



Class 5 Home Learning

FRIDAY 12TH NOVEMBER 2021

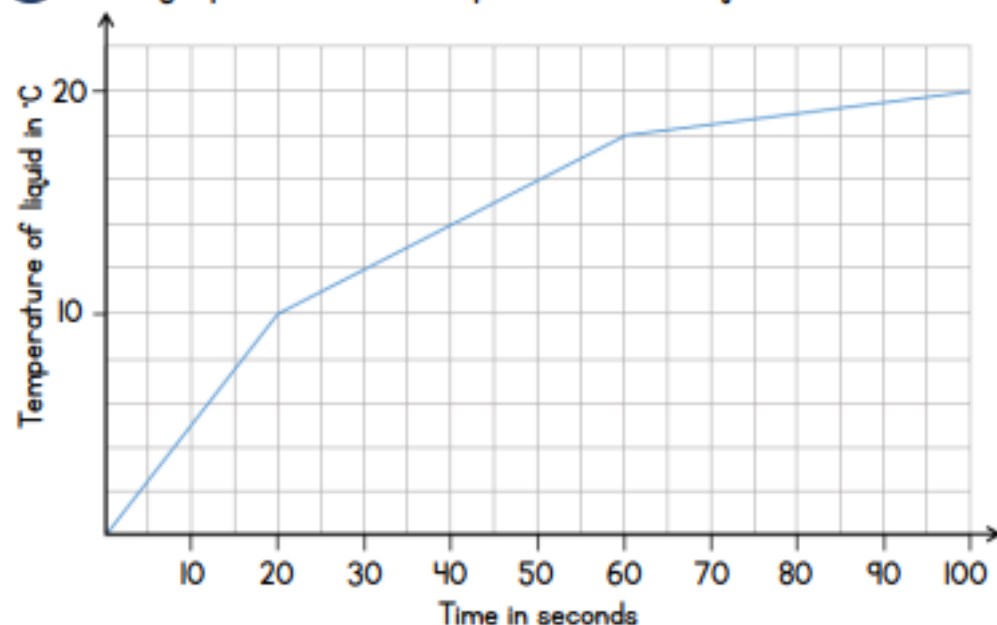
Maths

Please practise your 6 and 7 times tables.

Today is the last day of our statistics block and we will be completing an end of block challenge in school to show our learning and identify any areas we are struggling in. Please have a look at the following questions and have a go at answering them. Remember to indicate how confident you feel about this unit so we can help you if you need it!

Name _____

1 The graph shows the temperature of a liquid as it is heated.



How long does it take the liquid to reach 10°C ?

_____ seconds

What is the temperature of the liquid after it is heated for 50 seconds?

_____ $^{\circ}\text{C}$

How many degrees has the temperature increased by between 40 seconds and 80 seconds?

_____ $^{\circ}\text{C}$

Another liquid is heated for 100 seconds.

- The temperature of the liquid at the start was 5°C
- After 40 seconds the temperature is 10°C
- It takes the liquid 50 seconds to increase by another 5°C
- After 100 seconds the temperature is 20°C

Draw a line to show this information on the graph.

2 The table shows the distance (in km) between places in the UK.

	Bath	Dover	Ely	Leeds	Perth
Bath	-	307	260	350	690
Dover	307	-	220	270	832
Ely	260	220	-	240	640
Leeds	350	270	240	-	430
Perth	690	832	640	430	-

What is the distance between Ely and Leeds?

_____ km

Which place in the table is 690 km from Bath?

On Monday Mike drives from Dover to Leeds.

On Tuesday he drives from Leeds to Perth.

How many kilometres does he drive altogether?

_____ km

3 The table shows the start times for films at a cinema.

Bubble Mania	Mission Boy	Maglo Island	Wand King
12:10	11:30	12:30	12:10
13:40	12:45	14:00	13:20
15:10	14:00	15:30	14:40
16:40	15:15	17:30	16:00

Which film starts in the morning?

Which film starts at 5:30pm?

Jack arrives at the cinema at 2:20pm.

He wants to watch Wand King.

How long does he have to wait?

_____ minutes

Bubble Mania lasts 100 minutes.

What time does the 15:10 film finish?

4

The table shows the information about 130 sandwiches that were sold in a shop.

	Brown bread	White bread	Total
Egg	13	26	39
Tuna		18	44
Cheese	22		
Total		69	130

How many more egg sandwiches were sold on white bread than brown?

