Year 5 Home Learning Grid Term 4 <mark>Week</mark> 4
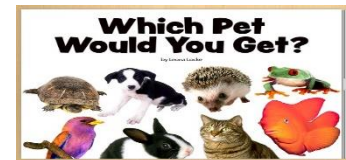## Monday 25th October – Friday 29th October

Year 5 is now back learning at school. This means the teacher will only be working with children in the classroom. There will be no more learning grids after this week. We hope to see you soon.

- **Complete your work and post it on Seesaw.**
- **Be sure to create a safe, quiet learning space, free of distraction.**
- **Remember to have regular breaks, drink water and eat some healthy food**

MONDAY

Reading/Writing

1. Go to Reading Eggs. Complete an activity in Fast Phonics.

2. Predict: What will happen in this book? Use the poster at the end of the grid to help you. Write 1-2 sentences about your prediction.

Spelling

Copy your spelling words in coloured pencils, crayons, textas, chalk or paint.
- would
- like
- which
- could
- you
- If
- pet
- get

Mathematics

1. Go to Mathletics. Complete an activity.

2. Complete the Maths sheet: Introducing Multiplication-Multiplying Numbers by 0 & 1

Science

Do all liquids freeze when placed in a freezer? Write a prediction to answer this question. Research and then answer this question. Write if some liquids freeze faster than others and what makes some liquids freeze faster than others.

Visual Arts-Artist Appreciation

Last week we created our own Disney character. This week you will be creating a short comic strip to tell a short story. Use the template at the end of the grid.
Here are some things to remember:

- Make sure to colour in your comic strip.
- Use speech bubbles in your comic.
- Drawings must be in the style of Disney.

Look up what Disney comics look like to give you some ideas.

TUESDAY

Reading

1. Go to Reading Eggs. Complete an activity in Fast Phonics.

2. Type in the link. It will read the book to you.

   https://www.uniteforliteracy.com/unite/animalsandpeople/book?BookId=4&shr=1&LangId=0

3. Practise reading the book by yourself.
4. Find and list all the adjectives (describing words) in the book. For example- quiet pet. The word quiet is the adjective because it describes the pet.

Spelling

Write your spelling words in alphabetical order.

Writing

Write a sentence for each of your spelling words. Remember to make your sentences interesting by adding an adjective (describing word) to each sentence.

For example: I like wearing my woolly jumper when it's cold.
Woolly is the adjective (describing word) in this sentence because it describes the jumper.

Use the Adjectives Poster at the end of the grid to help you.

Mathematics

1. Go to Mathletics. Complete an activity.

2. Complete the Maths sheet: Introducing Multiplication-Multiplying any number by 10

PDHPE=Circuit fun

10 squats
5 sit ups
6 sprints
15 push ups

Challenge yourself to do more if you can.

Music-Instrument fun

Create a homemade instrument with household items. Choose your favourite song to use the instrument with. Record yourself and share with your teacher.
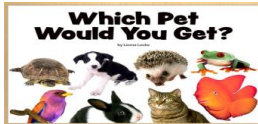
WEDNESDAY

Reading/Writing
1. Go to Reading Eggs. Complete an activity in Fast Phonics.

2. Type in the link. It will read the book to you.

https://www.uniteforliteracy.com/unite/animalsandpeople/book?BookId=4&shr=1&LangId=0

3. Practise reading the book by yourself.

4. What is the meaning of the word **shy** in the story? Write down what it means (definition). Write an interesting sentence using the word **shy**.

5. Find the rhyming words in the book-Which Pet Would You Get? Write the words that rhyme next to each other. For example c**at** & f**at**.

   Rhyming words are words that have the same ending sound. For example- m**an** & f**an** rhyme because they both end in **an**.

Mathematics
1. Go to Mathletics. Complete an activity.

2. Complete the Maths sheet: Mental Multiplication Strategies-Doubling Strategy

Spelling

Write out all of your spelling words. Use the colour blue for the consonants and red for the vowels. Vowels are the letters a, e, i, o, u.

For example: there

Fair Rule

1. Watch the FAIR Video that is assigned to you on SeeSaw.
2. Write about your week of learning. How do you feel? What was a highlight of your week?

Wellbeing Wednesdays

Look at the flyer attached at the end of the Learning Grid to find some fun wellbeing activities you can complete at home.

