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# Home Learning Pack Year 5

Guidance and Answers

Week 8

15/06/2020

Classroom  
secrets★

KIDS



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This week's pack supports the Week 8 timetable on Classroom Secrets Kids.

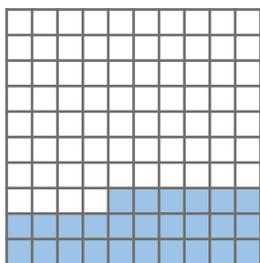
## Monday

### Maths – Understand Percentages (page 2)

**Percentage** means parts for each hundred. You write percentages using the % symbol. So 26% means 26 parts out of 100.

**Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.

**Question 1** – This question asks your child to match the grids to the correct **percentages**. A **100 square** is a 10 x 10 grid (100 squares) that can be used to help with representing **percentages**:



In this instance, each square represents 1% so your child can count the individual squares to work out the **percentage** that is represented. To be even more efficient, your child could count the rows of tens then the extra ones.

**Percentages** can also be represented on a **bar model** (see definition above) with ten sections:



In this instance, 1 square = 10% because 100 divided between the 10 squares = 10%. So your child can count in tens to work out the **percentage** that is represented.

Match the grids to the correct **percentages** thinking about what **percentage** each square represents. Then count the total shaded squares. The correct answers are:

A = 60%, B = 63%, C = 70%

**Question 2** – This question asks your child to write the **percentage** represented by the grids.

Your child needs to work out what **percentage** each square represents and then count the total shaded squares.

Write the **percentage** represented by the grids by counting in tens or tens and ones. The correct answers are:

A = 50%, B = 47%

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## Monday

### Maths – Understand Percentages – continued (page 2)

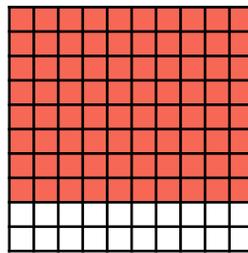
**Question 3** – This question asks your child to colour 80% of each grid. To do this, your child needs to work out what **percentage** each square represents. Then count up carefully to colour 80%.

Colour 80% of each grid by counting in tens or tens and ones.

The correct answers are:



, B =



**Question 4** – This question asks your child to find the odd one out. To do this, your child needs to work out what **percentage** is represented by each grid. They will need to know what each individual square represents then count the total number of shaded squares.

Find the odd one out. One grid will represent a different **percentage** than all the rest. The correct answer is: **B is the odd one out because it represents 61%. A, C and D all represent 60%.**

**Question 5** – This question asks your child to order the values from largest to smallest. To do this, your child could draw and colour in 100 squares or **bar models** to help them see the different values. Your child could also use multiplication to help them so '7 parts out of ten' must be multiplied by 10 to make it '70 parts out of 100' or 70%.

Order the values from largest to smallest by drawing and colouring grids, visualising grids or using multiplication to help you.

The correct answer is: **F (91%), D (90%), C (70%), A (64%), E (50%), B (38%)**

**Question 6** – This question asks your child to work out whose statement is correct and to explain their choice. To do this, your child can work out what each square of the bar model represents. They can use multiplication to help them so '3 parts out of ten' must be multiplied by 10 to make it '30 parts out of 100' or 30%.

Work out who is correct and explain why by multiplying so the number represented in the **bar model** is out of 100 instead of 10.

The correct answer is: **Jake is correct because the bar model is split into 10 parts.**

**Percentages are the number of parts out of 100 so 3 needs to be multiplied by 10 to find the percentage.**

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## Monday

### English – What Does this Word or Phrase Suggest? (page 3)

Your child should read the text carefully. They may like to read the text out loud to an adult or they may prefer to read it in their head. Then they could discuss the text with an adult. You could discuss the key words from the questions below: scanned, hesitantly, wandered. Have they heard these words before? When might each word be used? Can they use it in a different sentence? What does the word mean in the given text? Your child's answer should give a similar suggestion to the answers below, but the words they use may vary.

The correct answers are:

**Question 1** - 'He scanned the playground...' What does the word 'scanned' suggest about the way Jackson was looking?

The word 'scanned' means to look at all parts of something carefully in order to detect particular features. Jackson would have been looking at all of the faces on the playground in the hope of seeing one he recognised.