How many tuna sandwiches on brown bread were sold?

Complete the missing values in the table.

Circle how confident you feel with statistics.

1

2

3

4

5

Not
confident

Very
confident

English

Please ask an adult to check that you have learnt your spellings from last week. Your new spelling will be words with silent letters in them.

Your new tricky words this week are;

conscience conscious controversial

wrestle

wrapper

island

aisle

debris

mortgage

Christmas

yacht

guarantee

guilty

This Friday our SPaG focus is using modal verbs to indicate possibility. Use the following slides to help you understand the use of modal verbs and then have a go at completing the sentences by writing them out with the correct modal verb.

Using Modal Verbs to Indicate Possibility



Aim

- I can use modal verbs to say how likely something is to happen.


Success Criteria

- I can explain what a modal verb is.
- I can identify modal verbs in texts.
- I can use modal verbs in my own writing to describe exactly how likely something is to happen.

Modal Verbs



Have a look at the list opposite and see if you can think of a sentence that uses each possibility.



Write your sentences on a whiteboard.

I can... e.g. I can do a handstand

I could...

I may...

I might...

I will...

I would...

I must...

I should...

I ought to...



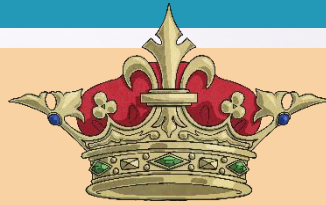
Share your answers with a partner.
Did you come up with any similar ideas?

Modal Verbs



The words on the previous page are known as **modal verbs**.

Modal verbs work with another verb to describe how likely things are to happen or to what degree of certainty something is known.



modal
verb

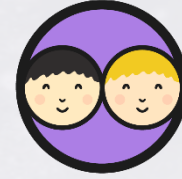
might be

infinitive of
the verb 'to
be'

One day he might be King.

Because the **modal verb** is not the main verb in the sentence, it is sometimes called just the '**modal**' or the **auxiliary verb**.

Modal Verbs



Can you see any way to organise these **modal verbs** into smaller groups that have something in common?

Talk to a partner to help you decide and discuss why you are putting some words together.



might

may

could

will

would

must

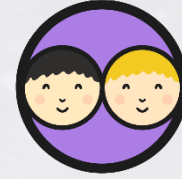
should

ought to

can

Explain to the class why you have grouped them together.

Modal Verbs



How did you get on?

This is one possible way to organise these modal verbs.

These words indicate that something might or might not happen.

could

may

might

These words indicate that something needs to happen but still might not.

would

should

ought to

These words indicate a degree of certainty that something will happen.

will

can

must

Did you find any others?

Modal Verbs



You can also make **modal verbs** negative.

You must try the spaghetti.

You must not (mustn't) try the spaghetti.

Can you think of the negative forms of these modal verbs?

I can do a handstand

I can not (can't) do a handstand

We could have an ice cream.

We could not (couldn't) have an ice cream.

It may be sunny tomorrow.

It may not be sunny tomorrow.

This might take a long time.

This might not (mightn't) take a long time.

Modal Verbs



I will take more care next time.

I will not (won't) take more care next time

I would like to leave this place.

I would not (wouldn't) like to leave this place.

You must take a closer look.

You must not (mustn't) take a closer look.

I should really have a holiday.

I should not (shouldn't) really have a holiday.

I've heard a lot about it, I ought to go there.

I've heard a lot about it, I ought not (oughtn't) to go there.

1. Choose one of these modal verbs to complete each of these sentences.
You may only use each once so cross it off when you have used it!

can

might

will

should

would

can't

may

must

shouldn't

couldn't

- a) Pasha _____ complete her homework.
- b) He was so tired he _____ keep his eyes open.
- c) Tom is a great footballer. He _____ even play in goal!
- d) If she keeps trying hard, she _____ just have a chance.
- e) He is still learning. He _____ do his shoe laces up just yet.
- f) You _____ hurt people or steal things.
- g) When you have finished, you _____ leave the table.
- h) It has been ordered, so when they get there, they _____ find it waiting for them.
- i) The bitter cold makes it certain there _____ be icy roads tomorrow.
- j) I _____ happily swap places with a millionaire.

Geography

The next step in our mountains topic is learning about key UK mountain ranges and their famous peaks. Today we will be looking at the location and heights of these ranges and using maps to look at elevation.