Don't forget to share your photos with your teacher on SeeSaw 😊

THURSDAY

Reading/Writing

1. Go to Reading Eggs. Complete an activity in Fast Phonics.

2. Type in the link. It will read the book to you.

https://www.uniteforliteracy.com/unite/animalsandpeople/book?BookId=4&shr=1&LangId=0

3. Read the book to yourself.
4. Read the book to a parent or older brother/sister.
5. Write about a pet you have or a pet you would like to get. Describe your pet (what does it look like) and write what makes them special. Draw a picture of your pet.

Spelling

Rule: This week we are looking at words that end with -ness. This suffix changes the meaning of an adjective to a noun. It describes a quality or state of being.

For example, the word happy is an adjective since it describes a person. Happiness is what the person becomes when they are happy.

Add the suffix -ness to these words.
For example:
weak = weakness
soft =
tired =
forgetful =
bright =

Watch the video on SeeSaw to learn more about the suffix 'ness'.

Mathematics

1. Go to Mathletics. Complete an activity.

2. Complete the Maths sheet: Chance-The Language of Chance

History-New Settlers to Australia

Research and list 3 difficulties (problems) the new settlers to Australia faced when settling in NSW.

PDHPE

Create a fun and challenging obstacle course being creative with items at home. Record yourself and challenge your family members to take part in the challenge
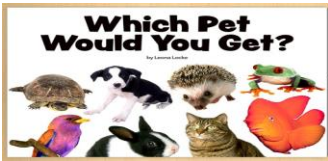
FRIDAY

Reading

1. Go to Reading Eggs. Complete an activity on Fast Phonics.

2. Type in the link. It will read the book to you.

   https://www.uniteforliteracy.com/unite/animalsandpeople/book?BookId=4&shr=1&LangId=0

3. Read the book to yourself.
4. Record yourself reading the book on Seesaw.

Spelling

Have someone test you on your spelling words.

Mathematics

1. Go to Mathletics. Complete an activity.

2. Complete the Maths sheet: Is it a Right Angle?

PDHPE

Log on to the **Smiling Mind** app and chose one of the mindfulness videos to relax and end your week.

STEM

We challenge you this week to build a Balance Scale. Be creative and think outside the box with the items that you use. Share this with your class teacher on Seesaw.

Use this poster to help you write a prediction of the book.

Making Predictions

A good reader makes predictions as they read.

A prediction is an educated guess about what may happen in the story based on pictures or text.

Before Reading

Make predictions using the title and illustrations in the book.

"Based on the title and pictures, I think…"

During Reading

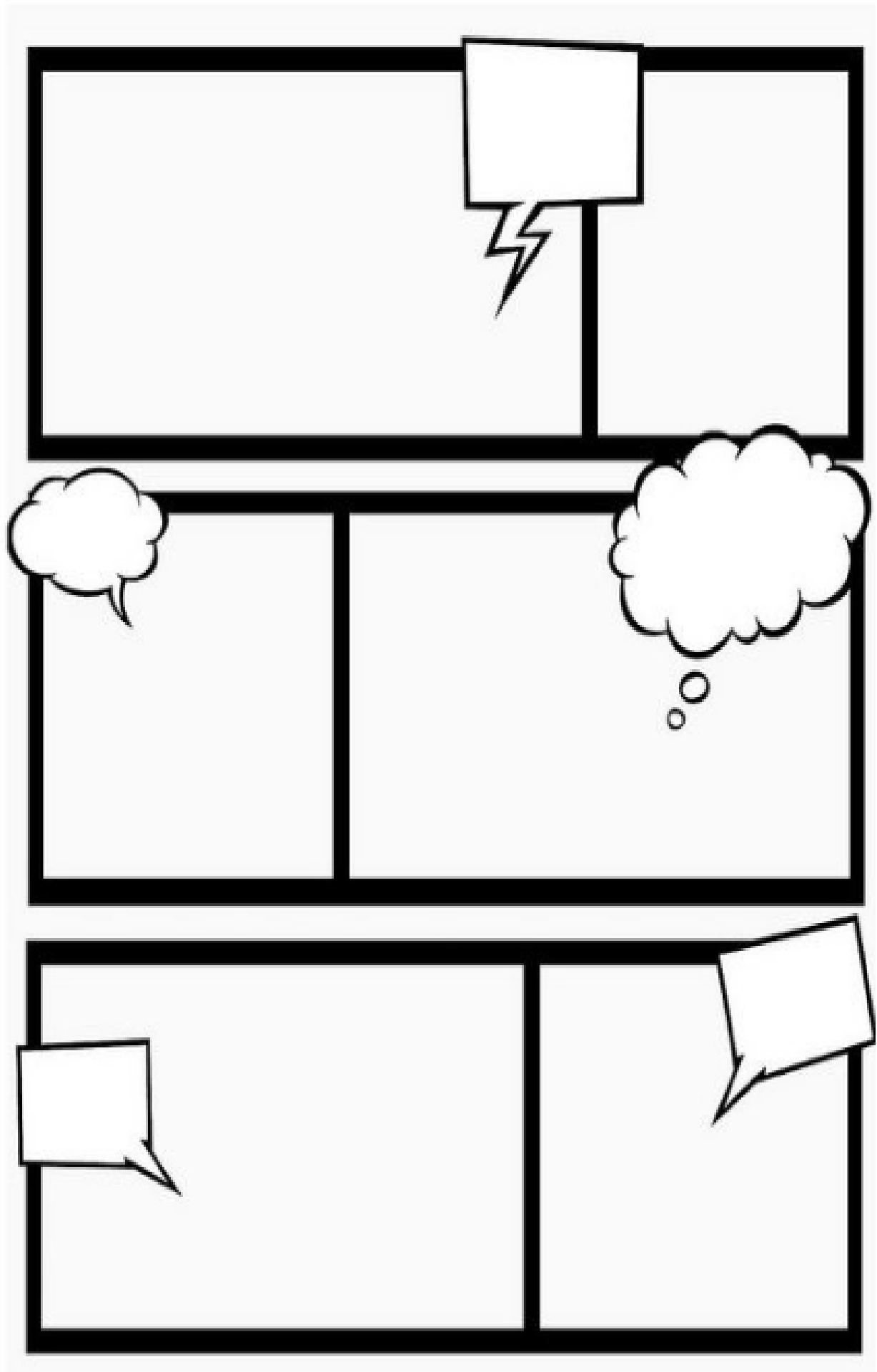Pause to think about what you think will happen next in the story.

