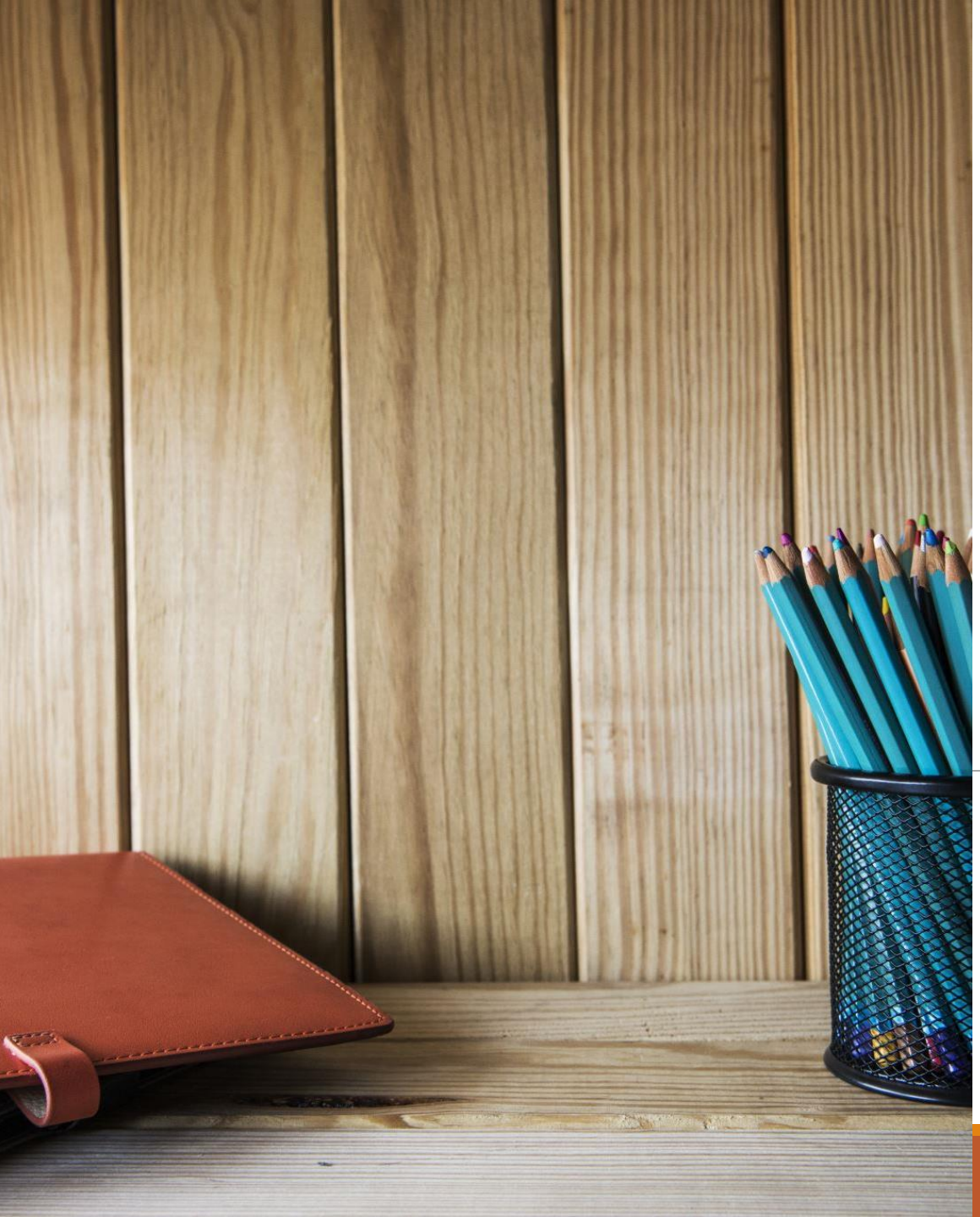


Class 5 Home Learning

FRIDAY 19TH NOVEMBER 2021

Maths

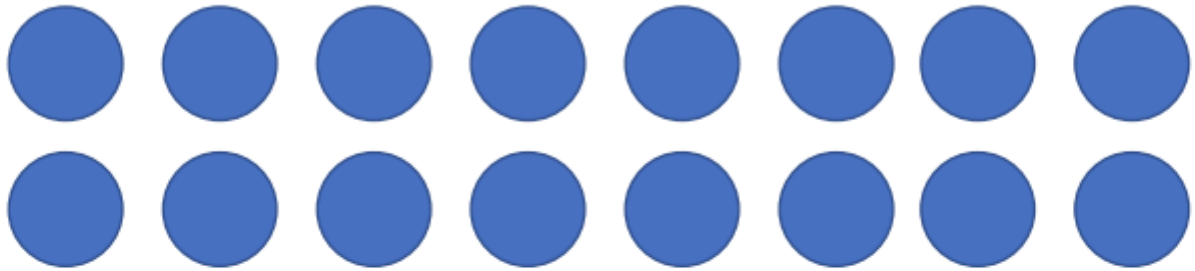
Please practise your 3, 4 and 5 times tables.

Today we will be focusing on square numbers.

Follow the slides to complete your maths activity.

True or False?