**Question 2** - '...he looked and felt like a fish out of water.' What does this suggest about how Jackson was feeling?

A fish out of water would be in a very unfamiliar environment and situation. This is how Jackson is feeling because he is in an unfamiliar school and surrounded by unfamiliar faces.

**Question 3** - 'Jackson wandered hesitantly along the corridor...' What does this suggest about the way Jackson was walking?

The word 'wandered' suggests that Jackson is walking aimlessly. The word 'hesitant' means to be unsure or tentative. This suggests that Jackson is walking aimlessly along, unsure about where he is going.

**Question 4** - What does the phrase '...he added with a wink' suggest about Tiny's understanding of the situation?

A wink is often used when sharing a secret or a joke with someone. Tiny seems to be suggesting that he understands Jackson's preconceived ideas about him based on his size and he is probably enjoying watching Jackson's initial discomfort at their meeting.

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## Tuesday

### Maths – Percentages as Fractions and Decimals (page 4)

**Question 1** – This question asks your child to match the fractions to the **equivalent** (have the same value) decimal and **percentage**. Please refer to page 2 for a definition of this term. To answer this, they need to look if the **denominator** (bottom part of the fraction) of the fraction is out of 100. If it is, then it converts directly to a percentage. For example,  $\frac{45}{100} = 45\%$ . If the **denominator** is larger then it must be converted to 100. See the example below.

$$\frac{48}{200} \xrightarrow{\div 2} \frac{24}{100} = 24\%$$

Next, your child should convert this to a decimal. For example,  $\frac{24}{100} = 0.24$  because this represents 24 parts out of 100 or 24 hundredths.

Match the fractions to the equivalent decimal and **percentage** by converting them all to hundredths. The correct answers are:

$$A = \frac{36}{300} = 0.12 = 12\%, B = \frac{65}{100} = 0.65 = 65\%, C = \frac{84}{200} = 0.42 = 42\%$$

**Question 2** – This question asks your child to circle the odd one out. To do this your child should write the value of each image. They will need to look carefully and understand what each image is representing. Converting all the given images into hundredths will make them easier to compare.

Circle the odd one out. The correct answer is :  $\frac{63}{300}$  as when converted into hundredths this equals  $\frac{21}{100}$  or 21% or 0.21. The other images all show 63%.

**Question 3** – This question asks your child to say whether a statement is true or false. To do this they will need to convert the percentage to a decimal.

Say whether the statement is true or false by converting the percentage into hundredths. The correct answer is: **The statement is false because  $75\% = 0.75$ .**

**Question 4** – This question asks your child to complete the boxes with the missing equivalent decimal or **percentage**. To do this they will need to ensure the fractions have 100 as the **denominator** then convert the fractions to **percentages** or decimals using their knowledge from previous questions.

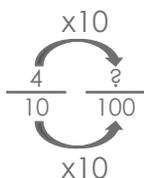
Complete the boxes with the missing **equivalent** decimal or **percentage** using their knowledge about hundredths. The correct answers are: **A. 0.32; B. 24%; C. 36%**

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## Tuesday

**Maths – Percentages as Fractions and Decimals – continued** (page 4)

**Question 5** – This question asks your child to answer questions about 100 pencils in a box. To answer the questions, your child needs to convert the four tenths into hundredths. See the image below. This will tell your child how many pencils class 5 have.



Class 4 take 25% of the pencils. Your child needs to remember that **percentages** are out of 100. So they take 25 out of 100 pencils. This will tell your child how many pencils class 4 have.

They then must subtract both the amounts of pencils from 100 to find out how many pencils are left in the box.

The remaining number of pencils left must then be converted to a **percentage** (out of 100) to answer the final question.

Answer the questions about the pencils in the box. The correct answers are:

**Class 5 have 40 pencils. Class 4 have 25 pencils. There are 35 pencils left which is 35%.**

**Question 6** – This question asks your child to convert the fractions and decimals into percentages. To do this your child should ensure all the fractions have 100 as their **denominator**. Also, they must ensure they read the decimals as hundredths instead of tenths, for example,  $0.5 = 5 \text{ tenths} = 50 \text{ hundredths}$ . Next, your child must order their **percentages** in **descending** (counting down) order.