"I think _____ because…"

After Reading

Was your prediction correct?

**Use this poster to help you add adjectives to your sentences.
<u>Adjectives </u>are words we use to describe something.**

Adjectives

sparkly	shiny	colourful	beautiful	ugly	handsome	pretty	tiny	huge	tall
long	cute	nasty	scary	fierce	furry	cuddly	tasty	juicy	delicious
fizzy	fat	sharp	happy	sad	heavy	light	bright	dark	magnificent
hot	cold	loud	stormy	sunny	wet	sleepy	fast	slow	funny
jolly	sticky	prickly	precious	strange	annoying	magical			

Wellbeing Wednesdays

Take the afternoon to do some of the fun things below. This is some time just for you!

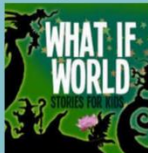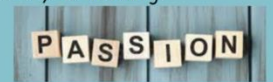|			
Go to Smiling Mind and complete an activity	Do some sidewalk art using chalk	Build a Fort and have a nap inside	Play a board game with your family
Listen to the 'What If World' Podcast for some amazing stories	Build a Fairy Garden outside using leaves, sticks and rocks	Build a MUD Village outside by adding water to some dirt. Get dirty!	Start a passion project. What is something you really want to learn about? A musician, a type of art, outer space, a celebrity? Do some research......read, watch videos, investigate! How will you show your learning?

Introducing multiplication – multiplying numbers by 0 and 1

Any number multiplied by 1 always equals the same number.

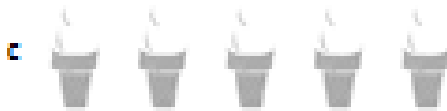Any number multiplied by 0 always equals zero.

1 Practise multiplying by 1:

a

8 groups of 1 are equal to ☐

☐ × 1 = ☐

b

6 groups of 1 are equal to ☐

☐ × 1 = ☐

c

5 groups of 1 are equal to ☐

☐ × 1 = ☐

d

4 groups of 1 are equal to ☐

☐ × 1 = ☐

2 Practise multiplying by 1 and 0:

a 12 × 0 = ☐   b 6 × 1 = ☐   c 3×0 = ☐

d 2 × 1 = ☐   e 8 × 0 = ☐   f 20 × 1 = ☐

3 Complete this grid:

x	9	10	6	1	5	4	7	3	8	2
0										
1										

Introducing multiplication – multiplying any number by 10

When we multiply any number by 10, a zero goes in the units column and the digits all move one space along to the left.

