	
	6	1	4	1	0	
	1	0	4	3	9	7
		1				

Question 2 – This question also has two parts. First, the multiplication calculation needs to be solved to find the **area** of the wrapping paper. The term **area** refers to space inside a shape and can be found by multiplying the length and width together. The answer then needs to be compared to the answers that Kaidi found.

Complete the calculation and state whether Kaidi's answer is correct: Kaidi is **incorrect**.

		1	0	3	6	
x			5	1		
	1	0	3	6		
	5	1 ₁	8 ₃	0	0	
	5	2	8	3	6	

Question 3 – In this question, three multiplication calculations need to be completed and the odd one out identified. Once the calculations have been complete, two answer will be 5-digit numbers and one will be a 6-digit number.

Complete the calculations to identify the odd one out. Various answers, for example: **C is the odd one out because the answer has 6 digits, whereas the other answers have 5 digits.**

A.

		1	0	3	2	
x				2	6	
	6	1 ₁	9 ₁	2		
	2	0	6	4	0	
	2	6	8	3	2	
		1				

B.

		2	1	1	1	
x				2	1	
	2	1	1	1		
	4	2	2	2	0	
	4	4	3	3	1	

C.

		6	3	1	2	
x				3	1	
	6	3	1	2		
	1	8	9	3	6	0
	1	9	5	6	7	2
		1				

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Wednesday

English – Identifying Verbs in Sentences – (page 7)

Question 1 – This question asks for the correct **verb tense** to be circled within the sentences. The **verb tense** is the **tense** (past, present or future) in which the **verb** (an action word, for example 'cook') is written. Two options are given in the sentence and the correctly option needs to be circled.

Circle the correct verb: A. fell, ran; B. caught, raced; C. slept, roared

Question 2 – This question requires an X to be put in the box next to the sentences that only use **verbs** (see question 1) for an action, and that are not used as an **adjective** (a word used to describe an object, setting or person).

Mark the correct sentences with an X: A and C

Question 3 – In this question, the **verbs** (see question 1) in the sentences need to be replaced with a **verb** from the list, so that the meaning of sentence will change.

Replace the verbs in the sentences with a verb from the list: A. strolled, leapt; B. mended, closed

This week's pack supports the [Week 2 timetable](#) on Classroom Secrets Kids.

Thursday

Maths – Divide with Remainders (page 8)

Question 1 - This question uses the **symbols** $>$, $<$ and $=$. The symbol $>$ means greater than, and the symbol $<$ means less than, and are used to compare numbers and mathematical sentences. In this question the calculations need to be completed to find the missing symbol. The numbers are presented with counters as well the calculation set out using a **bus shelter method**, so that they can be grouped. The **bus shelter method** involves dividing each digit in turn, beginning with the thousands, by the single digit outside the bus shelter. Both calculations will have a **remainder**. This term refers to when there is an amount left over from the division. For example: $7 \div 6 = 1$ and 1 left over (1 r1).

Insert the symbols to compare the calculations: the correct answer is $1307 \text{ r}4 > 1306 \text{ r}5$

Question 2 – This question requires a **Carroll diagram** to be completed once the answers to the divisions have been completed using the bus shelter method. A **Carroll diagram** is a way of sorting shapes or numbers into one of four boxes. Each box has two rules that the object or number inside of it need to meet. The calculations need to be completed and sorted into the diagram.

Sort the calculations into the Carroll diagram:

	Remainder of or between 1 and 3	Remainder of or between 4 and 7
Answer below 1,000	$2,345 \div 3 = 781 \text{ r}2$	$5,696 \div 7 = 813 \text{ r}5$
Answer above 1,000	$7,629 \div 6 = 1,271 \text{ r}3$	$6,609 \div 5 = 1,321 \text{ r}4$

Question 3 – In this question, there are digits missing within the calculation. This question requires knowledge of times tables and of **remainders** (see question 1).

Identify the missing digits:

		1	2	0	7	r5
6	7	2	4	7		

		1	2	0	1	r6
8	9	6	1	4		

English – Adverts

Play the game on CSK <https://kids.classroomsecrets.co.uk/resource/year-5-features-of-an-advert-activity/> to remind yourself of the features of an advert and then have a go at designing your own advert for an imaginary holiday destination.

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Friday

Maths – Multiples

Click on the link to watch the learning video clip on multiples. As the video progresses, it will give questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-multiples-year-5-multiplication-and-division-learning-video-clip/>

English – Adverts (page 9)

An **advert** is a piece of writing which aim is to persuade the reader to do something, for example go to a holiday destination or buy a new pair of shoes. This question provides a challenge of designing a new toy and then writing an advert for the toy they have designed. Hints have been included as a reminder that adverts should include **noun phrases** for description, which means that an **adjective** (a word used to describe a person, setting or object) is followed by a **noun** (person, setting or object). For example 'original toy'; original being the adjective and toy being the noun. The advert should also include **verbs**, which is an action such as run or play. An advert should be persuasive, so that people will want to buy the product. Extension ideas have also been provided at the bottom of the page, to provide a further writing challenge if required.

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Additional Resources

English – Guided Reading – A Weekend in Pompeii (page 10 - 13)

Children should read the advert and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are given below.

1. Why do you think the writer was ready for a holiday?
They had been doing lots of tests at school.
2. Where is Naples?
Italy.
3. Why was she a little concerned about visiting Mount Vesuvius?
Mount Vesuvius is an active volcano which could erupt at any time.
4. Write down three other words which mean the same as 'humungous'.
Various answers, for example: vast, enormous, huge, immense, giant, mammoth, colossal.
5. How long did the train journey take from Naples to Pompeii?
Half an hour (30 minutes).
6. Was the writer able to see all of Pompeii?
No, not all of it has been excavated yet. Archaeologists are still working on the site.
7. How did the writer feel about walking to the summit of Mount Vesuvius?
She wasn't very happy about it; she didn't think you should walk anywhere unless it was absolutely necessary.
8. What was the purpose of the post and rail fence?
To stop people going too close to the edge of the crater.
9. What are the features you would expect to find in a diary extract?
Various answers, for example: Informal or chatty language; written in the past tense with some reference to future events; personal thoughts and feelings referenced; reported speech; a date and time reference.