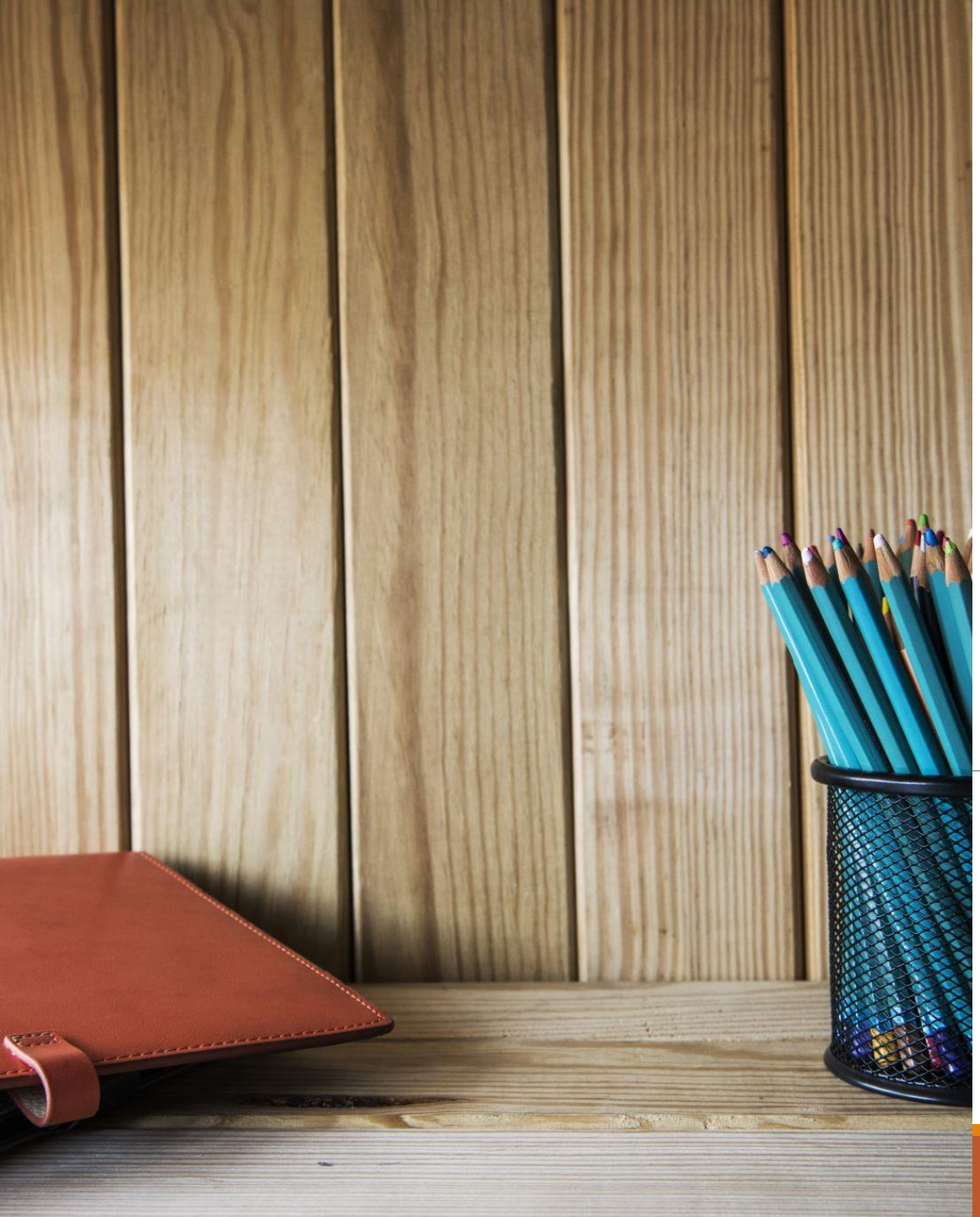


Class 5 Home Learning

MONDAY 8TH NOVEMBER 2021

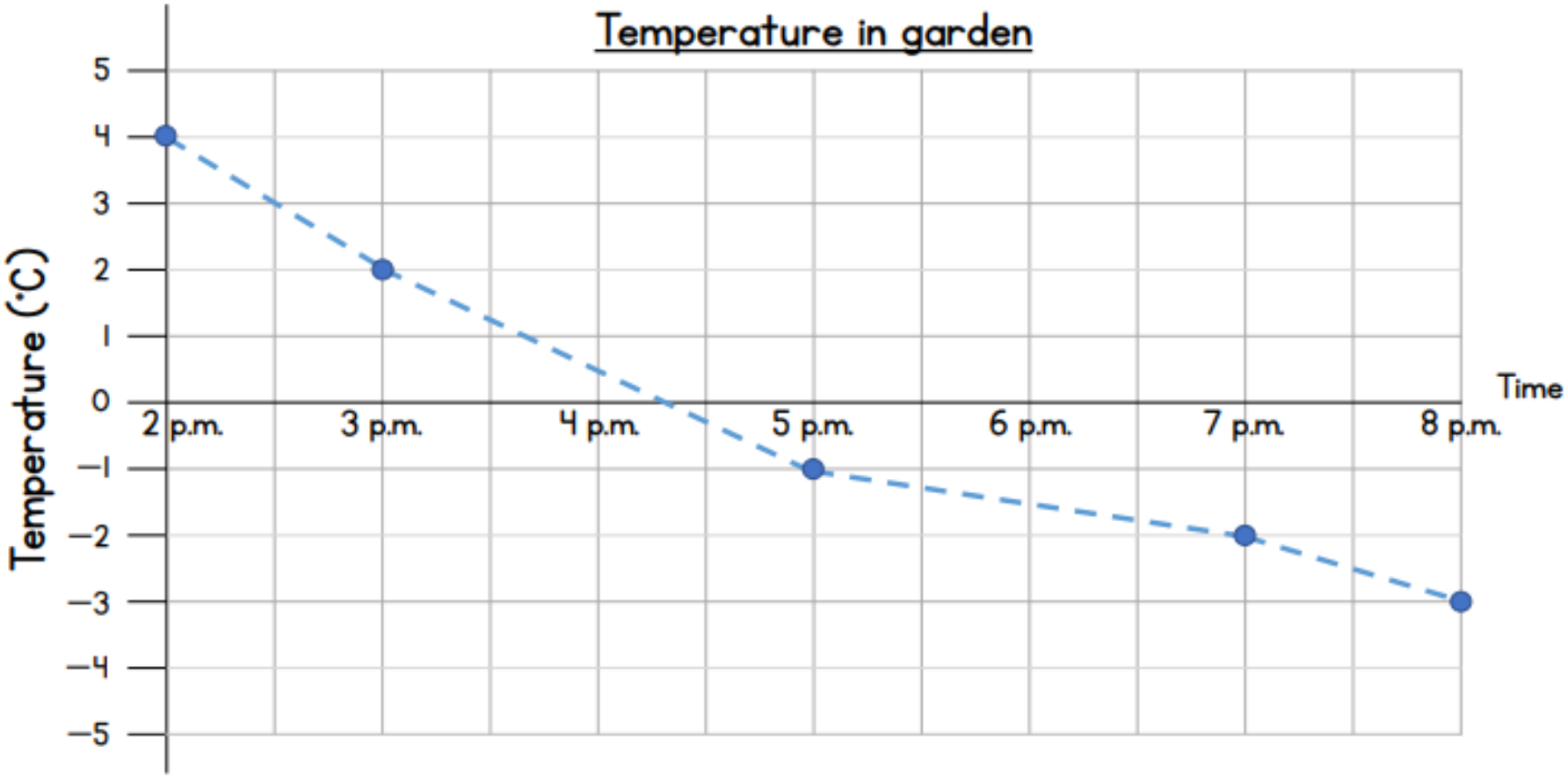
Maths

This week in maths we are continuing our unit on statistics and we will be looking at timetables, interpreting tables and problem solving with graphs. We are also practising our times tables and focusing on 6s and 7s.

Follow the slides to complete your maths activity.

True or False?

Use line graphs to solve problems

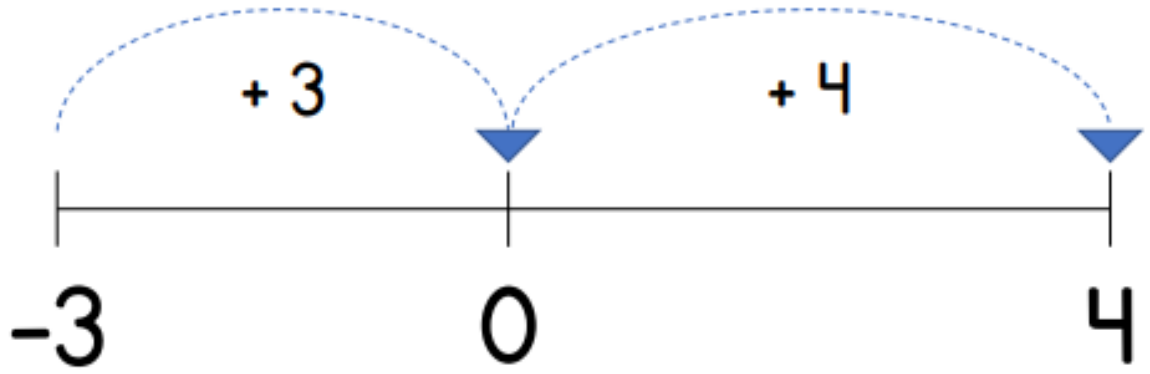


The difference between highest temperature (4) and lowest temperature (-3) is 1, because 4 - 3 = 1

White Rose Maths

False

The difference between 4 and -3 is 7



USE LINE GRAPHS TO SOLVE PROBLEMS

White Rose Maths

GET READY

White Rose Maths

1) Kim drives 78 km.
Dan drives 109 km.
How much further does Dan drive?

2) What is the product of 6 and 7?

3) ____ mm = 4 cm

4) 11 km = _____ m

1) Kim drives 78 km.
Dan drives 109 km.
How much further does Dan drive?