Hundreds	Tens	Units
		2
	2	0

2×10=20

1 Show how the digits all move along when they are multiplied by 10 and write the answers below:

a

Hundreds	Tens	Units
		7
	7	0

7×10=☐

b

Hundreds	Tens	Units
		3

3×10= ☐

c

Hundreds	Tens	Units
	1	5

15×10=☐

d

Hundreds	Tens	Units
	2	2

22×10=☐

2 Connect these × 10 facts to the answers:

16×10	62×10	93×10	99×10	13×10

(220) (510) (930) (990) (850) (160) (130) (620) (720) (980)

72×10	51×10	85×10	22×10	98×10

Mental multiplication strategies – doubling strategy

There are many double facts that you should know.

This includes numbers outside the times tables that we have been working on.

Here are 2 double facts that are handy to know:
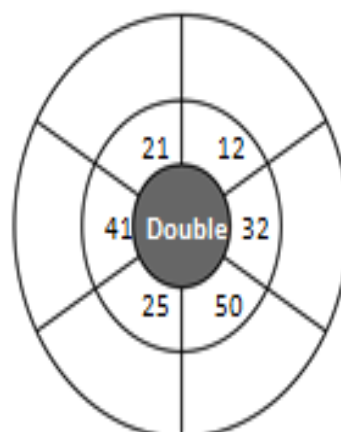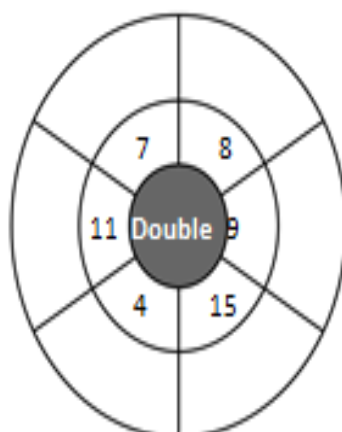
double 20 is 40   double 15 is 30   Can you think of more?

1 List all the double facts outside of the 2 times table that you know in the space below. Here are two to start you off:

double 12 is 24   double 50 is 100

Complete these doubling wheels:

7	8
11	Double	9
4	15

21	12
41	Double	32
25	50

3 Doubling 2 digit numbers is easy if you split the digits and double each part. Complete this doubling grid. The first one has been done for you.

a Double 36	b Double 23
= 30x2+6x2 = 60+12 = 72	
c Double 19	d Double 41

Chance – language of chance

If something will definitely happen, we say it is **certain**.

If something might happen, we say it is **uncertain**.

If something definitely can't happen, we say it is **impossible**.

Certain and **impossible** are the opposites of each other.

There are lots of possibilities in between.

| impossible | | certain |

1 At school today, what is something you ...

are **certain** will happen?	are **uncertain** will happen?	think is **impossible** to happen?

2 Look at the jars below and answer the questions.

Is it possible to pull out a white counter? _____

Is it possible to pull out a black counter? _____

Is it possible to pull out a frog? _____

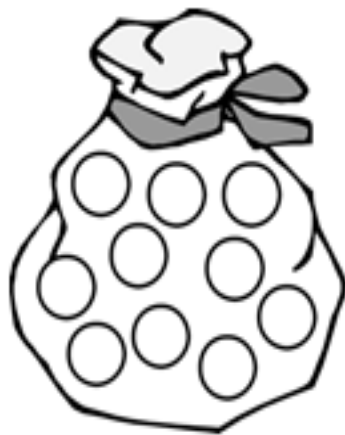Zoe says it is impossible to pull out a black heart. Is she right? _____

Otis says it is impossible to pull out a red heart. Is he right? _____

Daz says it is certain he will pull out a white heart. Is he right? _____
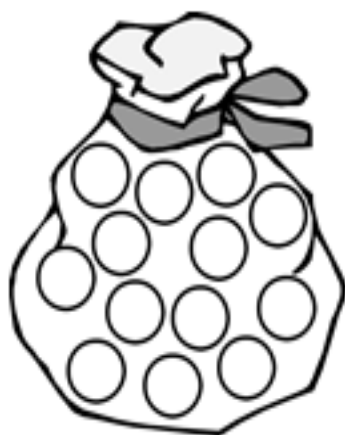
Chance – likelihood

1 Look at the bag.

  a Colour 6 counters red, 1 counter green, and 3 counters orange.

  b What colour counter are you **most** likely to pull out? Why?

What colour counter are you **least** likely to pull out? Why?

How would you describe the chance of pulling out an orange counter?

2 You will need blue, yellow and pink pencils. Colour the counters so:

  a You are **most** likely to pull out a blue one.

  b You are **least** likely to pull out a pink one.

  c You **could** pull out a yellow one.

  d Compare your bag with a friend's bag. Have they coloured the counters the same way as you? If they are different, can you both be right?