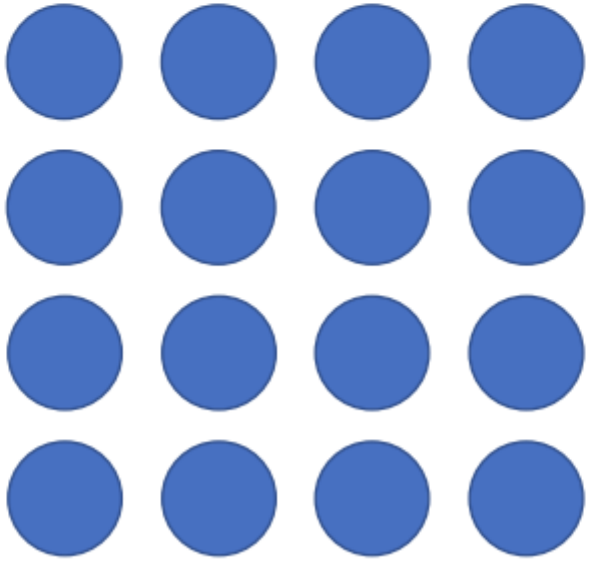
16 is not a square number because it can be arranged as this array.



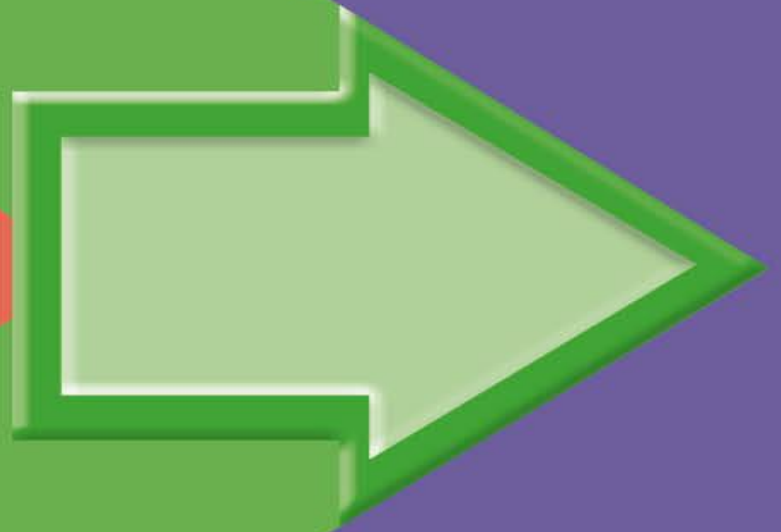
False

16 can also be arranged in this array,

so it is a square number.



SQUARE NUMBERS



White Rose Maths

GET READY

White Rose Maths

1) What is the sum of 6 and 9?

2) What is the product of 6 and 9?