31 km

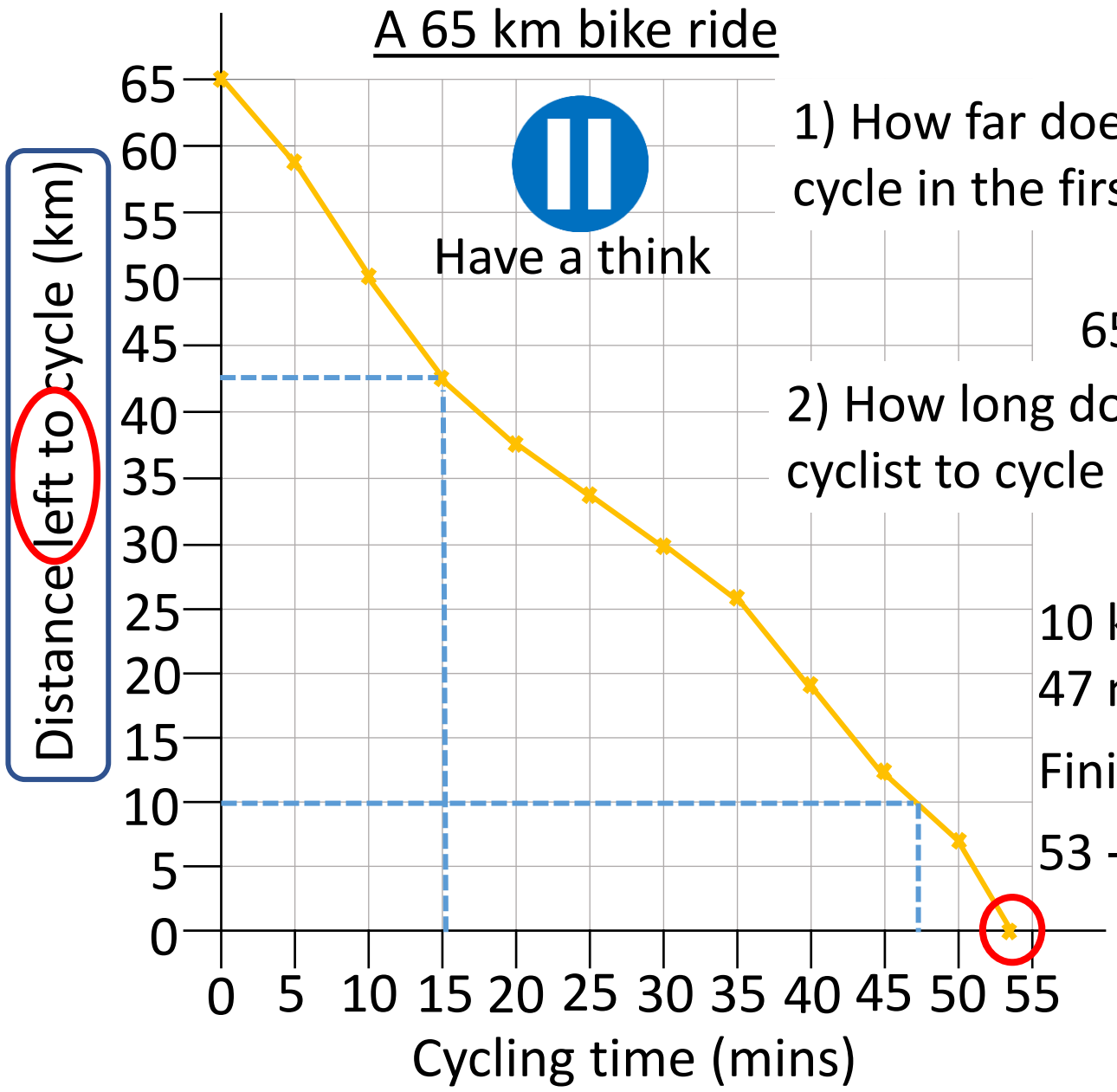
2) What is the product of 6 and 7? 42

3) 40 mm = 4 cm

4) 11 km = 11,000 m

LET'S LEARN

White Rose Maths



Have a think

1) How far does the cyclist cycle in the first 15 minutes?

~~43 km~~

65 – 43 = 22

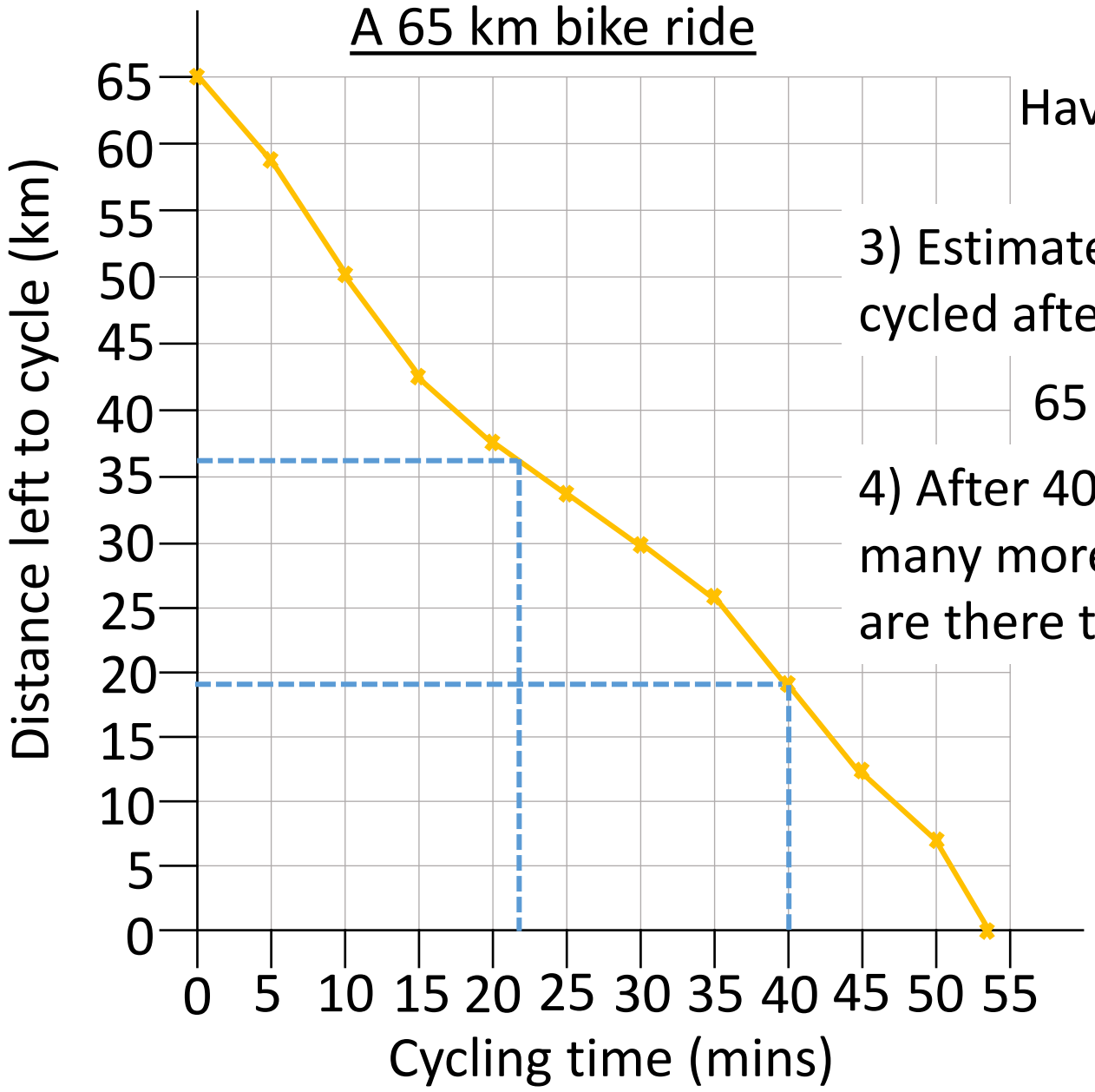
2) How long does it take the cyclist to cycle the last 10 km?

6 minutes

10 km remaining = 47 mins

Finish = 53 mins

53 – 47 = 6



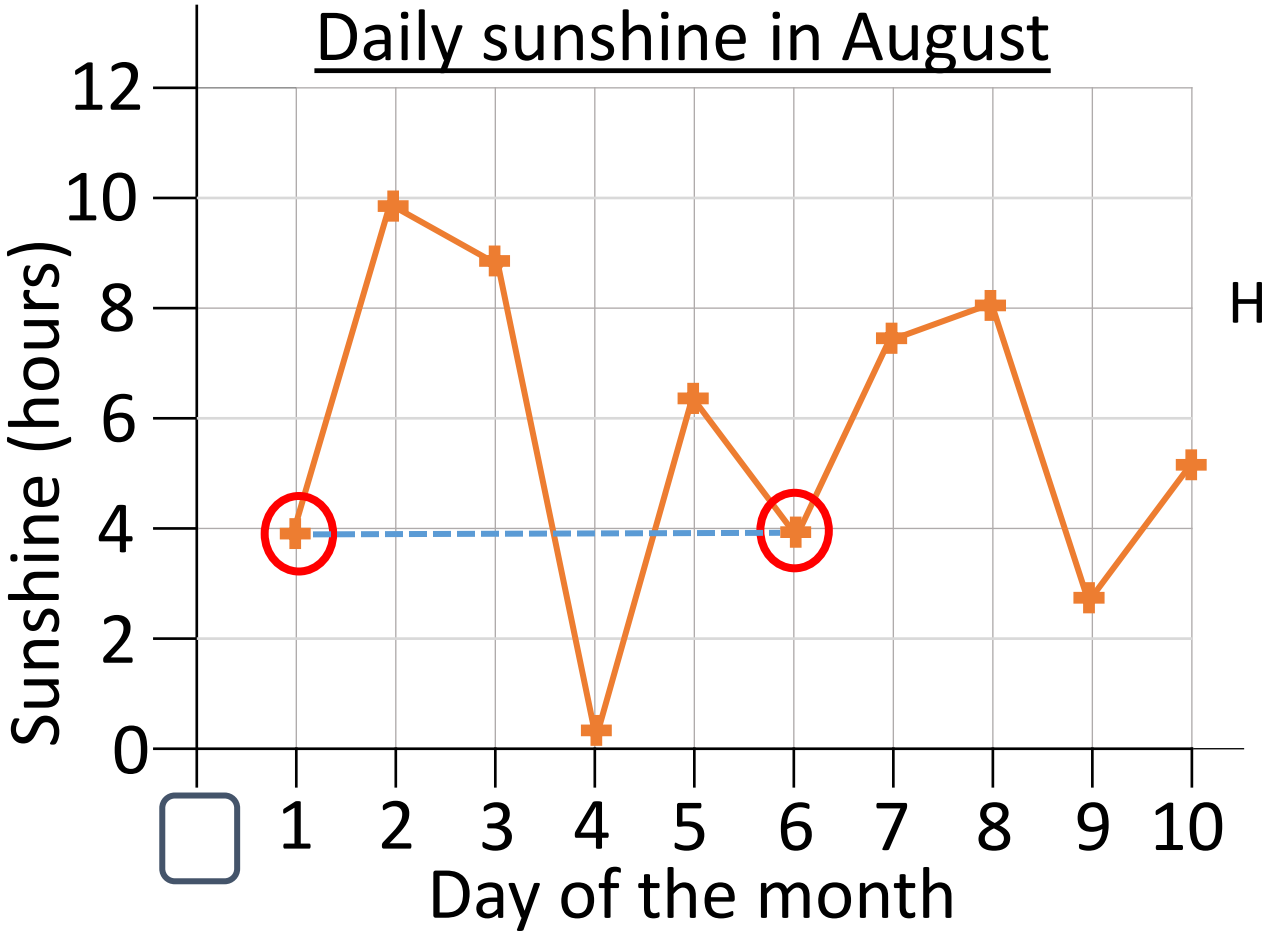
Have a think

3) Estimate the distance cycled after 22 minutes.

65 – 36 = 29 km

4) After 40 minutes, how many more kilometres are there to cycle?