Create a table to show the locations and heights of different mountains in the UK, you can use the example below to help you.

	1. Pennines	2. Grampian Mountains	3. Snowdonia	4. Dartmoor	5. Cumbrian Mountains	6. Sperrin Mountains
Height in m of highest peak						
County highest peak is located in						

UK Mountains



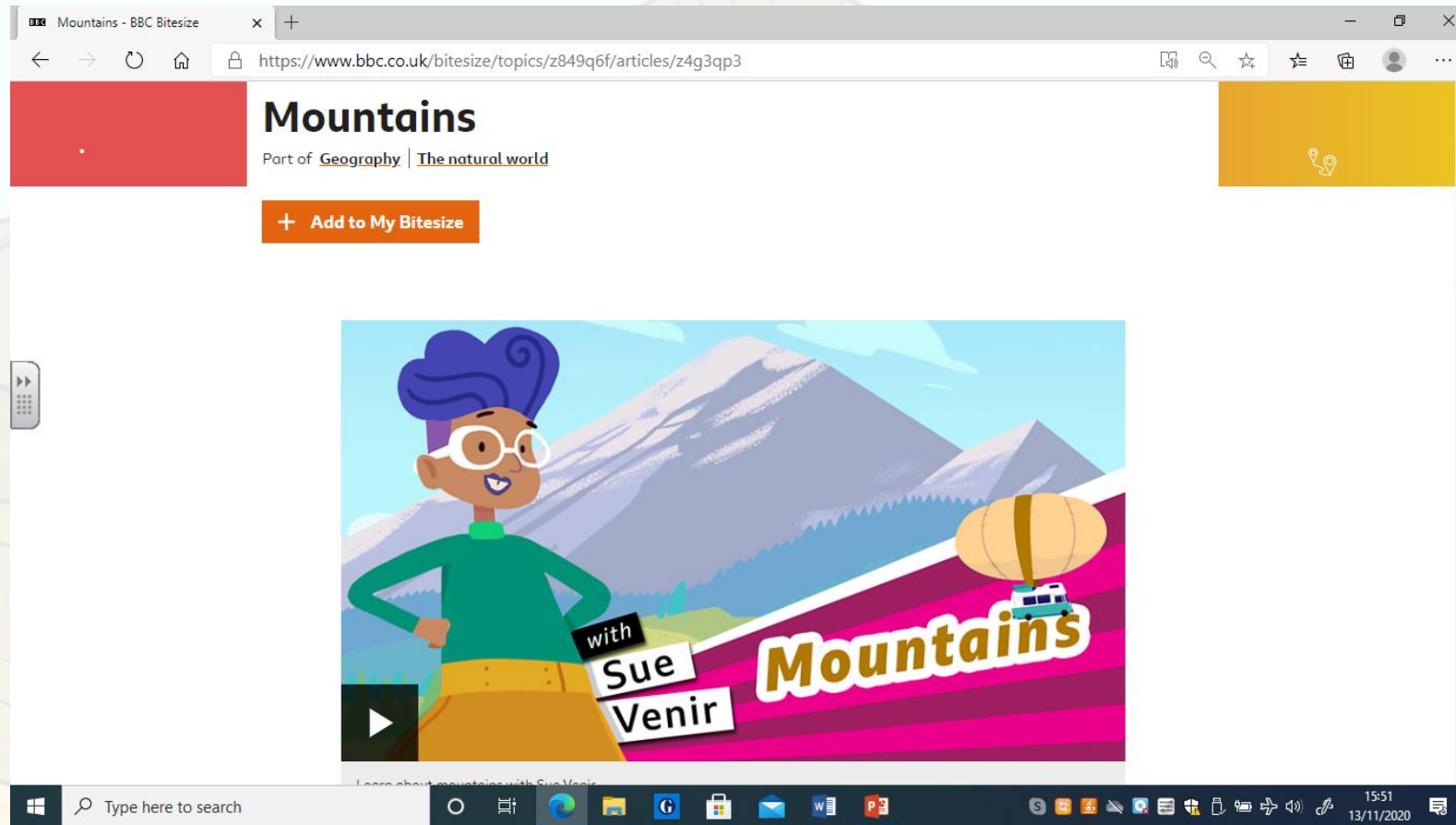
Aim

- I can locate key areas of higher ground in the UK.
- I can use a map to find and describe key features of the mountains.