3) $6 \times 6 = \square - 10$

4) List the factors of 16

1) What is the sum of 6 and 9? 15

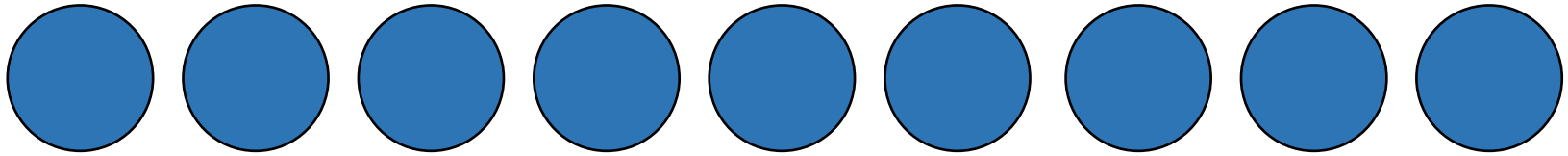
2) What is the product of 6 and 9? 54

3) $6 \times 6 = \boxed{46} - 10$

4) List the factors of 16 1, 2, 4, 8, 16

LET'S LEARN

White Rose Maths

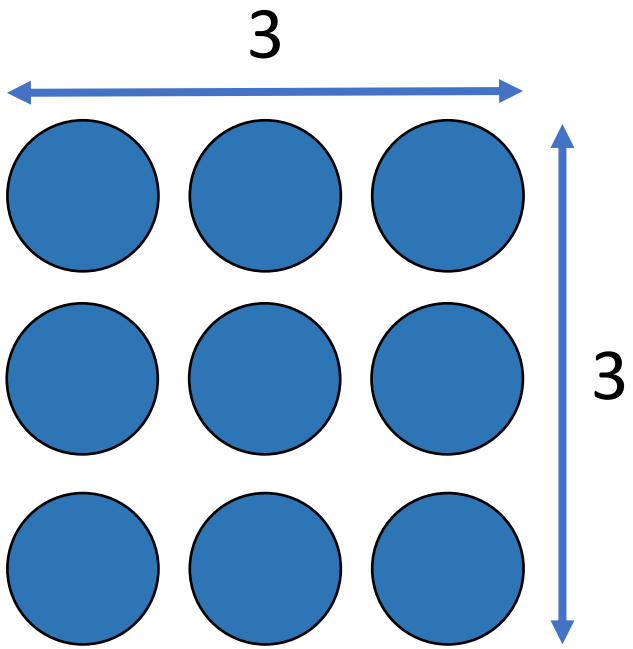


1 row of 9 is equal to 9

1 and 9 are factors of 9

3 rows of 3 are equal to 9

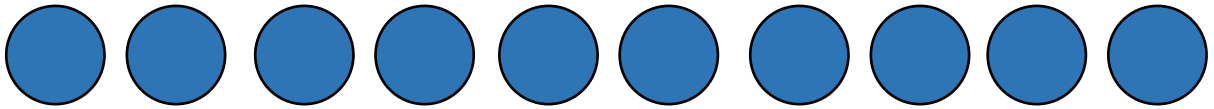
3 is a factor of 9

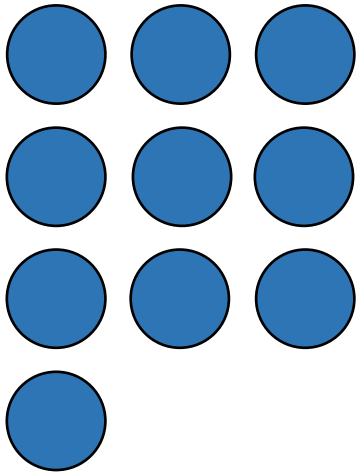


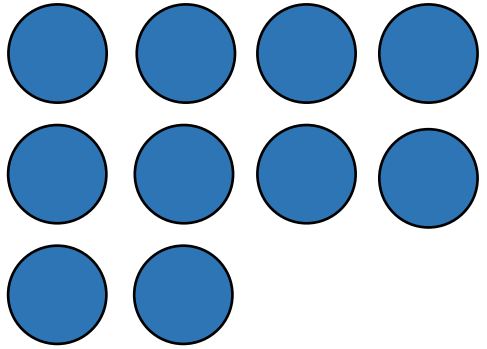
Using 9 counters it is possible to make a square.

9 is a square number.

Is 10 a square number? No

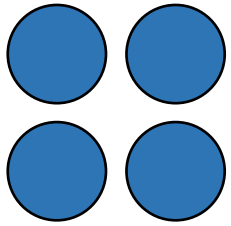




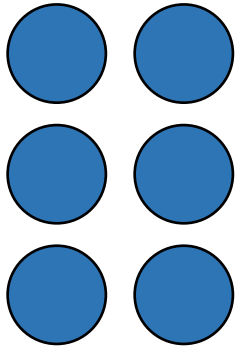


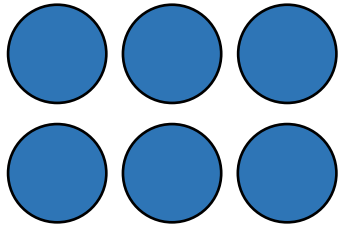
1) Is 4 a square number? Yes

Have a think

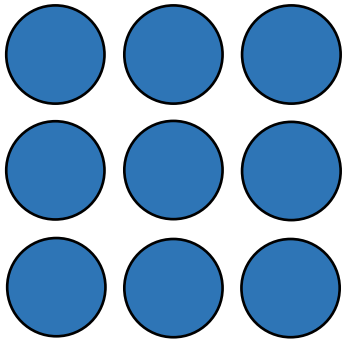


2) Is 6 a square number? No



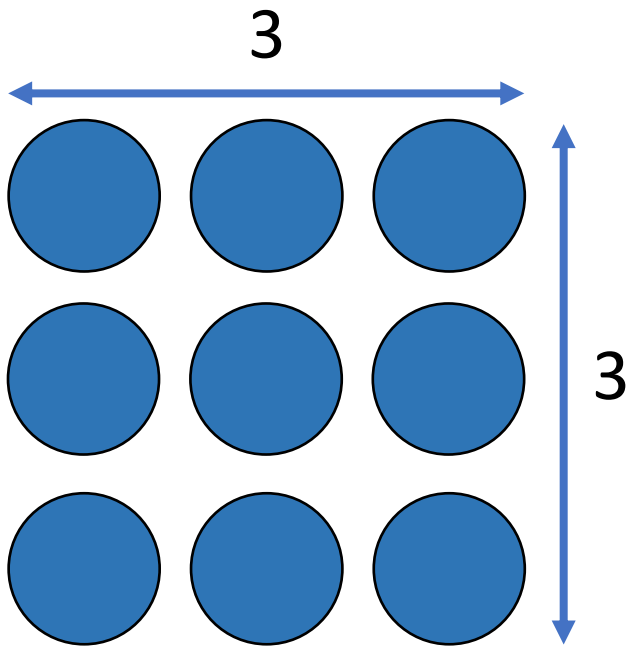


Have a think



Does this show that 8 is a square number?

No



3 rows of 3 counters is equal to 9

$$3 \times 3 = 9$$

The product of an integer multiplied by itself is a square number.

The product of an integer multiplied by itself is a square number.

$3 \times 3 = 9$

$3^2 = 9$ *"3 squared is equal to 9"*

1) $4^2 = 16$ 4 multiplied by itself

$4 \times 4 =$ ✗

Have a think

2) $5^2 = 25$

$5 \times 5 =$

3) $49 = \boxed{7}^2$

$\underline{7} \times \underline{7} = 49$

Dora is thinking of a square number.