19 km



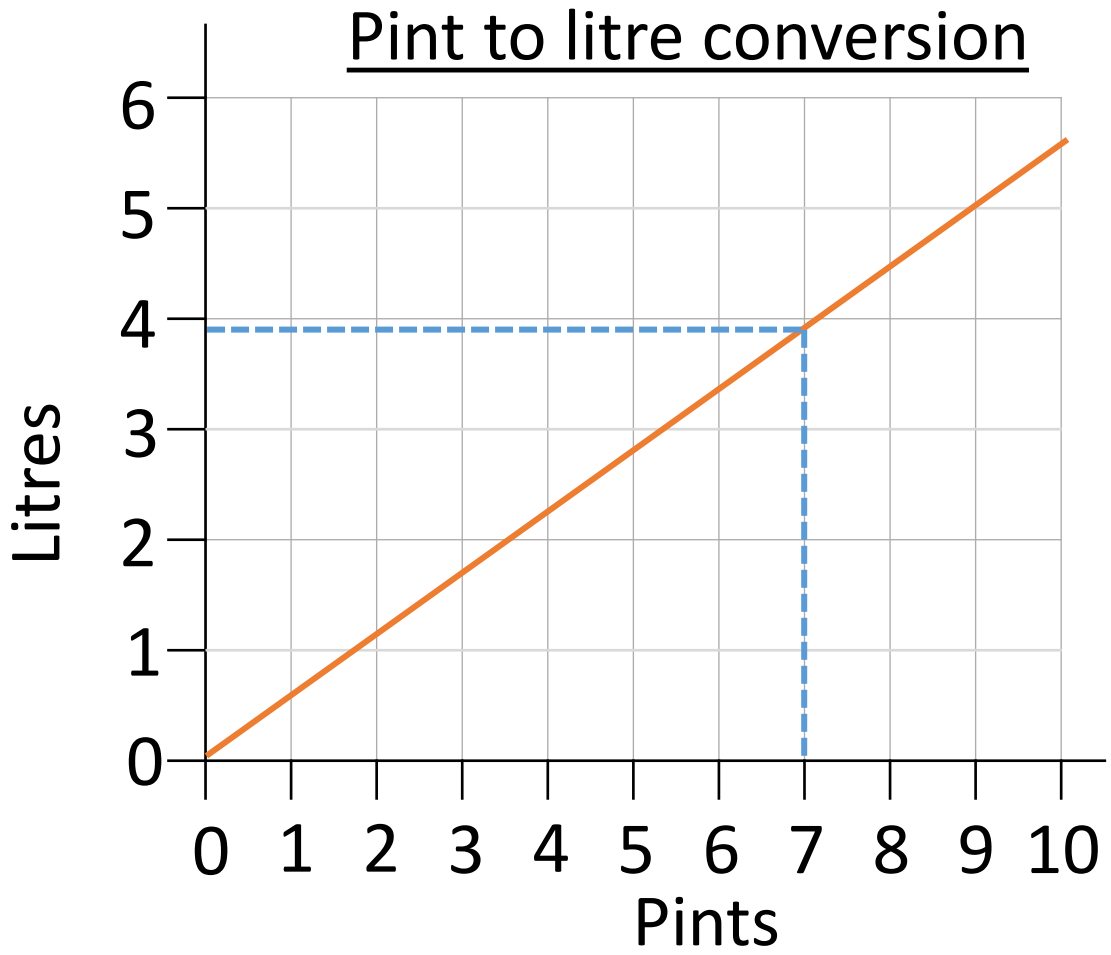
Have a think

1) Which two days had an equal amount of sunshine?

1st and 6th

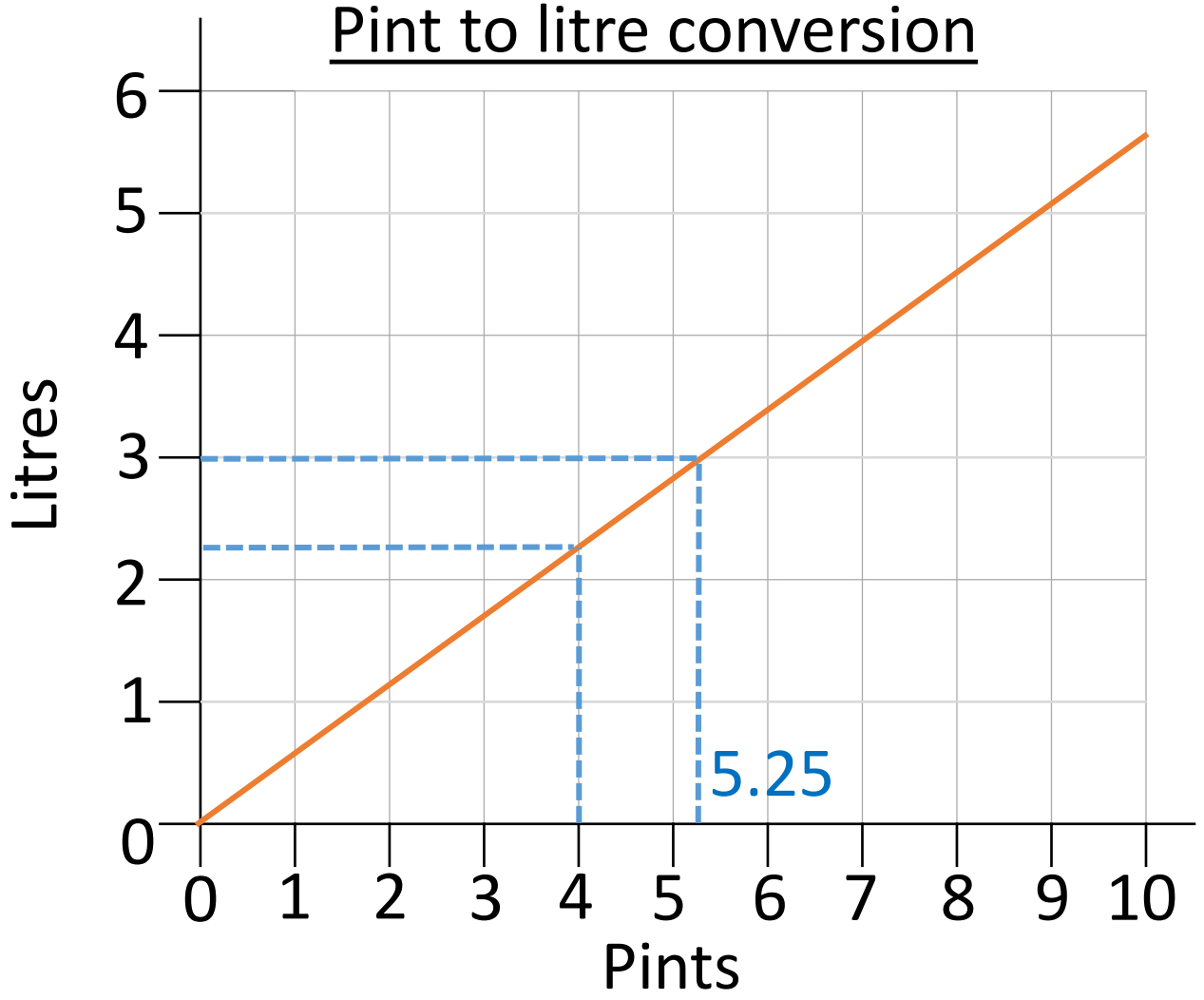
2) Which day do you think had the most cloud?

4th



1) Tom has 4.5 litres of juice.
Sam has 7 pints of juice. Under 4 litres
Who has more juice? Tom

Pint to litre conversion



Have a think

1) 4 pints is approximately equal to how many litres?

2.25 litres

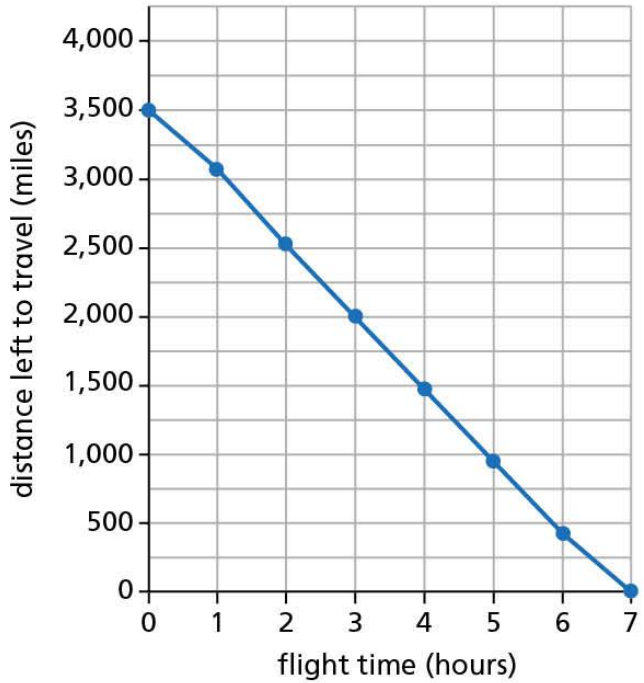
2) 30 litres ≈ 52.5 pints

Choose an activity from one of the slides below to complete on paper. There are 3 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.

Use line graphs to solve problems

1 This graph shows how many miles an aeroplane has left to travel each hour on its journey from London to New York.



1 **a)** How many hours is the flight?

b) How many miles is the journey from London to New York?

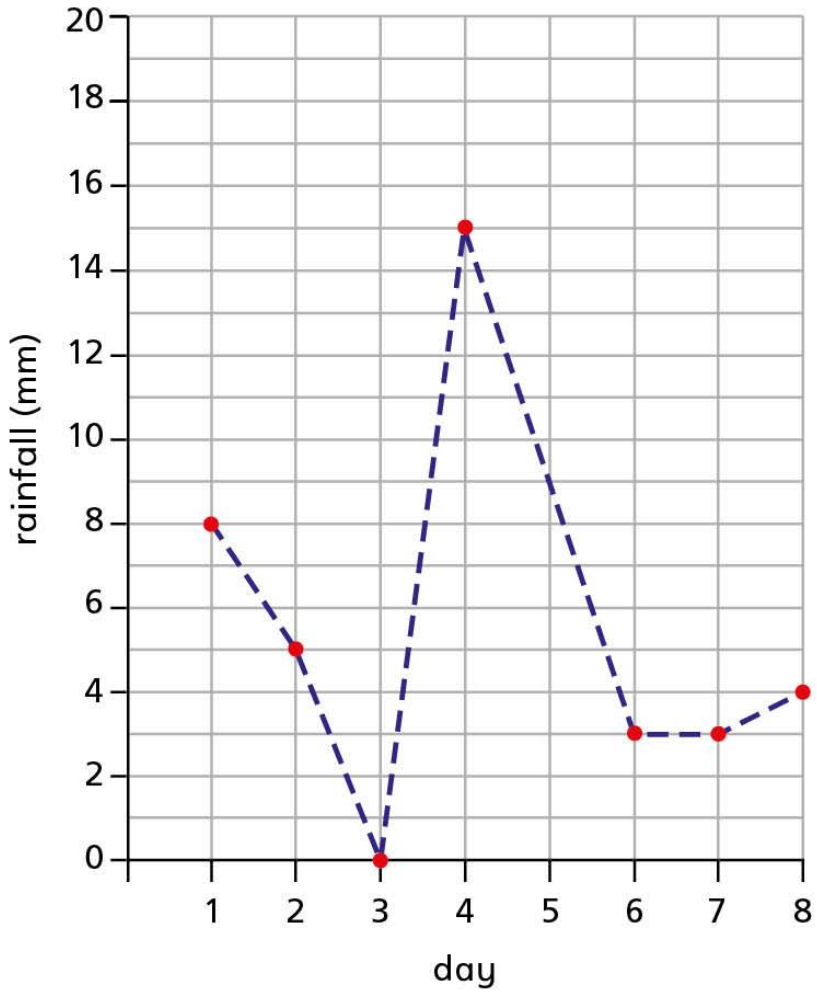
c) After 4 hours, how many more miles are left to travel?

d) How long does it take to fly the final 1,000 miles?

e) How many miles does the plane travel between 2 hours and 4 hours into the flight?

f) Estimate how far the plane has travelled after 3 hours and 30 minutes.

2 The graph shows the rainfall in the first 8 days in October.



2 **a)** How many millimetres of rain fell on the 7th October? ☐

b) It rained every day in the first 8 days in October.

Is this statement correct? _____

Explain your answer.