Convert the fractions and decimals into **percentages** by converting them all into hundredths if necessary to convert them easily to **percentages**. Then write them from largest to smallest. The correct answers are:

**75%, 74%, 72%, 70%, 25%**

**Question 7** – This question asks your child to explain whose statement is correct. To do this, your child should convert all the fractions, decimals or **percentages** into hundredths to check the statements. Also, ensure all fraction **denominators** are 100.

Explain whose statement is correct by comparing using hundredths. The correct answer is:

**Hannah is correct,  $0.5 = 50\%$ . Sean is incorrect,  $\frac{50}{200} = \frac{25}{100}$  which is equivalent to 0.25 or 25%.**

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## Tuesday

English – Adding 'de-' 'dis-' and 'mis-' Prefixes (page 5)

A **root word** is a basic word that has not been changed by a **prefix** or a suffix.

A **prefix** is a group of letters that is added to the beginning of a **root word**, changing or adding to its meaning. For example, the prefix 'de-' changes the root word 'code' to 'decode'.

Remember the prefixes de-, dis- and mis- often given words the opposite or negative meaning.

**Question 1** – This question asks your child to match each **prefix** to a suitable **root word** to create a new word. Your child can try saying or writing each **prefix** with the **root word**. They may have heard the words before and recognise the correct **prefix**.

The correct answers are: **decode; disappoint; misconduct**

**Question 2** – This question asks your child to circle the word that means 'force out of position'. They could use a dictionary if needed. The correct answer is: **dislodge**

**Question 3** – This question asks your child to complete the sentence using a word from the word bank. Only one word will make sense in the sentence. They could read the sentence out loud pacing each word in the sentence to help them recognise which makes sense. Otherwise, they could discuss the meanings of each word with an adult or they could use a dictionary. The correct answer is: **disagreed**

**Question 4** – This question asks your child to create a sentence using only the words given. Your child could write the words on paper or card strips and re-arrange them to make a sentence. They could discuss the meaning of the **prefix** word with an adult.

The correct answer is: **How did you misread the question?**

**Question 5** – This question asks your child to add de-, dis- or mis- to each of the **root words** to create four new words. Only one **prefix** will add onto each root word to make a new word. The correct answers are: **disown; mislead; mistrust; derail.**

**Question 6** – This question asks your child to use each word in a sentence. Then they must explain how the **prefix** 'mis-' changes the meaning of the **root word**. Your child could discuss each word with an adult or use a dictionary to find the meanings. Then they could say each word in a sentence before writing each down. Think carefully about how the **prefix** changes the meaning of the sentence. Your child could picture each sentence in their head or draw a picture of each sentence. What has changed between each picture?

The correct answer: **Accept sentences where 'behave' and 'misbehave' have been used correctly. Various answers, for example: Adding 'mis-' to behave changes the meaning to 'not behaving'. It now means the opposite.**

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## Tuesday

English – Adding 'de-' 'dis-' and 'mis-' Prefixes – continued (page 5)

**Question 7** – This question asks your child to explain Jerry's error. Your child needs to identify the **prefix** word that Jerry has used. They could underline or circle it. They could discuss this word or use a dictionary to find out the meaning of the **prefix** word that Jerry has used. They need to think which **prefix** Jerry should have used to make his sentence make sense.

Explain Jerry's error. Remember the **root word** 'count' can have various **prefixes** added to it and maybe Jerry has chosen the wrong one!

The correct answer is: Jerry should have used 'miscalculated' as this means he counted his pocket money incorrectly. 'Discounted' means to reduce the cost of something.

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## Wednesday

### Maths – Adding – Same Decimal Places (page 6)

A **decimal place** is the number of digits after the decimal point. For example 2.34 has 2 digits after the decimal point, so there are 2 decimal places.

**Question 1** – This question asks your child to complete the addition calculations using the digits on the digit cards. To find the answer they need to complete the addition calculations, remembering to show and use any **exchanging** (also known as 'carrying'). Cross off the digit cards as they are used. If your child puts a number in one of the boxes which is not on a digit card, then they must recalculate.

Complete the calculations using the digits on the digit cards, remembering to show any **exchanges**. The correct answer is: **A. 6.78; B. 8.91**

**Question 2** – This question asks your child to use the numbers to complete the number sentences. Your child could write out the addition taking each given number in turn. So they could start with:

$$\begin{array}{r} 3 . 7 6 \\ + \square . \square \square \\ \hline 9 . 7 7 \end{array}$$

Then they can complete the addition and cross off the two numbers that complete the addition. Then they can use the next given number (3.81) and repeat the above steps.