- It is odd. ✓
- Its digits sum to 7 ✓
- It is one more than a multiple of 8 ✓

What number is Dora thinking of? 25

Have a think

41 $4 + 1 = 5$

41's digits sum to 5

1 4 9 16 25

$1 + 6 = 7$ ~~$2 \pm 5 = 7$~~

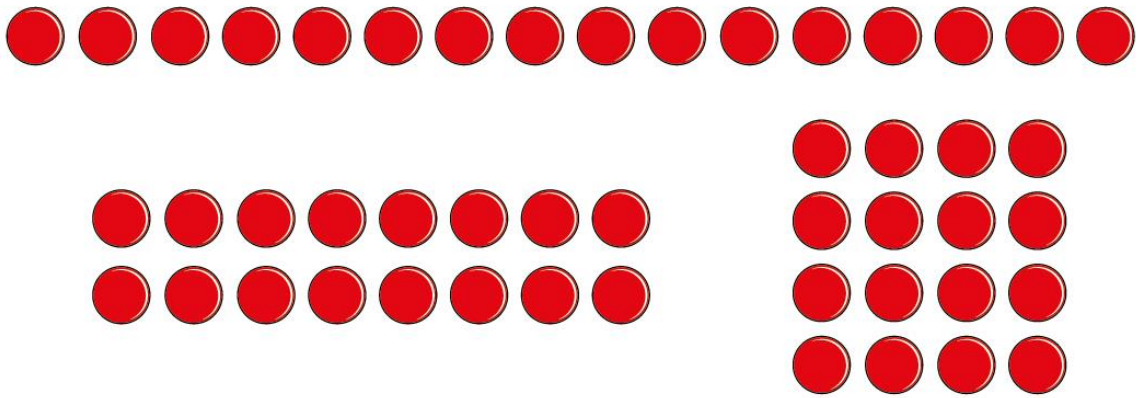
24

Choose at least 3 activities from one of the slides below to complete on paper. There are 9 questions and each is a bit harder than the one before.

Remember that you can start from whichever question you like and can move on if you want more of a challenge.

Square numbers

1 **a)** Use 16 counters to make these arrays.



b) What do you notice about the shape of one of the arrays?

_____

c) Is 16 a square number? How do you know?

2 **a)** Is it possible to make a square array with 8 counters? _____

b) Is it possible to make a square array with 9 counters? _____

c) Which number is a square number? ☐

How do you know?

_____

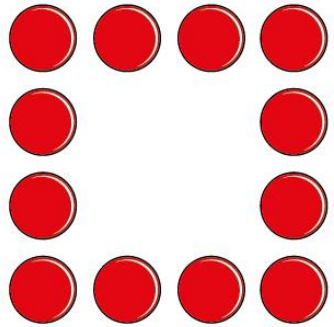
_____

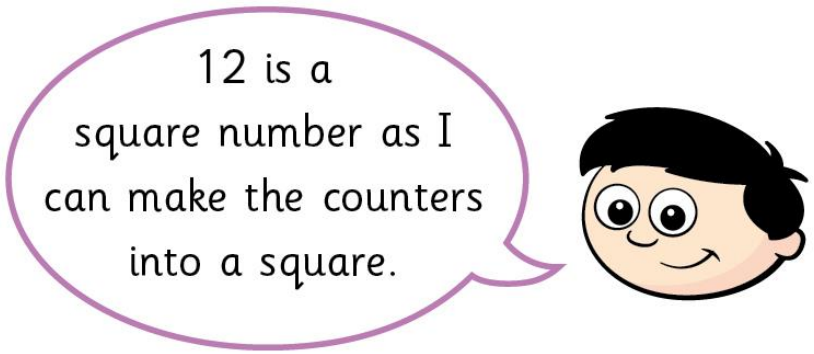
3 Which of these numbers are square numbers?

Circle your answers.

4 **10** **18** **25**

4 Dexter makes a square using 12 counters.





What mistake has Dexter made?

_____

_____

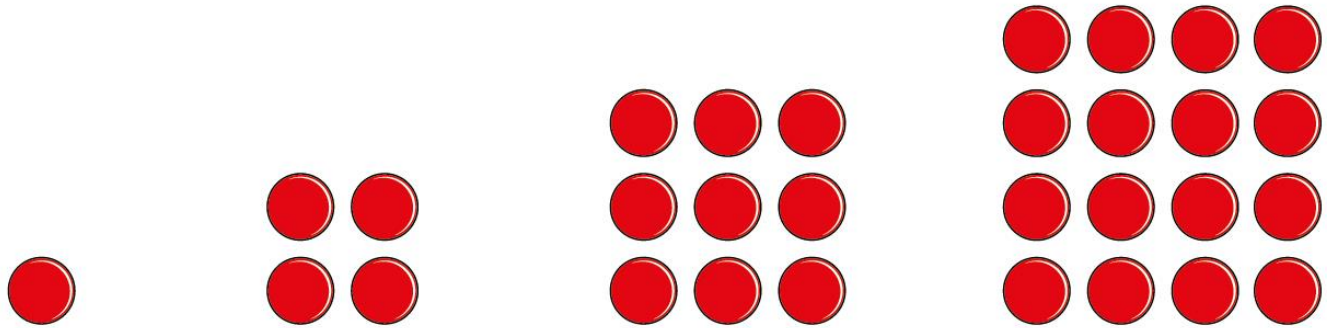
5 Whitney is working out a calculation.

$8 \times 8 = 16$

What mistake has Whitney made?

6 The arrays below show a sequence.

a) Complete the number sentences. Use the arrays to help you.

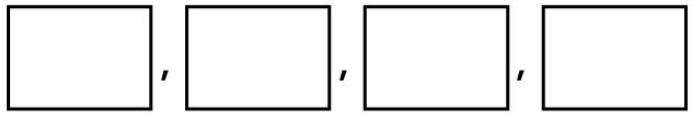


1 × 1 = ☐ 2 × 2 = ☐ 3 × ☐ = ☐ ☐ × ☐ = ☐

b) What do these numbers have in common?