_____

_____

c) The record amount of rainfall for October is 2.5 cm

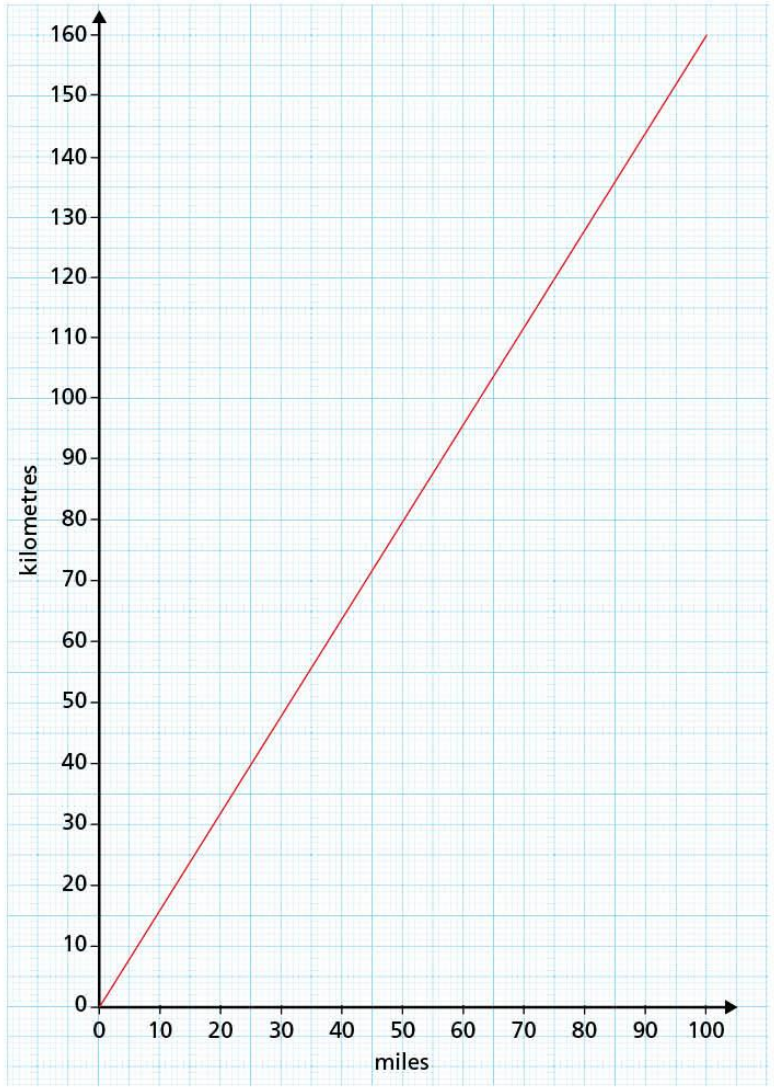
Has a new record been set? _____

Explain your answer.

_____

_____

3 This graph shows the conversion between miles and kilometres.



3 **a)** How many kilometres are there in 50 miles?

b) How many miles are there in 130 km?

c) Explain to a partner how you worked out the answers to part a) and b).

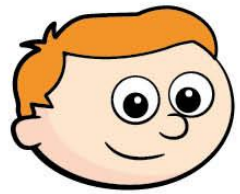
d) Eva cycles 60 miles.

Dexter cycles 80 km.

Who cycles the furthest? _____

How much further does the person cycle?

3 **e)** Ron wants to convert 800 km into miles.



I can't do it because my graph doesn't go high enough.

Ron is incorrect. Explain why.

_____

_____

Complete the conversion.

Show your working.

800 km = ☐ miles

3 **f)** A high-speed train can travel up to 400 km in an hour.

How many miles can it travel in an hour?

English

For English we are continuing our writing sequence. Last week we learnt all about formal letters and the features that we use when we are writing them. This week we are going to carry on completing our plans and then focus on using all of our skills and knowledge to write and edit our work.

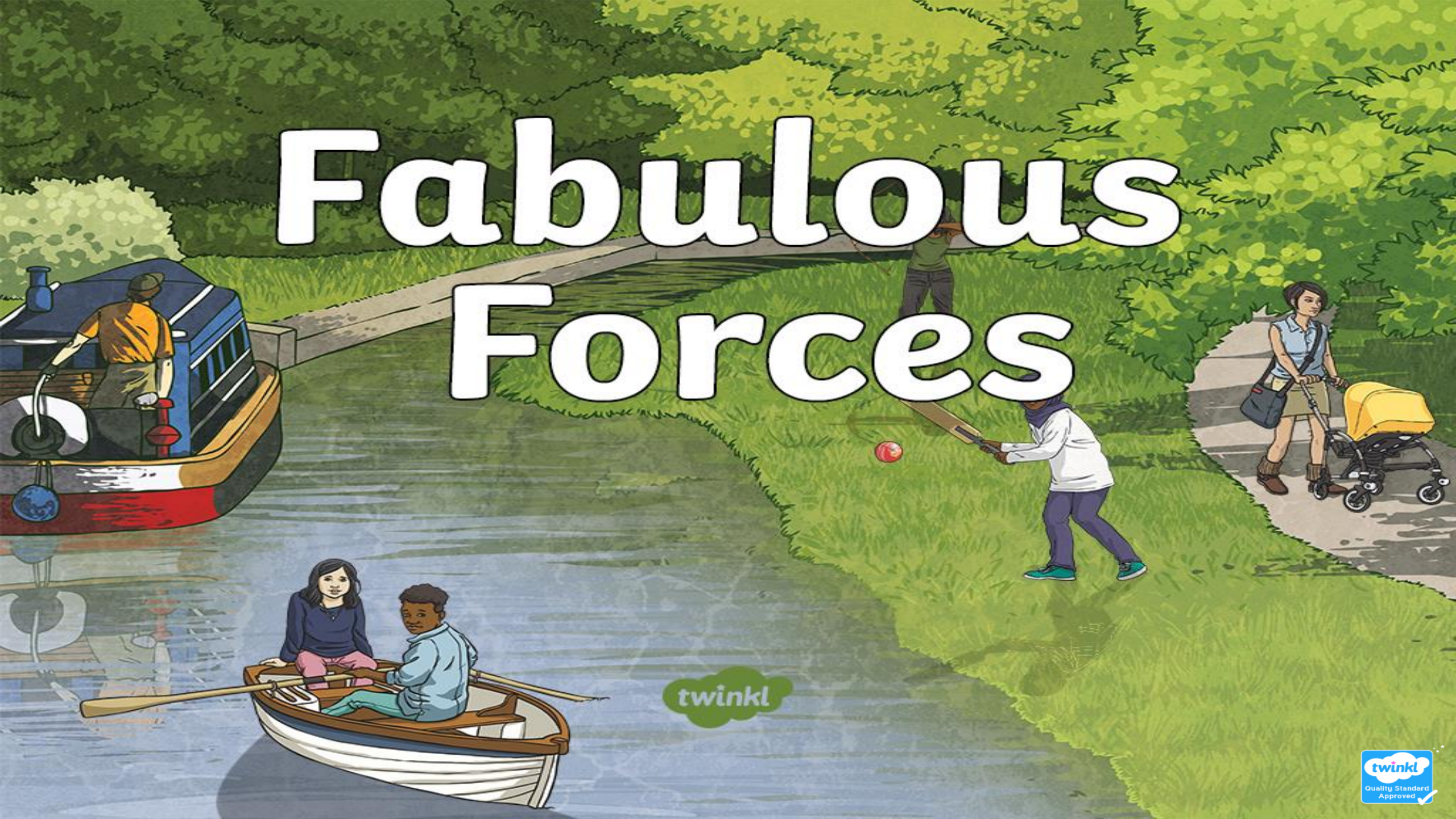
For your lesson today please complete the following:

- Complete your plan from last week if you haven't already – focus on your skills and features and make sure you include them in your plan.
- Start your first draft of your formal letter. Focus on the first two paragraphs today. Take your time and try to include as many features as possible.

Does your formal letter include...	✓
the sender's address?	
the address of the recipient?	
the greeting 'Dear Sir/Madam' if you dont know the recipient or 'Dear Mr/Mrs/Miss (surname) If you know the recipient?	
an introduction?	
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?	
details organised into paragraphs?	
a conclusion saying what needs to happen next?	
'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter?	
your name at the end?	

Science

Today we are going to be identifying forces on an object and recognising gravity, pushes and pulls.


Fabulous Forces
twinkl
twinkl
Quality Standard Approved

Aim

- To identify forces acting on objects.

Success Criteria

- Stateme
- Stateme
  - Sub

- I can identify forces as pushes and pulls.
- I can identify and explain the different forces acting on objects.

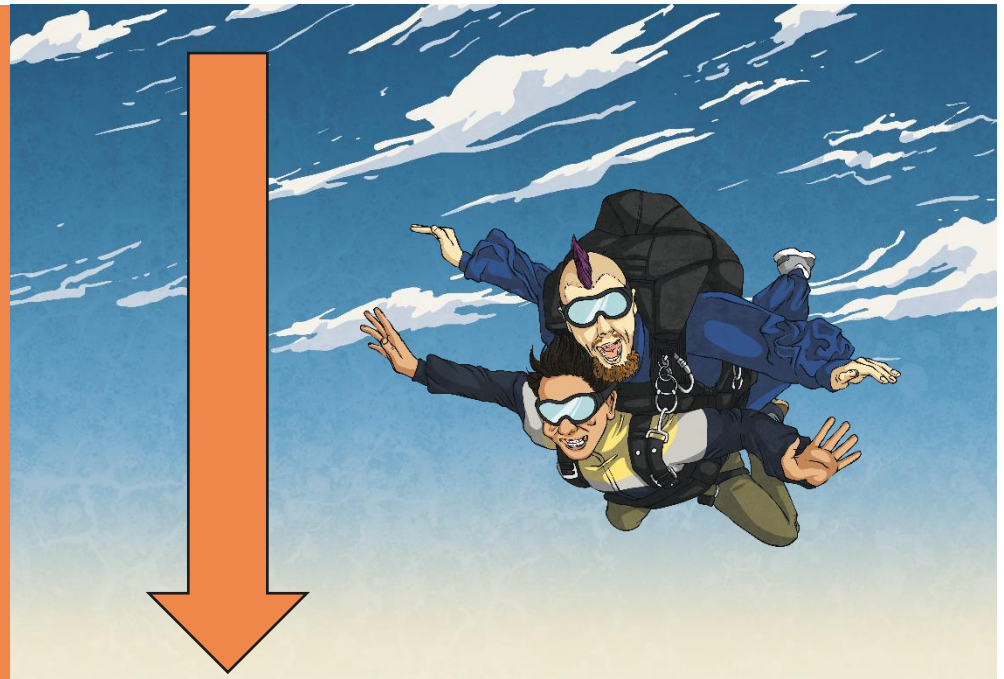
What Are Forces?

Forces are often referred to as **pushes** and **pulls**.

Look at the pictures below and talk to your partner about whether each picture shows an example of a pushing or pulling force.

What Are Forces?

Forces affect the movement or shape of an object. They can make an object start to move, stop moving, move faster or move more slowly. They could also make an object change its shape or cause a moving object to change direction.

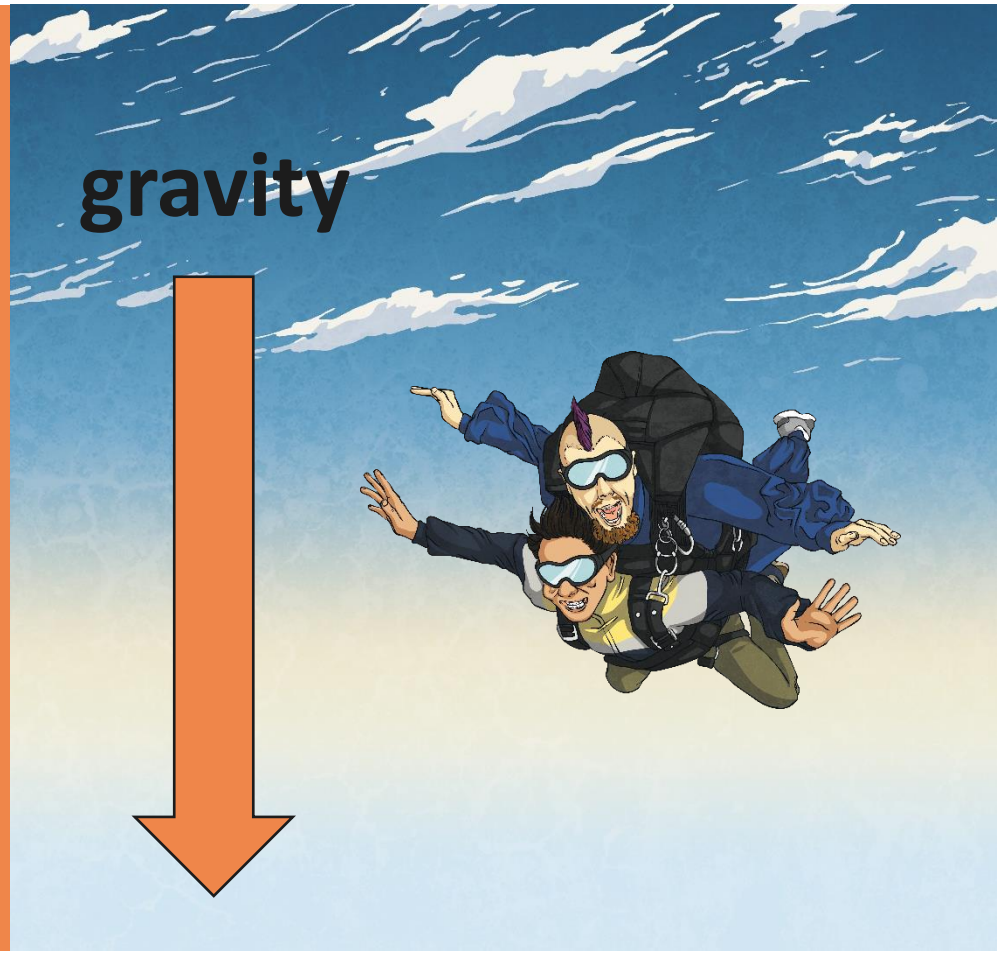


What is the name of the force pulling the skydivers down?