Success Criteria

- I can use a legend to find areas of higher ground on a map.
- I can tell you the county an area of higher ground is found in.
- I can use the index in an atlas to find mountains.
- I can find the height of a peak on a map.
- I can tell you different ways areas of higher ground are shown on a map.
- I can tell you what a hill might look like based on its contours.
- I can draw contour lines to show higher ground.

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3>





Where are the UK's Mountains?

Where are the highest areas of ground in the UK?

Which countries of the UK are these located in?

Where do you think the highest peak in the UK might be located?

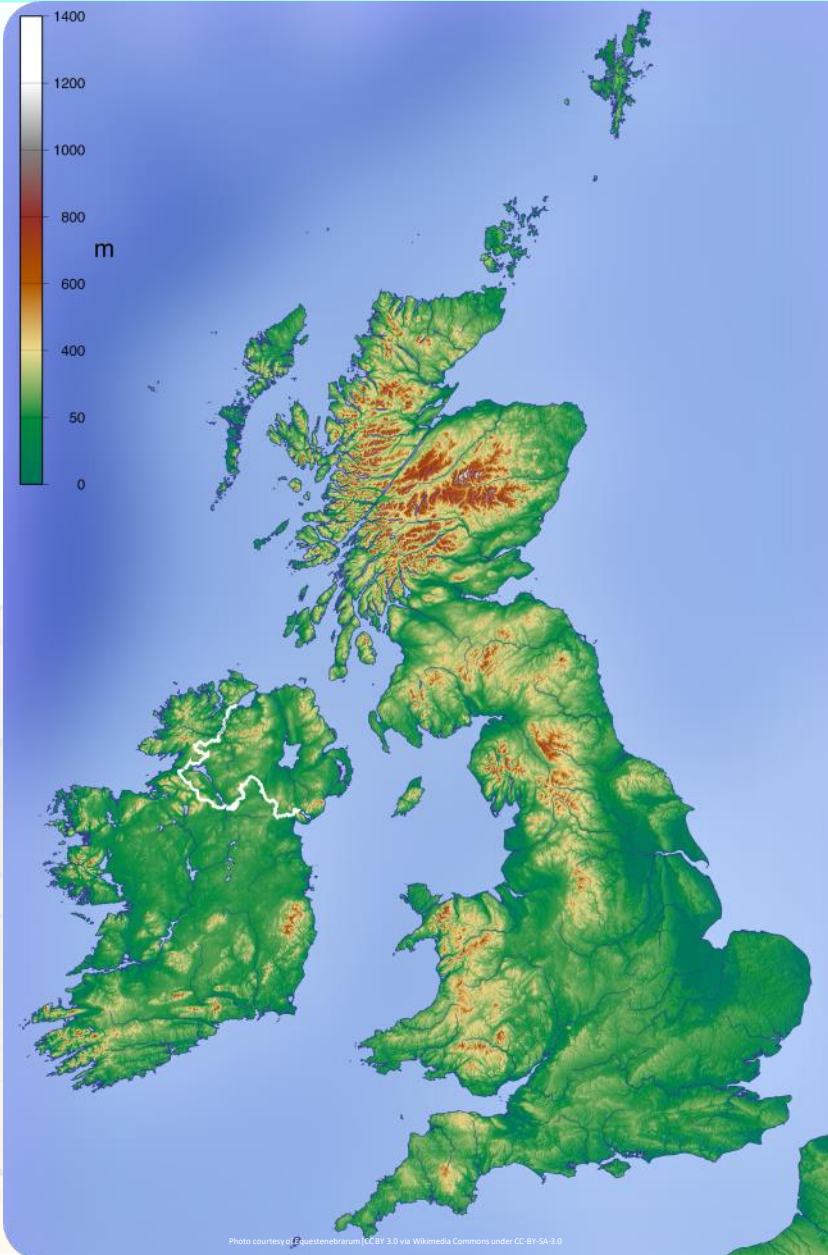
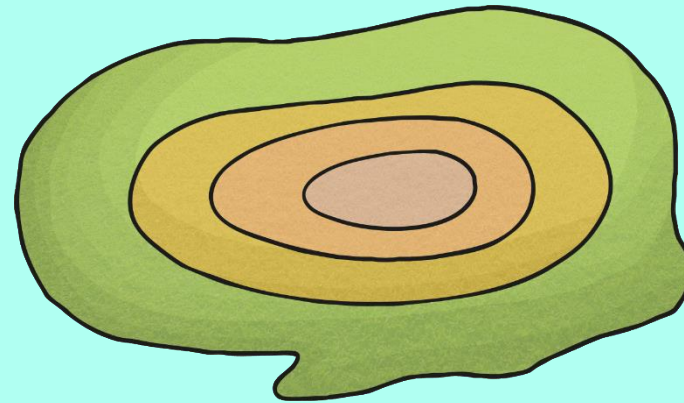
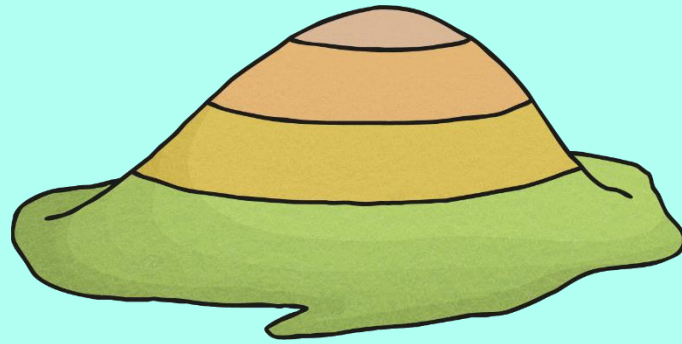