6 **c)** Draw the next two numbers in the sequence and write a number sentence for each.

6 **d)** What would the next four numbers in the sequence be?



7 Complete the statements.

a) $6^2 = \square$

b) $12^2 = \square$

c) $\square = 9^2$

d) $0^2 = \square$

e) $\square^2 = 100$

f) $64 = \square^2$

8 **a)** Write the numbers in the table.

0 **3** **4** **11** **49**

	Factor of 24	Not a factor of 24
Square number		
Prime number		

b) Write a different number in each part of the table.

9 Dani is thinking of a square number with 2 digits.

The digits add together to make another square number.

What could the number be?

10 Huan is celebrating his birthday.

His age is a square number.

Last year he was a multiple of 12

Next year he will be a multiple of 10

How old is Huan?

English

Please ask an adult to check that you have learnt your spellings from last week. Your new spellings will be modal verbs.

Your new tricky words this week are;

conscience conscious controversary

can
could
may
might
must
shall
should
will
would
ought

This Friday our SPaG focus is using prefixes correctly to modify root words. Use the following slides to help you understand the use of prefixes and then have a go at completing the sentences by writing them out with the correct prefixes.

Verb Prefixes Revision

Aim

- Revise verb prefixes dis-, de-, mis-, over- and re-.

Success Criteria

- I can explain the meanings of these prefixes.
- I can decide which prefixes could be applied to a given root word.
- I can use my knowledge of prefix meanings to predict the meaning of unknown words.
- I can identify when a group of letters are forming a prefix in a word.

re-

de-

over-

A prefix is a group of letters which comes *before* a root word to alter its meaning. (The word prefix contains the prefix pre- which means before.)

Knowledge and understanding of prefixes is very important to help you infer the meaning of words and to spell them correctly.

dis-

mis-

Revise and Remind

re-

Here are some examples of this prefix in use –

replay rewind
revisit retrain

What do you think this prefix means when it is used before a root word?

The prefix **re-** refers to the act of doing something again or moving/backing away.

Can you think of any other words which use the prefix **re-**?

Revise and Remind

dis-

Here are some examples of this prefix in use –

dislike
disbelieve
disabled
distrust
disallow
disapprove

What do you think this prefix means when it is used before a root word?

The prefix **dis-** has a reversing negative effect. It means ‘don’t’ or ‘not’ when used before a word.

Can you think of any other words which use the prefix **dis-**?

Revise and Remind

de-

Here are some examples of this prefix in use –

decrease

decouple

deice

decode

devalue

What do you think this prefix means when it is used before a root word?

The prefix **de-** means ‘to remove’, ‘off’ or ‘from’. It can also be used to form an opposite.

Can you think of any other words which use the prefix **de-**?

Revise and Remind

mis-

Here are some examples of this prefix in use –

misbehave
misfit mistrial
misstep mislead

What do you think this prefix means when it is used before a root word?

The prefix **mis-** means ‘wrongly’ or ‘badly.’

Can you think of any other words which use the prefix **mis-**?

Revise and Remind

over-

Here are some examples of this prefix in use –

overreact
overcook overdress
overheat overfull

What do you think this prefix means when it is used before a root word?

The prefix **over-** means ‘too much’ of something, ‘above’ or ‘beyond.’

Can you think of any other words which use the prefix **over-**?

Insert words beginning with one of the prefixes **mis-, de-, over-, dis-, re-** to make the sentences make sense.

a) When other scientists felt something was not right, Dr. Williams spent many hours attempting to _____ the data.

b) The wealthy businessman had his stone house transferred block by block half way across the world with the intention to _____ it on the land he had bought in Africa.

c) In order to _____ the bomb, she spent a lot of time researching the complex mechanisms.

d) One of the perks of the job was that he was able to buy _____ biscuits at very cheap prices at the end of each shift.

e) His GPS navigating system tried to politely _____ her down a muddy, dirty track.

Geography

The next step in our mountains topic is learning about the features of mountains. We are going to look at how to identify features and then draw our own mountain range and label it.

Read through the next couple of slides and watch the videos linked. After that complete your activity on a plain piece of paper.

Features of Mountains

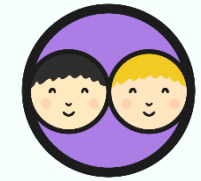
Aim

- I can describe the key features of a mountain range.

Success Criteria

- I can tell you that not all mountains look the same.
- I can identify a valley and the summit, foot and slope of a mountain.
- I can identify an outcrop, a ridge, the tree line and the snow line.
- I can identify a plateau.
- I can draw a mountain range including the key features I have identified.

Draw It!



Draw a mountain.

Show your picture to your partner.

- How are your drawings similar?
- What differences are there?

Do all mountains look the same?

Different Shapes

Watch this video clip.