What Are Forces?

Gravity is a **pulling** force exerted by the Earth. The gravitational force from the Earth pulls in a direction towards the centre of the Earth.

Gravity is pulling the skydivers towards the Earth.

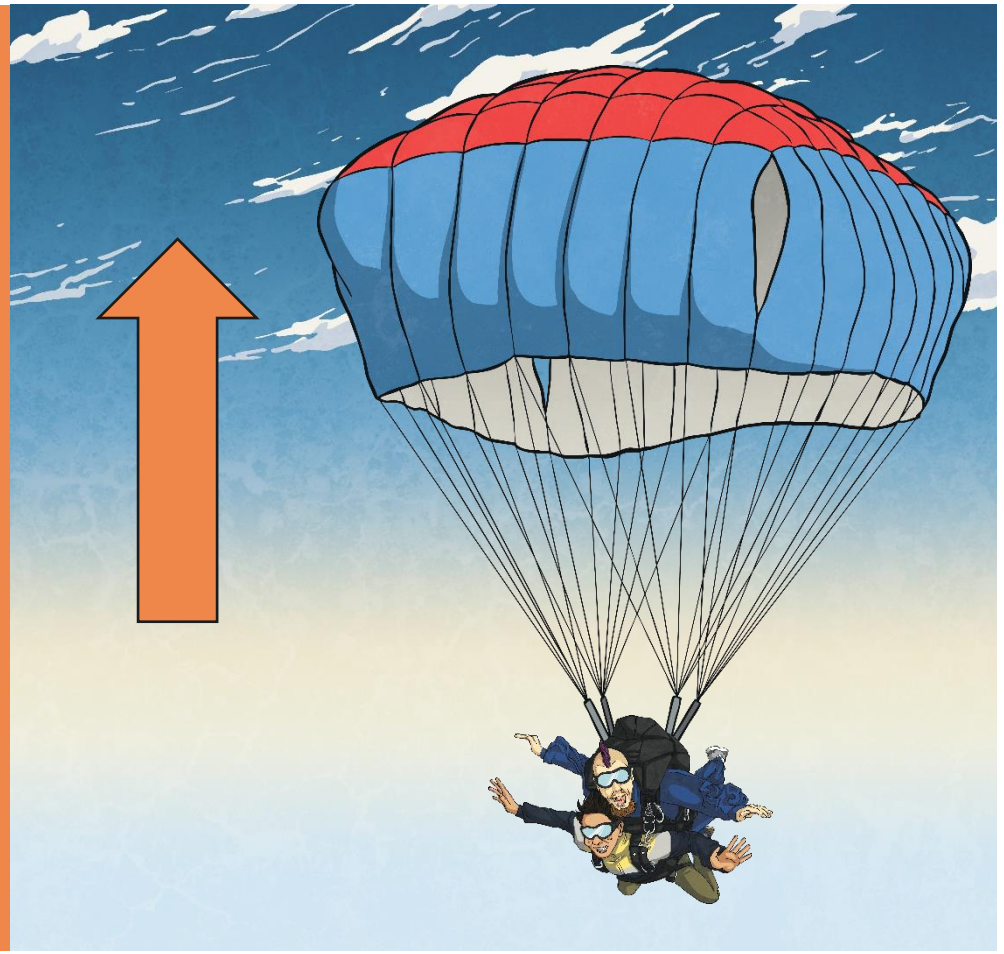


What Are Forces?

In this image, you can see that a force is slowing the skydivers down.

This force is pushing in the opposite direction to gravity.

Talk to your partner about what is happening in this picture.

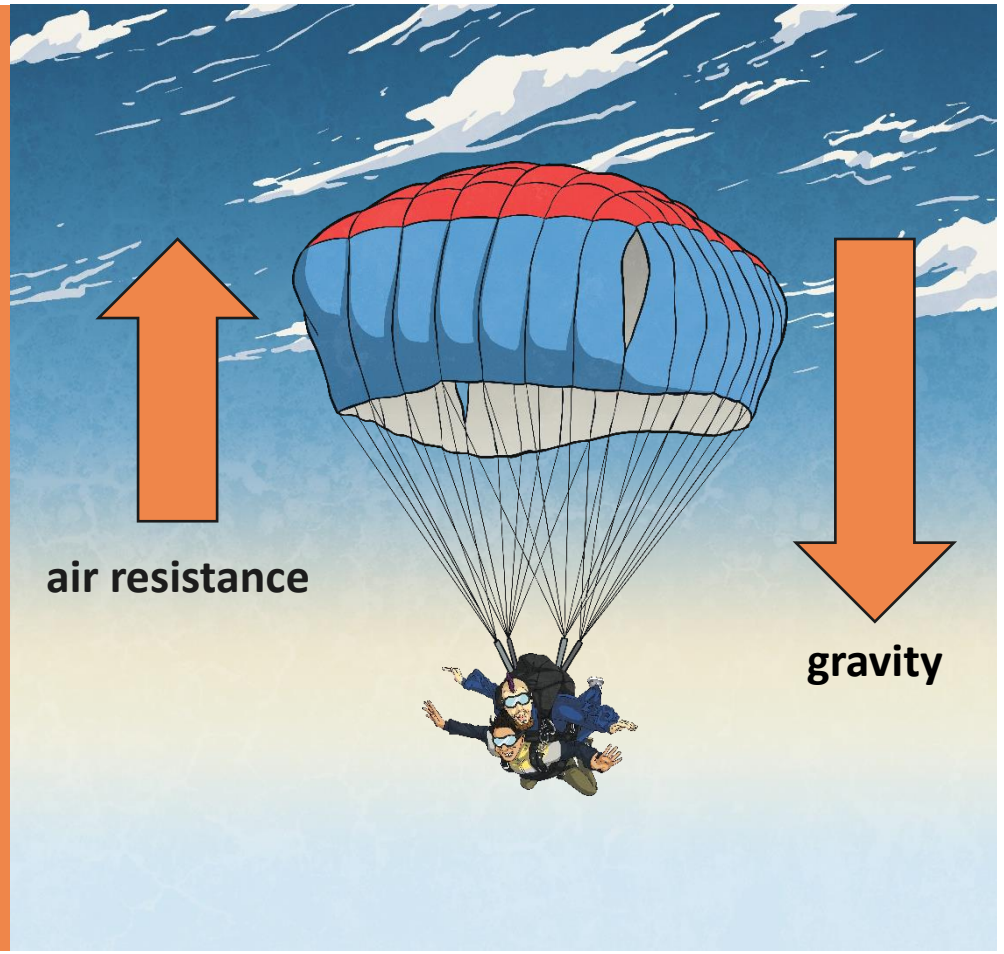


What Are Forces?

Air resistance is the name of the force that is pushing up against the parachute.

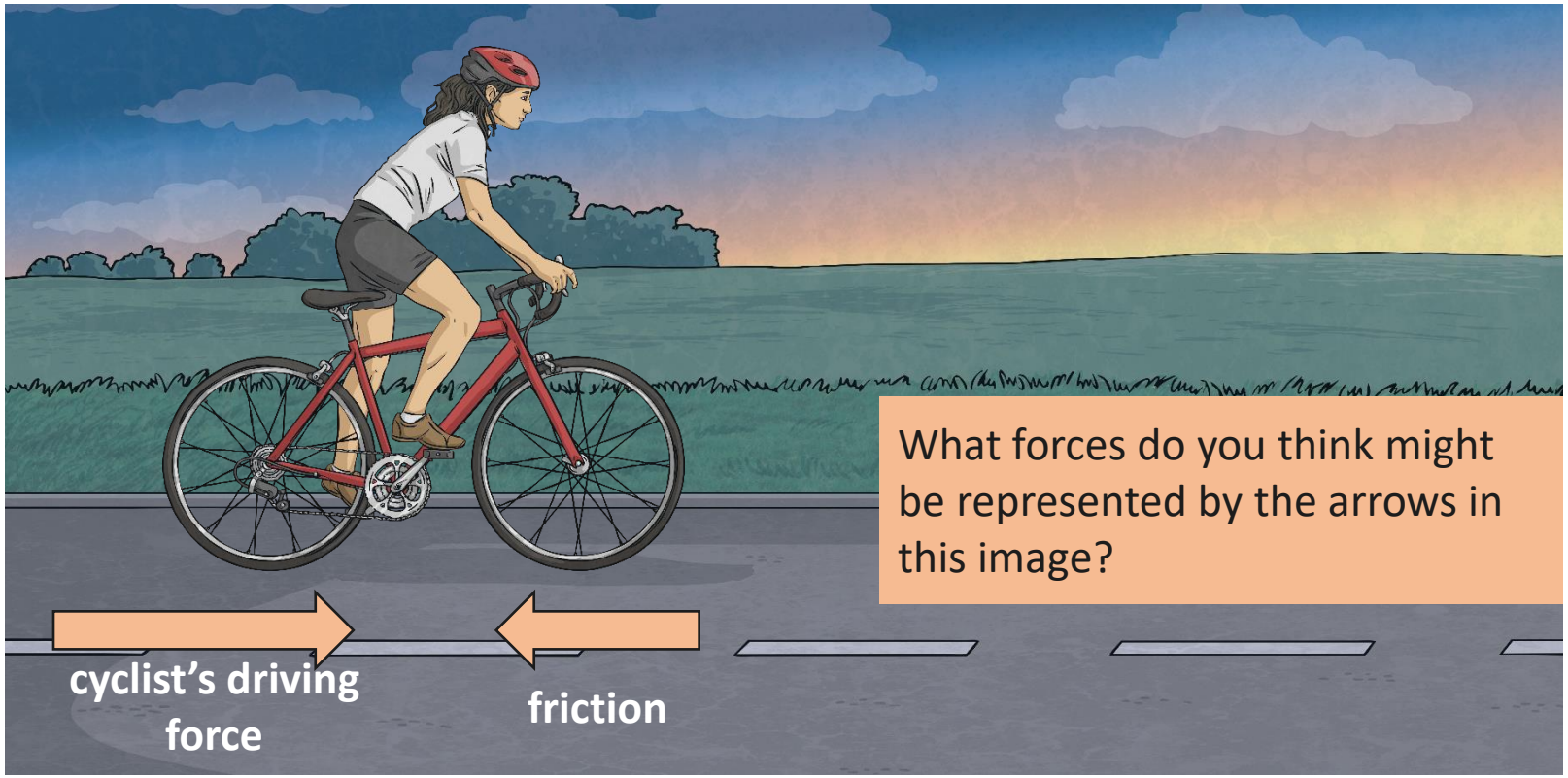
Gravity is pulling the skydivers towards the ground. However, they are slowed down because a force (air resistance) pushes against the inside of the parachute and they descend more slowly.

Gravity and air resistance are **opposing** forces in this situation.