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How is Land Height Shown on Maps?

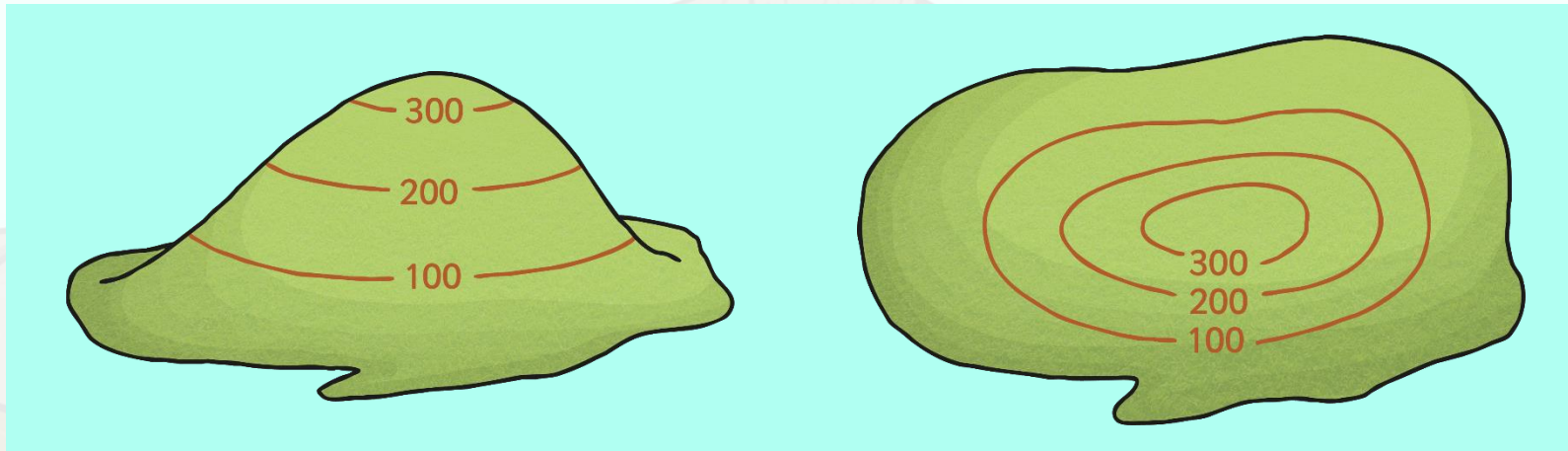


Height in metres (m) above sea level

 More than 300m	 100m-200m
 200m-300m	 Less than 100m

Does the map on the right show you quickly and simply how high the hill is?

How is Land Height Shown on Maps?



The brown lines are contour lines.
Contour lines join land that is the same height above sea level.
On most maps, lines are marked at 5m or 10m intervals.
The closer the lines are together, the steeper the slope will be.

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.

For todays activity please research our focus artist and identify;

- Who is she?
- Why is she significant?
- What are some of her famous art works?
- What does mixed media mean? How is this seen in her art work?