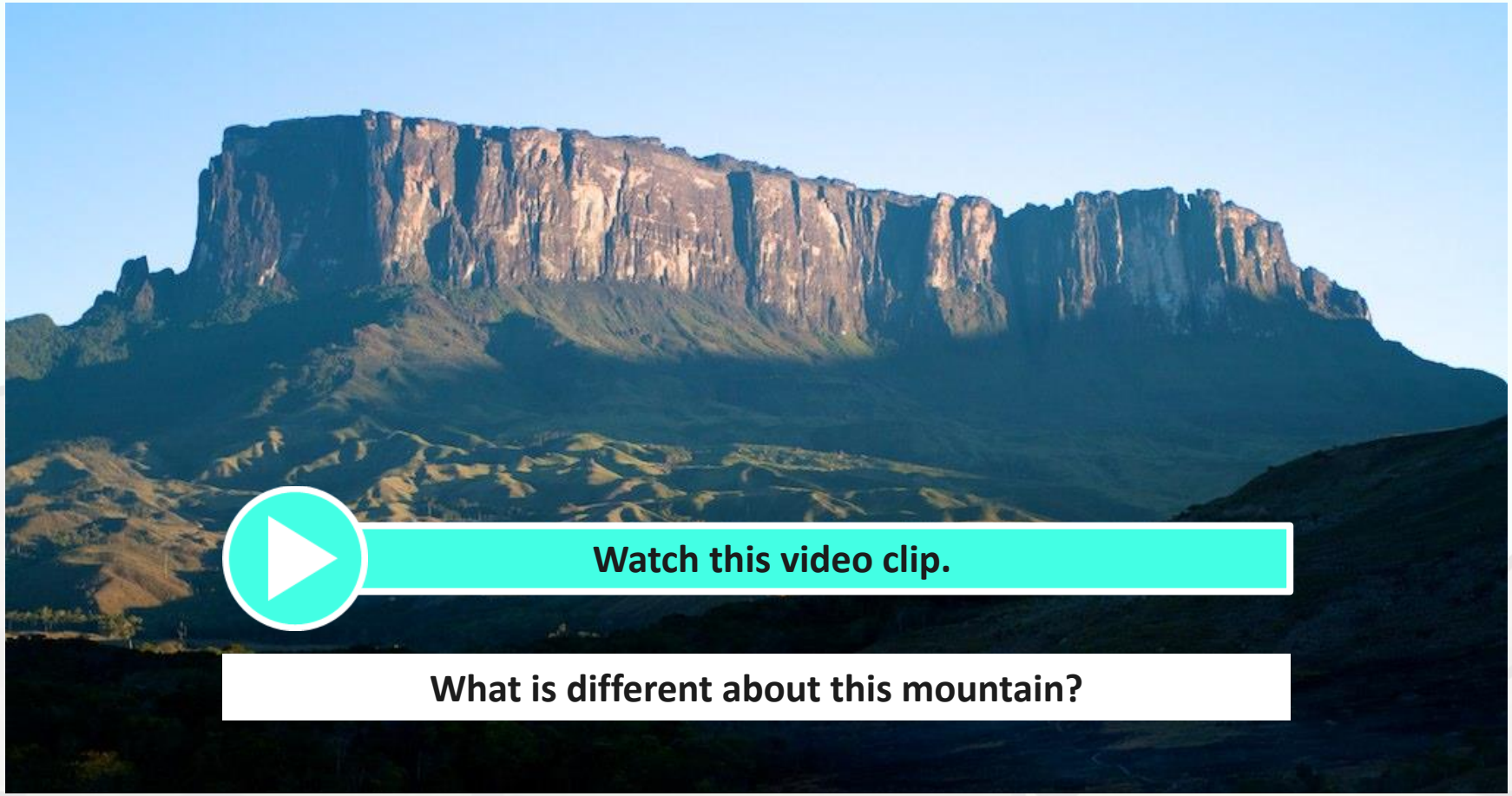
Did the mountains look like your drawing?

- How are your drawings similar?
- What differences are there?