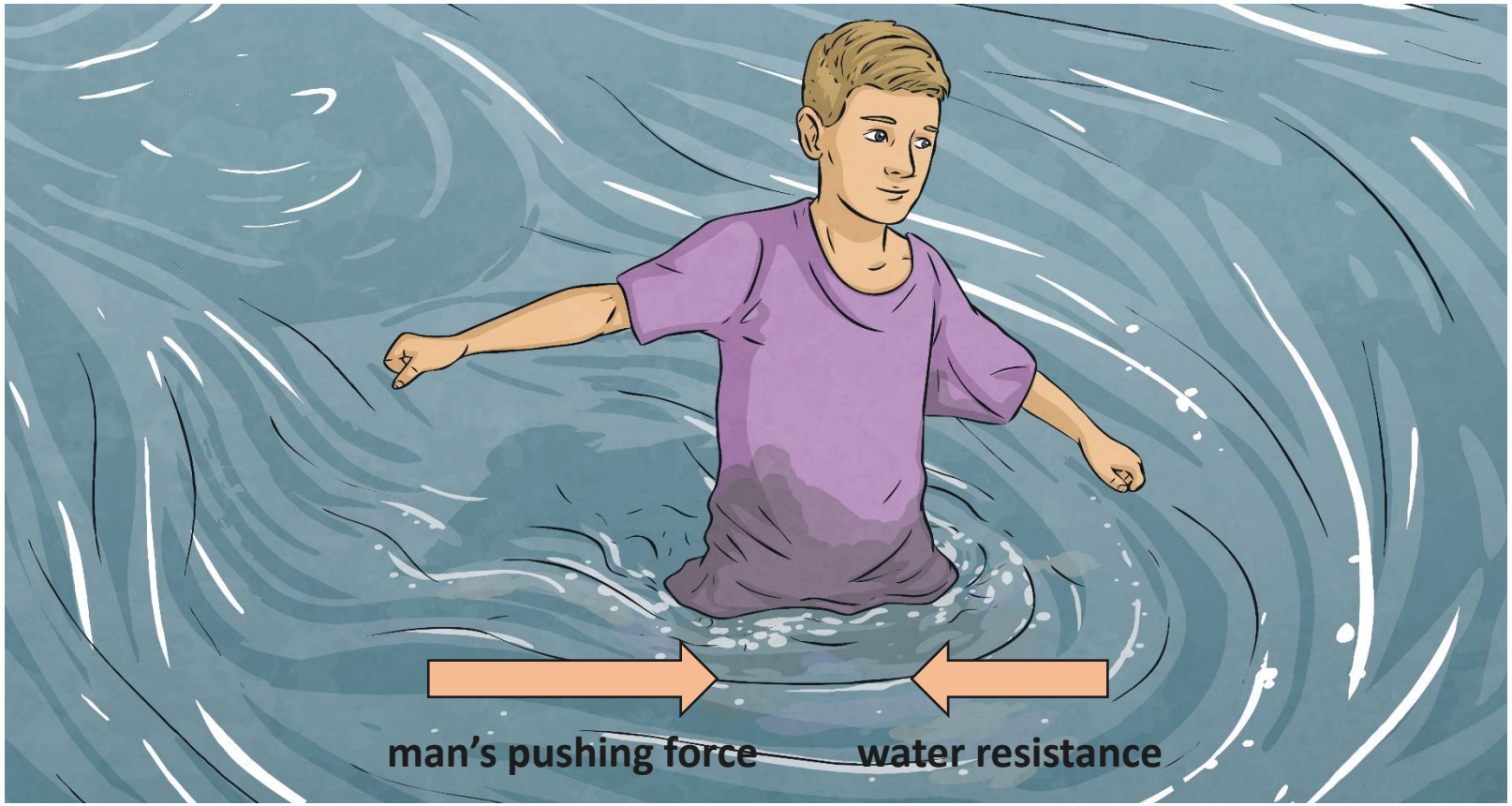
What Are Forces?

As well as gravity and air resistance, there are other forces that can act on objects.



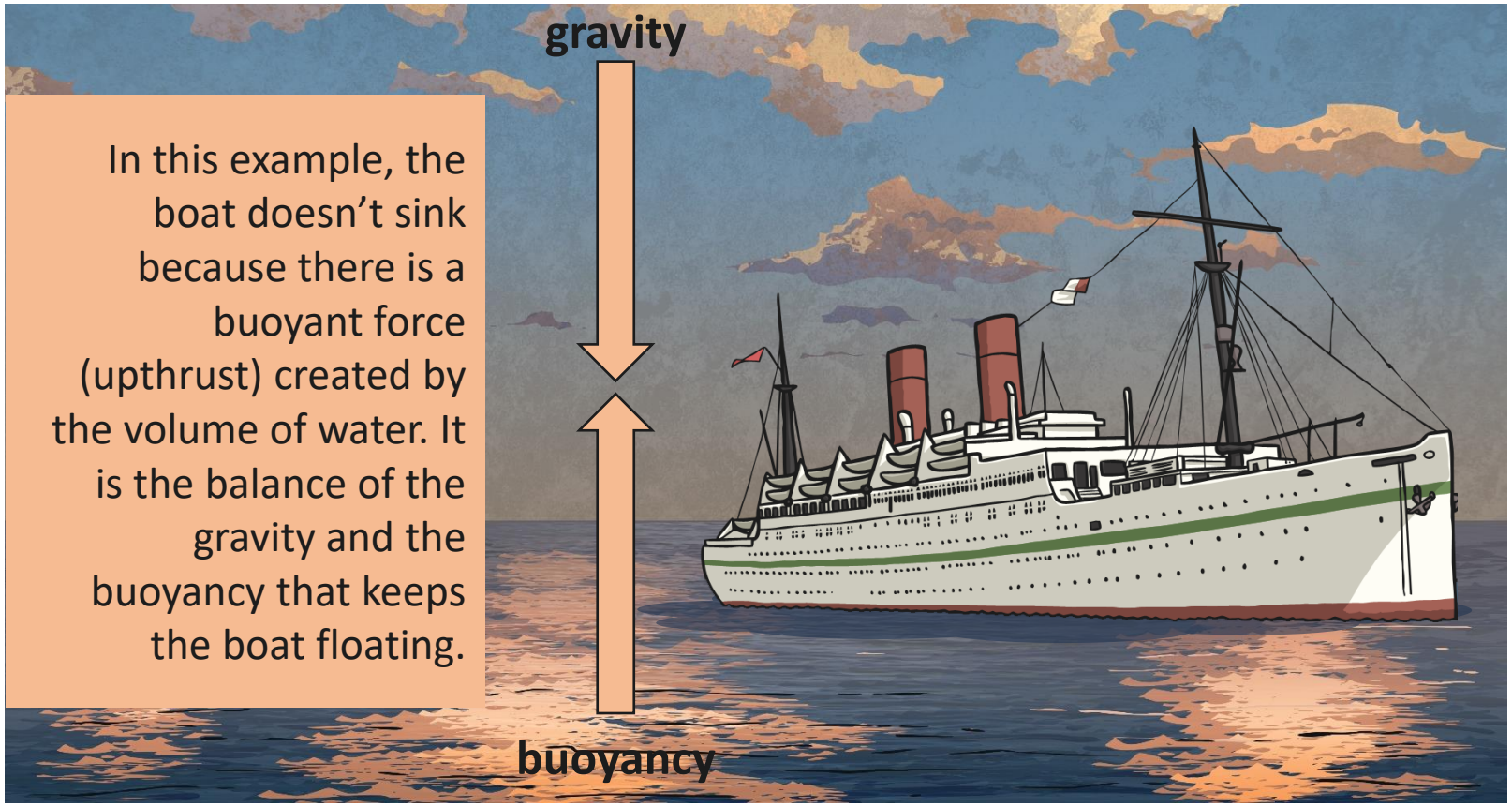
What Are Forces?

What forces do you think might be represented by the arrows in this image?

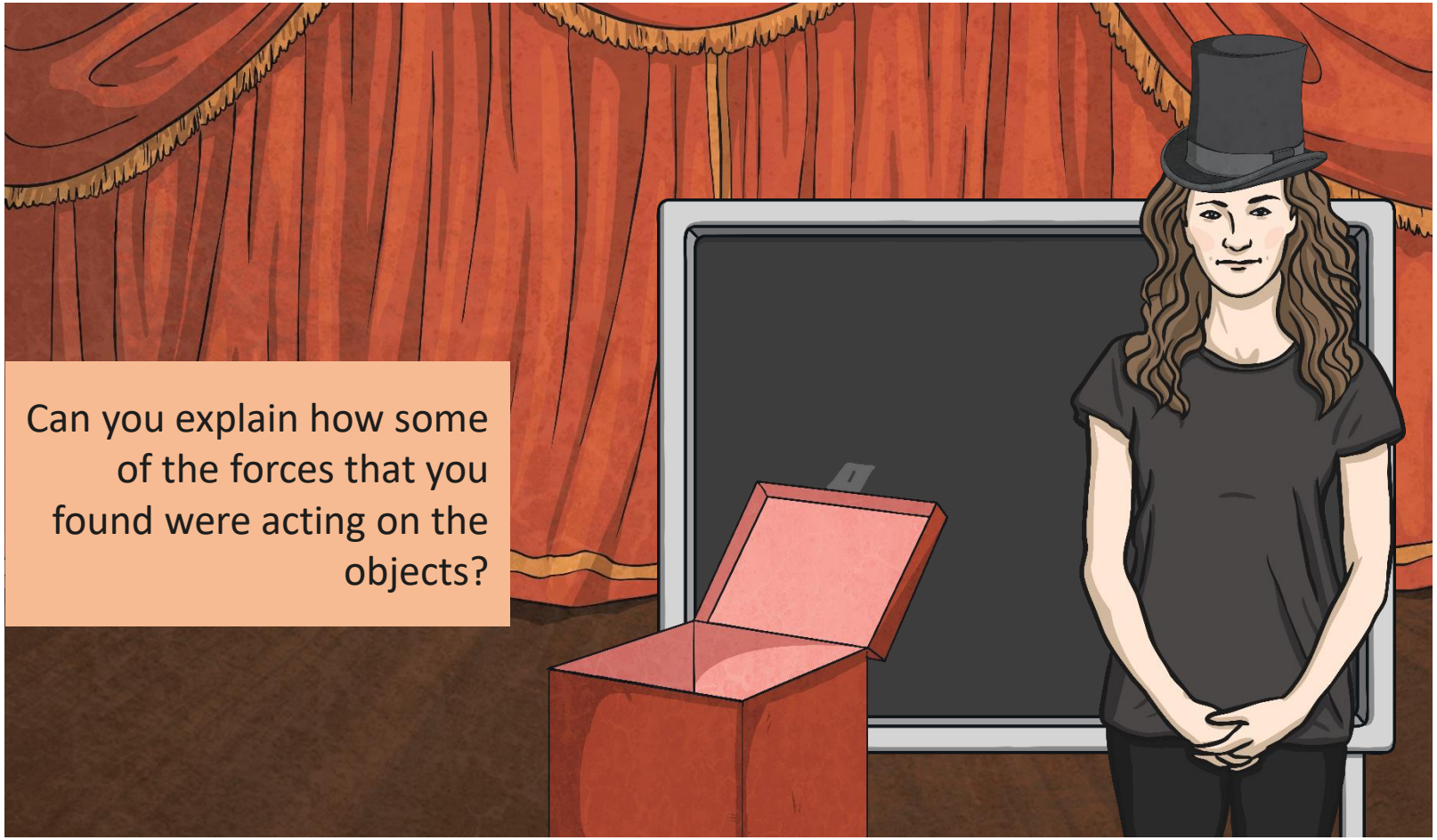


What Are Forces?

What forces do you think might be represented by the arrows in this image?