Use the numbers to complete the number sentences. Take each number in turn and complete the addition calculations. The correct answers are:

$$3.76 + 6.01 = 9.77; 5.96 + 3.81 = 9.77; 6.08 + 3.69 = 9.77$$

**Question 3** – This question asks which gems the knight will be able to take with him if he can carry 8.89kg. Firstly, your child needs to find the total weight of his sword, shield and armour. They could write out a formal addition calculation (see image above).

Then they can add onto this the weights of various combinations of gems. The total must not go over 8.89kg. However, your child may try some combinations that, when totalled, do go over 8.89kg. This is fine but your child should realise to reject this combination as it goes over the total weight allowed.

Find which gems the knight can take with him but make sure the total weight does not go over 8.89kg. The correct answers are: **Sir Kevin is already carrying 7.82kg of weight. He can take the green gem (0.58kg) and the red gem (0.49kg) because  $7.82\text{kg} + 0.58\text{kg} + 0.49\text{kg} = 8.89\text{kg}$ .**

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## Wednesday

English – Adding Prefixes 're-' and 'over-' (page 7)

A **root word** is basic word that has not been changed by a **prefix** or a suffix.

A **prefix** is a group of letters that is added to the beginning of a **root word**, changing or adding to its meaning. For example, the prefix 're-' changes the root word 'cover' to 'recover'.

This worksheet asks your child to add the **prefixes** re- or over- to **root words**. Then they need to find, sort and use these words within sentences.

**Questions 1 and 2** – These questions ask your child to add the correct **prefixes** to the **root words**. Your child could try putting each **prefix** in front of the **root word** and reading it out loud. They may then recognise it as a word. If not, they could use a dictionary to check if the word is an existing word. The correct answers are:

**Question 1** - rebuild, overflow

**Question 2** - overworked, reappear

**Questions 3 and 4** – These questions ask your child to tick the correct word or sentence. For question 3, Your child can try to put each word in the sentence, read the sentence aloud and see which one sounds correct. For question 4, your child could read each sentence out loud. They may notice which one sounds correct. Otherwise, use a dictionary to check which words are existing words. The correct answers are:

**Question 3** - overreact

**Question 4** - Alia recalculated the answer and redid her homework.

**Questions 5 and 6** – These questions ask your child to create or re-write sentences. To do this, your child could say the sentences out loud first. They could discuss the meaning of the '**prefix**' words to ensure it makes sense. Then they must write out the whole sentence. The correct answers are:

**Question 5** - She managed to overcome her fear of spiders.

**Question 6** - She had to move away from the overexcited dog.

**Question 7** – This question asks your child if the words have been sorted correctly. The words in the centre section should be able to have either of the **prefixes** added to them to make words. Your child could say the words out loud or check them in a dictionary. Use the **prefixes** re- and over- to help you answer the questions on the worksheet. Remember the **prefix** re- means to do something again. The prefix over- means to do or be too much of something. The correct answer is:

**Question 7** - No, both prefixes cannot be added to the word 'marry'. It should be under the heading 're-' (remarry).

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## Thursday

### Maths – Adding Different Decimal Places (page 8)

A **decimal place** is the number of digits after the decimal point. For example 2.34 has 2 digits after the decimal point, so there are 2 decimal places.

**Question 1** – This question asks your child to match the representation to the correct calculation. The representations (A, B and C) are the answers to the given calculations. Your child can set out the addition calculations in a formal column addition to help. It might look like the following example:

$$\begin{array}{r} 1.32 \\ + 2.57 \\ \hline \square.\square\square \end{array}$$

Your child can then complete the calculation and find the representation (A, B or C) which matches their answer. They can repeat this with the other calculations. If the addition has different numbers of decimal places, the decimal points must always line up as in this example:

$$\begin{array}{r} 1.034 \\ + 2.53 \\ \hline \square.\square\square \end{array}$$

Your child can fill this gap with a 0 if it helps them.