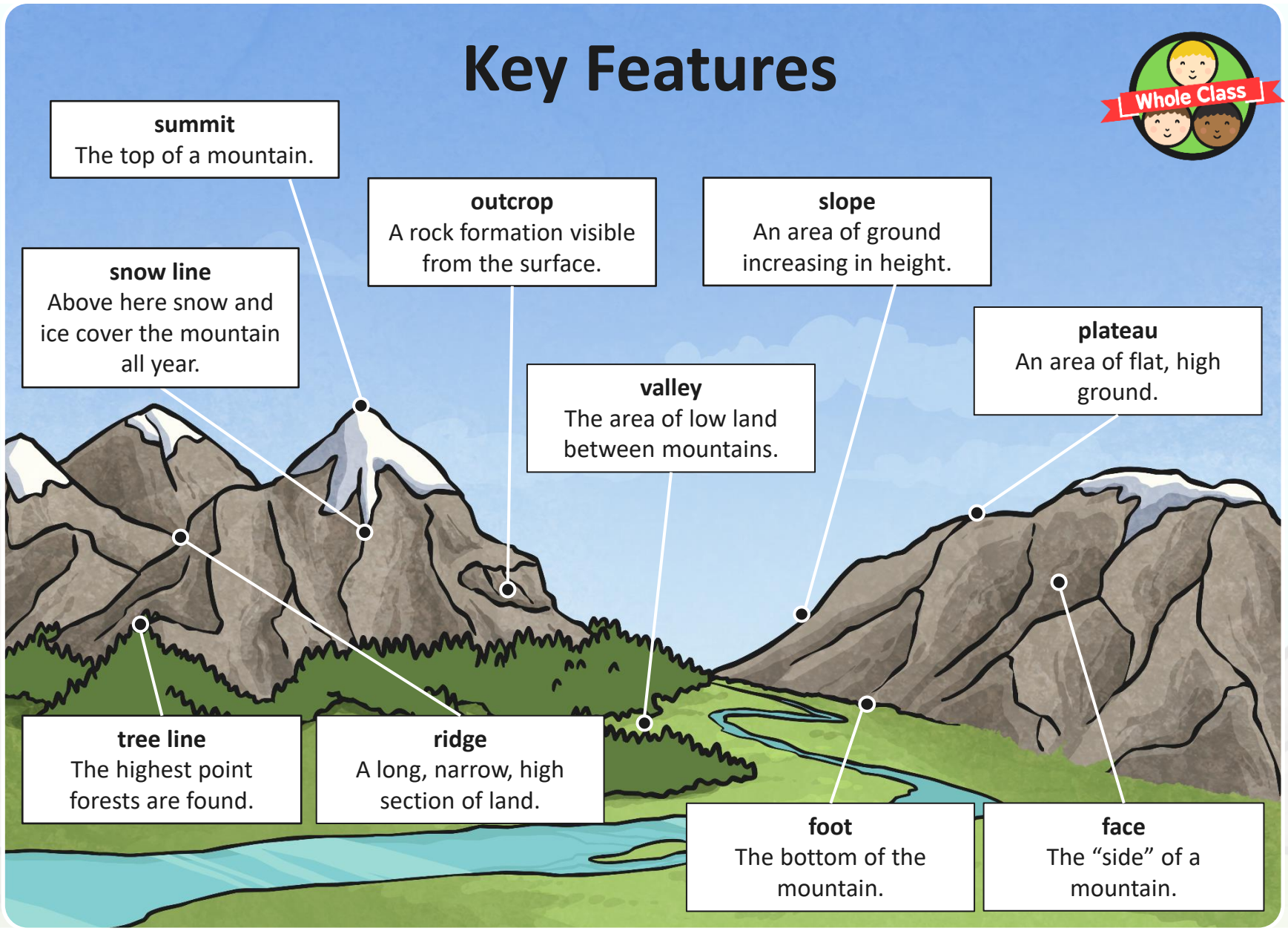
Were all the mountains the same?

- Some were single summits, some were in groups.
- Some were smooth-edged and some were rockier.

Different Shapes



Key Features



Lesson Objective: I can identify the features of a mountain

	Success Criteria	Me	Miss T
★	I can tell you that not all mountains look the same		
1	I can draw and label the 3 main parts of a mountain		
2	I can draw and label all the parts of a mountain		
3	I can draw, label and explain each part of a mountain		

Challenge

Write an explanation to explain what each part of the mountain is

Art – Dr Chila Kumari Singh Burman

Our art is going to focus on using mixed media to design and create a unique piece of art work that represents ourselves.

We are going to be focusing on the artist Dr Chila Kumari Singh Burman and in particular her ice cream themed prints.

https://www.tate.org.uk/kids/explore/who-is/who-chila-kumari-singh-burman

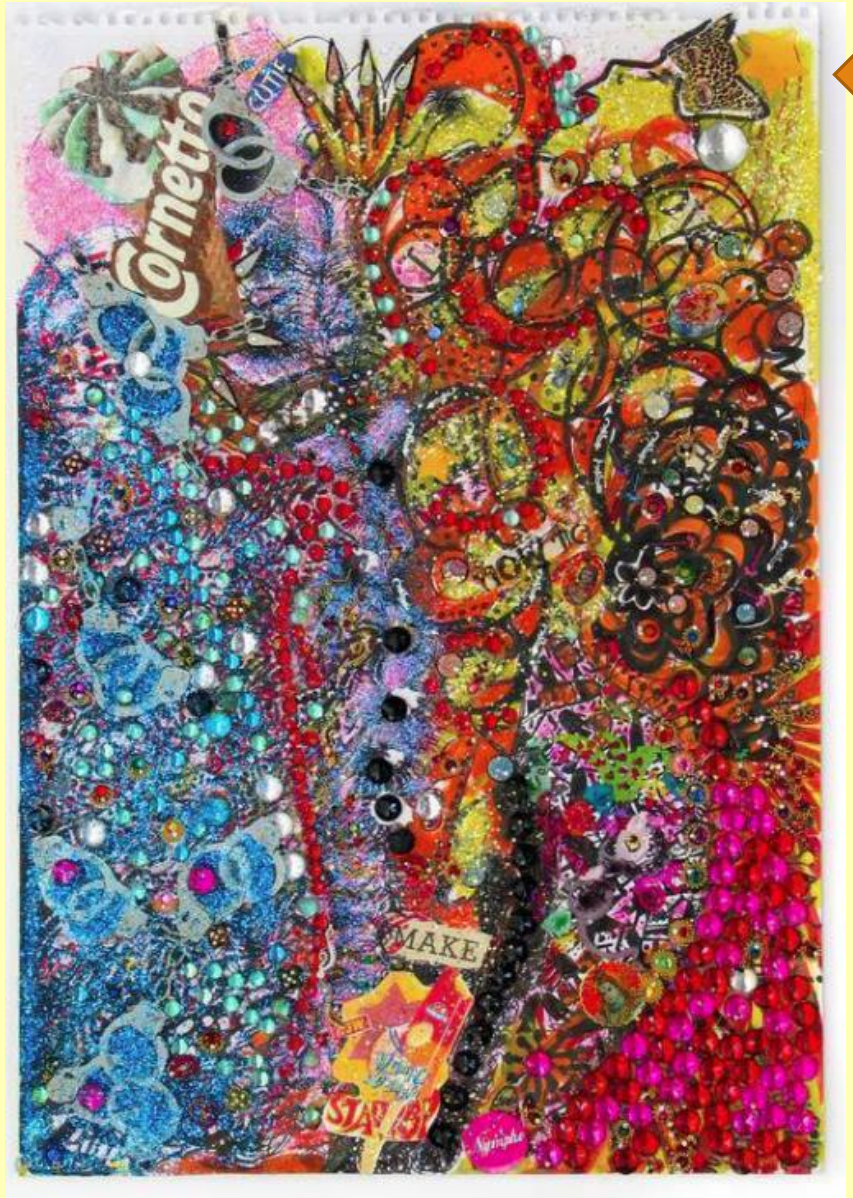
In this week's lesson we are going to be analysing Dr Chila Kumari Singh Burman's work and starting to design our own versions. I have found some examples of her work for you to look at, the writing underneath shows that the work is copyrighted material and in some cases also credits the person who took the photograph of the installation (if known). Even though you can find all of these pictures easily on the internet it is still important for us to recognise and acknowledge that they do not belong to us, we are simply using them as inspiration for our own designs!