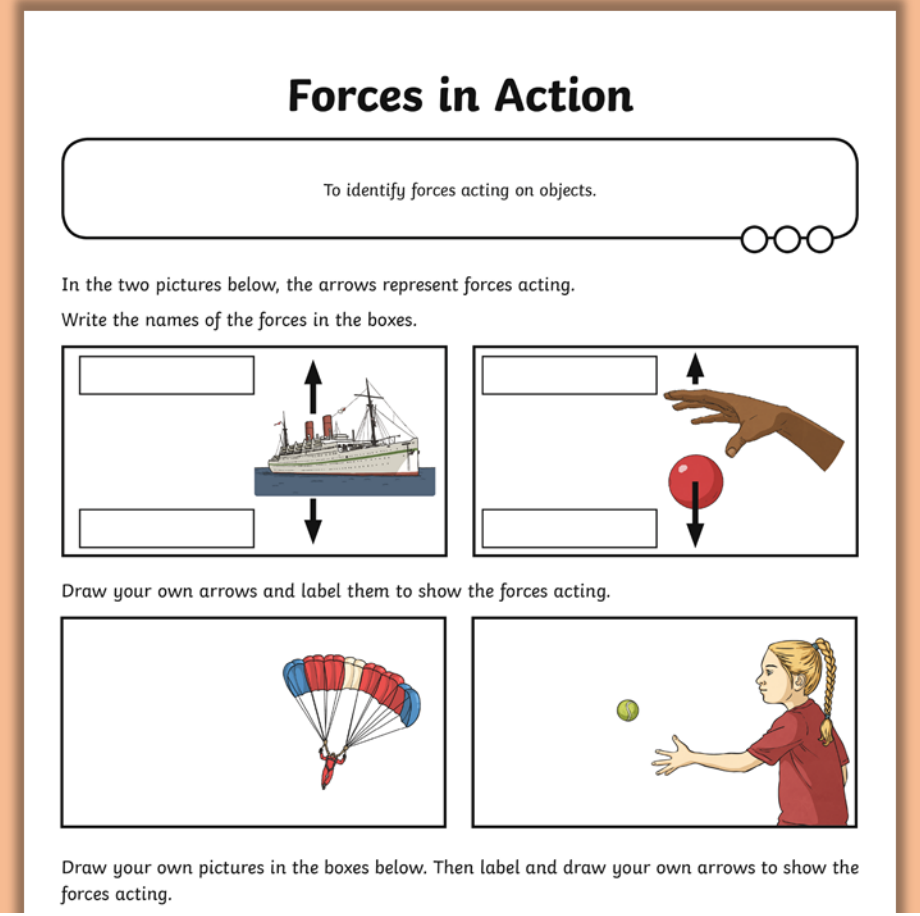


Talk about Forces



Forces in Action

Complete the **Forces in Action Activity Sheet**. For each picture, name the forces acting on the objects and draw an arrow for each force to show the direction it is acting in. Then, draw your own examples of forces acting on objects, drawing arrows and labelling the forces.



Forces in Action

To identify forces acting on objects.

In the two pictures below, the arrows represent forces acting.

Write the names of the forces in the boxes.

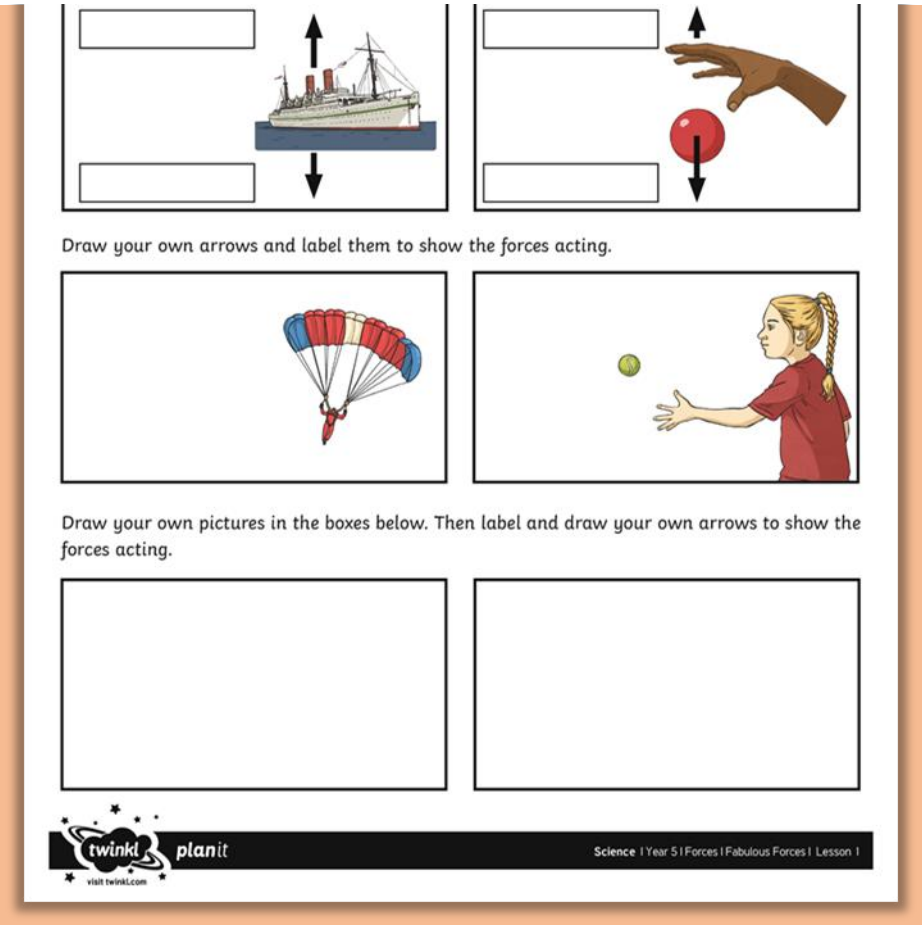
Draw your own arrows and label them to show the forces acting.

Draw your own pictures in the boxes below. Then label and draw your own arrows to show the forces acting.

Forces Examples

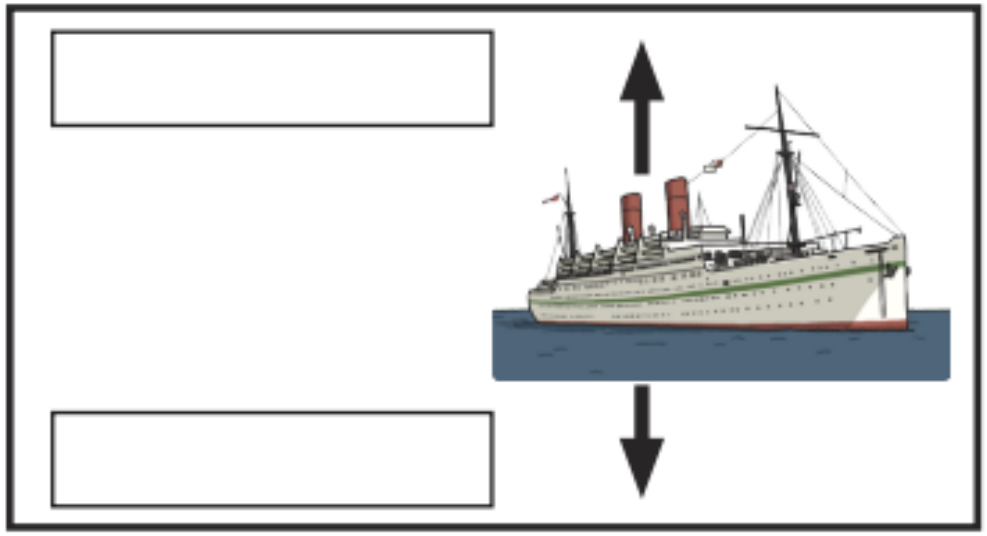
Share your own examples of forces acting on objects with a partner.

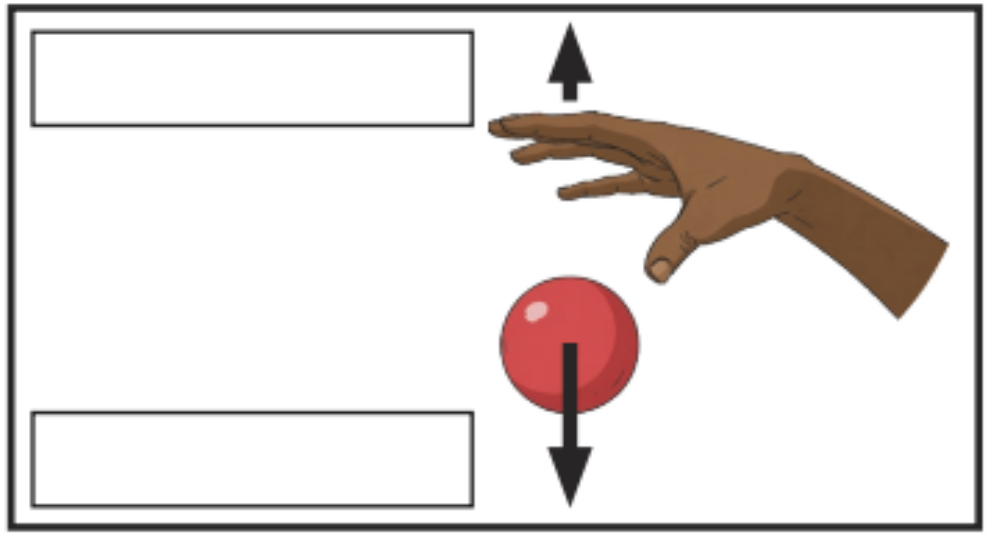
Can you identify some different kinds of forces and talk about how these forces act on objects?



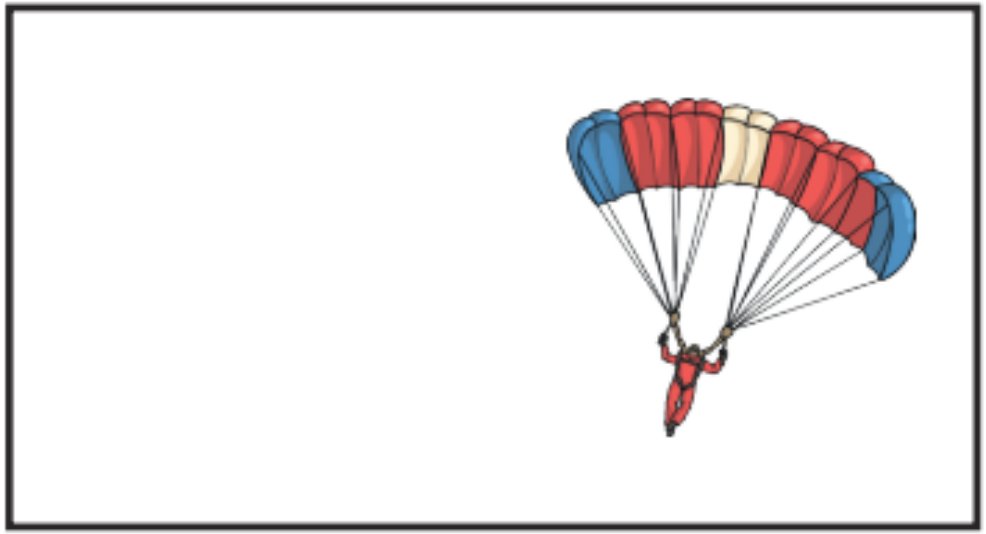
In the two pictures below, the arrows represent forces acting.

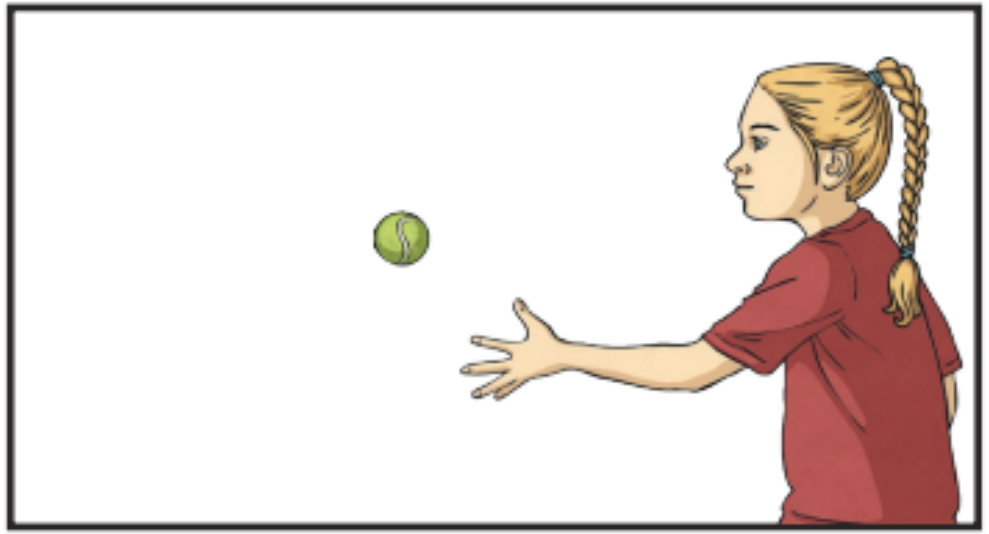
Write the names of the forces in the boxes.





Draw your own arrows and label them to show the forces acting.





PSHE

Last week we discussed who our VIPs were and why they were important. This week we are going to look at how to recognise when we are feeling angry and trying to remember to think before we act.

After this session you will hopefully be able to identify when you are feeling upset and use some different strategies to calm down.

Aim

- I can identify different ways to calm down when I am feeling angry or upset.

Success Criteria

- I understand the consequences of unkind behaviour.
- I can try out techniques for calming down and identify which work best for me.

The Big Questions

What are the consequences of behaving unkindly to the people around us?

How can we calm down when we are feeling angry or upset with other people?

What strategies do you already use when you are feeling angry or upset?

Reconnecting

Our Emotions

When we are feeling angry or upset, do all the strategies we currently use lead to productive and positive outcomes?

Do some of the strategies make either the situation worse or ourselves feel worse?

What are the different emotions we feel in our lives?

angry	depressed	confused	helpless	fearful	indifferent
afraid	sad	embarrassed	excited	loving	happy
interested	relieved	lonely	positive	peaceful	guilty
strong	relaxed	brave	jealous	anxious	hurt

Our Emotions

Why do we need all these different emotions in our lives?

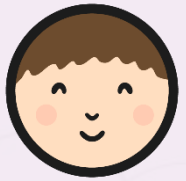
We feel emotions through our bodies and through our minds. These emotions help us to deal with situations and prepare for things that might happen. These emotions can be linked to self-protection or social survival.

For example, fear is an emotional response to certain situations. It can actually help to keep us safe, as it ensures we do not take unnecessary risks.

Guilt is an emotion we feel to ensure we make things right with our friends and to keep society functioning well. It is closely linked to our sense of doing the right thing.

Exploring

Calming Techniques

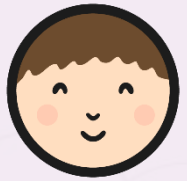


When we feel intense emotions, such as anger or sadness, it is very important to recognise these emotions.

This requires practise and there are different things to look out for in different people. Sometimes intense emotions can cause a physical reaction and make us feel hot, shaky or sick.

We need to know how to react in response to these powerful emotions in order to ensure we handle them productively and do not make a situation worse for ourselves or others.

Calming Techniques

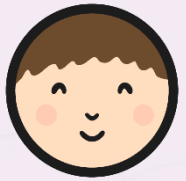


Sometimes, people try to hide the emotion they are feeling. For example, someone might smile and pretend they are happy when actually they are feeling sad. This is often called ‘bottling it up’. The longer someone pretends they are not feeling the actual emotion (e.g. sadness), the harder it becomes for that person to deal with it.

Learning calming techniques is really important for ensuring that we keep ourselves and others safe and healthy while dealing with such intense emotions.

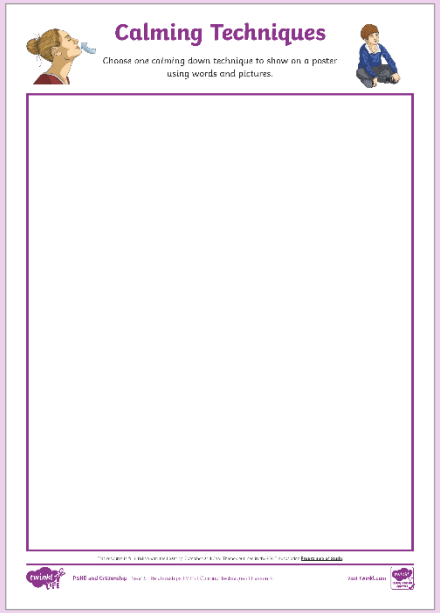
Knowing which calming techniques work best for us can help us to reflect on our true emotions, deal with them and then move on. This enables us to feel in control.

Calming Techniques

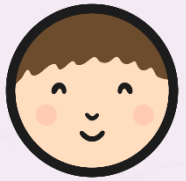


Let’s look at some calming techniques. We can also share any other calming techniques that we know of or use. Once we have shared all the different techniques, you will be able to choose the technique that you feel would work best for you.

Your task will then be to use your **Calming Techniques Poster Activity** to create a poster that shows this technique. When you have completed this, you can work with a partner to discuss your chosen technique and act out a scenario that shows the technique being applied.

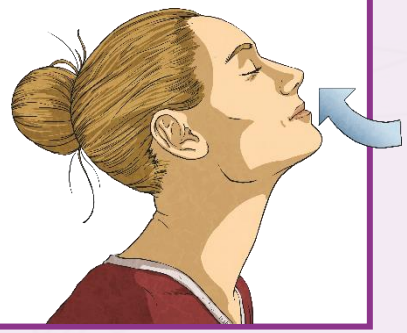


Calming Techniques



1

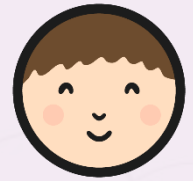
Breathe – When someone is experiencing an intense emotion, they often take fast and shallow breaths. By breathing slowly and deeply, the emotions can feel less intense. Breathe in slowly through your nose, hold for three seconds and then breathe out slowly through your mouth.



2

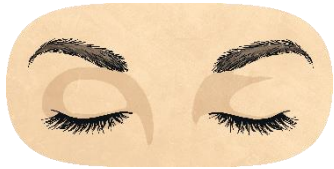
Relax – Sit down (or lie down if possible). Put one of your hands on your chest and the other hand on your stomach. Imagine the intense emotion slowly leaving your body as you do this.

Calming Techniques



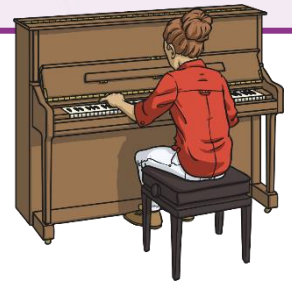
3

Be Mindful – Close your eyes and picture your favourite place. Focus on what you can hear, what you can smell and what you can see.



4

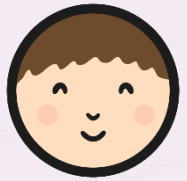
Music – Listening to music, or making our own, helps us to relax and work through intense emotions.



5

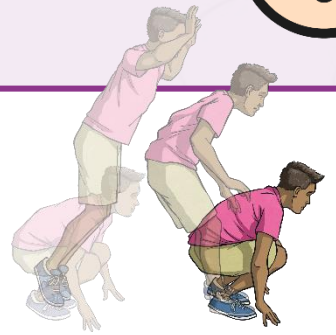
Squeeze – People can have a physical reaction when they are experiencing intense emotions. Therefore, squeezing a stress ball or hugging a cuddly toy can release this physical reaction.

Calming Techniques



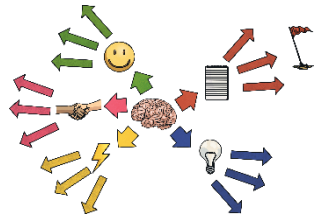
6

Exercise – Moving helps people to feel good. Hop up and down, dance or run around – whatever exercise you enjoy.



7

Positive Thinking – Address the intense emotions being felt by writing them down and then coming up with a positive solution to each of them.

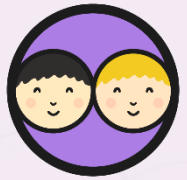


Consolidating

Reflecting

Consolidating

Feeling Cross



What causes people to feel angry, frustrated or upset?

Anger is an intense emotion that shows how much we care about something or someone. Due to its intensity and the physical reaction it can also cause, anger can be seen as an unhelpful emotion. However, although it can be an unhelpful emotion, it is a very natural emotion and it's how we react to that feeling that is important.

It is actually OK to feel angry, but it is really important to have effective and positive ways to deal with this emotion.

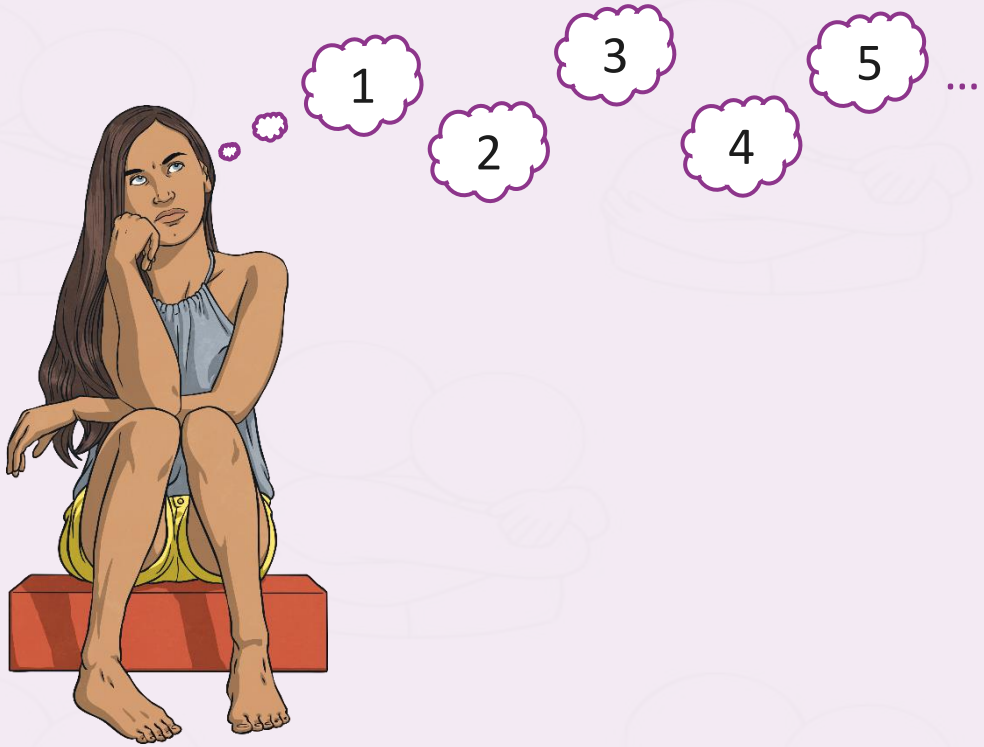
Could, or should, there no longer be anger in the world?

Can anger be used in a positive way?

Reflecting

Count to Ten

A tried and tested method for giving us time to think before we act is counting to ten. This technique prevents us from acting rashly or in a way we might regret and gives us time to gain control of our feelings.



Count to Ten

While counting to ten, use the time to think of ten good reasons to think before you act:

1. We might say something we don't mean.
2. We could hurt someone.
3. We might get into trouble.
4. We might embarrass ourselves.
5. We could lose a friend.
6. We might hurt ourselves.
7. We might regret what we say or do.
8. We could make our feeling of anger even more intense.
9. We might get a bad reputation.
10. We might be able to think of a way to handle this in a positive way.