© Tate (Joe Humphrys)

remembering a brave new world - Dr Chila Kumari Singh Burman

Commissioned for Tate Britain's winter commission in 2020

Photo: © Holly Black



High Squeeze, (2006)

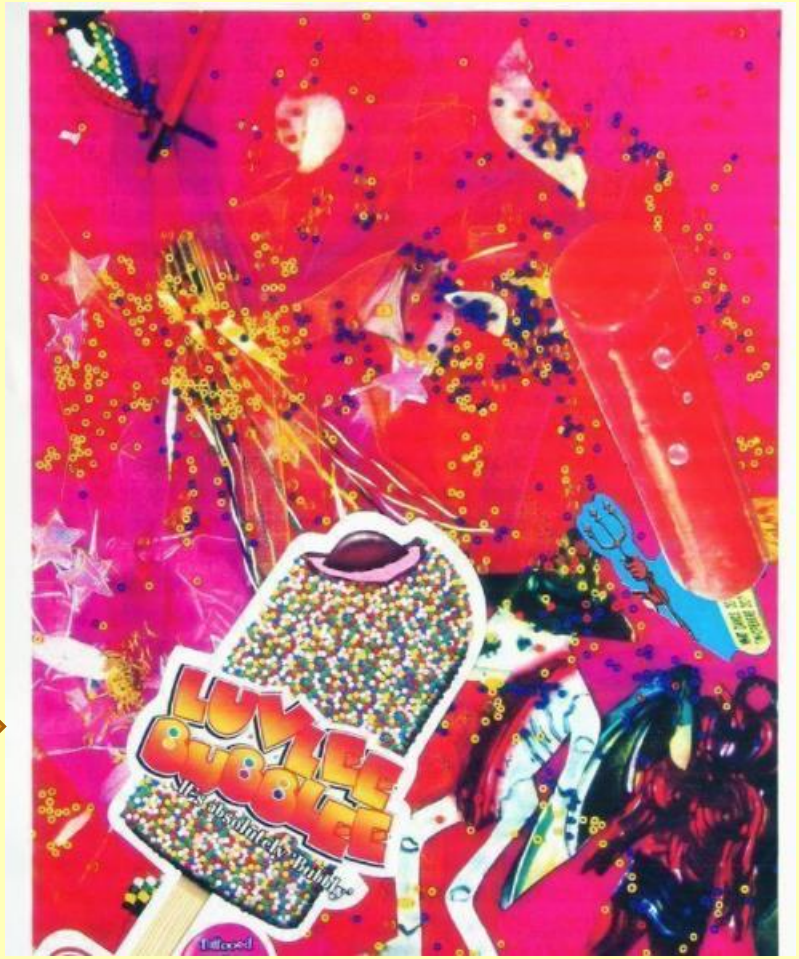
Destroy Serious Culture, (2010)

Love Hearts, (2006)

Mint, (2006)

Curved Knot, (2006)

Lovlee Bubblee, (2006)



Chila Kumari Burman, *Eat Me Now*, 2013, mixed media.
© Chila Kumari Singh Burman.

Chila Kumari Burman, *Eat Me Now* (detail), 2013, mixed media. © Chila Kumari Singh Burman

Chila Kumari Burman, *Cornets and Screwballs Go Vegas*, 2010 © Chila Kumari Singh Burman

Chila Kumari Burman, *Tuk Tuk – India Illuminated*, Science Museum 2017 © Chila Kumari Singh Burman

© Chila Kumari Singh Burman

Photo taken from https://www.carolinebanks.co.uk/exhibitions/chila-kumari-singh-burman-the-winter-commission-at-tate-britain/ © Caroline Banks

Start thinking about your own ice cream inspired art work.

- What materials will you use?
- How will you create your art – 2D or 3D?
- How much time do you think you will need?
- Are there any techniques or tools you would like to learn about or use?
- What colours are you interested in?
- What types of ice cream do you like?!

If you want to challenge yourself you may want to think of a topic that is personal to you and use that as the theme for your art work instead of ice cream. There really is no limit to your creativity!

Use a sheet of paper to make a note of all the ideas you have and what you would like to include. You can then start designing your art work in rough on another sheet so that you have a plan ready for our next session.