Match the representation to the correct calculation. Work out the answers to the addition calculations first (setting each one out correctly). Then match each answer to a representation (A, B or C). The correct answers are:

$$1.32 + 2.57 = B; 1.034 + 2.53 = A; 1.45 + 1.016 = C$$

**Question 2** – This question asks your child to place an 'X' in the boxes to show whether the statements are true or false. Your child needs to solve each addition then check to see if their answer matches the answer on the sheet. If the answers match then the statement is true. If the answers are different then the statement is false.

Show whether the statements are true or false, remembering to stack up the decimal places when you write out and solve each addition calculation. The correct answers are: A is true; B is false, the answer is 2.47; C is false, the answer is 5.402.

**Question 3** – This question asks your child who is correct and to explain their answer. To do this, they will need to complete the given addition calculation, writing it out correctly with the decimal points lined up. Then check the children's answers on the sheet to decide who gave the correct answer. Your child needs to look carefully at which child got the answer wrong and identify the mistake they made.

Who is correct and explain your answer. The correct answer is: **Sean is correct. Steph has added the 3 in the thousandths column instead of the tenths column.**

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## Thursday

English – Adding **-ate**, **-ise** and **-ify** (page 9)

A **root word** is basic word that has not been changed by a prefix or a **suffix**.

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix '-er' changes the verb 'teach' to the noun 'teacher'.

**Question 1** – This question asks your child to match the **suffixes** to the correct root words. Only one **suffix** matches to each **root word** to make an existing, real word. Your child could say each **suffix** at the end of the **root word** to see if they recognise the correct word. Or they could look up the words in a dictionary. The correct answers are: **sympathise**, **fortunate**, **purify**

**Question 2** – This question asks your child to add the correct **suffix** to the **root word**. Your child could say each **suffix** on the end of the **root word** to see if they can identify the correct word. Otherwise they can check each word in a dictionary to find the correct word. The correct answer is: **beautify**

**Question 3** – This question asks your child to add the **suffix** '-ate' to the word. Then shade the word class that it belongs to now. Adding a **suffix** to a **root word** can change the word class it is in. It could be a **noun** (a naming word) but change to an **adjective** (describing word) when the **suffix** is added on. If your child is unsure, they could put the word in a sentence to see if this helps them to identify the word class. Otherwise, they could check in a dictionary. The correct answer is: **Formula** becomes **'formulate'**, which is a verb.

**Question 4** – This question asks your child to complete the table by adding the **suffixes** shown. Then put a line through any words which are incorrect. Your child should add each **suffix** to each word. Some will make nonsense words. Then they must find out, either by saying them aloud or checking in a dictionary, which are real words. They cross out the words which are wrong. The correct answers are:

Root word	+ise	+ify	+ate
simple	<del>simpleise</del>	simplify	<del>simpleate</del>
improve	improvise	<del>improvify</del>	<del>improvelate</del>
energy	energise	<del>energify</del>	<del>energate</del>

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## Thursday

English – Adding **-ate**, **-ise** and **-ify** - continued (page 9)

**Question 5** – This question asks your child to circle the words which work. Then write the correct **suffixes** onto the other words. Your child needs to add **-ify** to each of the **root words**, identifying which are true words and which are not. They can use a dictionary to help. They must circle any **root word** that makes a new word with **-ify** added on the end. If it does not make a word using the **-ify suffix**, then your child must add a different **suffix** onto the **root word** (ate or ise) to make a new word. Again, a dictionary may help or a discussion with an adult.

Circle the words which work. Then write the correct **suffixes** onto the other words. Saying the words out loud may help.

The correct answers are: **Glory and electric make glorify and electrify.**

The suffix **'-ify'** cannot be added to the other words. Adding the suffixes **'-ate'** or **'-ise'** to the other words will create the following: **energise, agonise, captivate and improvise.**

**Question 6** – This question asks your child if they agree with Yasmin and to explain their answer. Your child needs to add the **suffix -ise** to each of the three words. One will not make a word and be the odd one out. Your child could say the words out loud, use a dictionary or discuss the words with an adult to help them. They need to decide if there odd word out matches Yasmin's.

Do you agree with Yasmin? Explain your answer. Find the word which cannot end with the **suffix -ise**.

The correct answer is: **Yes, she is correct because the suffix '-ise' can be added to the words 'memory' and 'immune' to create a new word, but you cannot add it to the word 'active'.**

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## Friday

### Maths – Arithmetic

Click on the link to play an arithmetic game which revises some of the skills covered in Year 5 so far. <https://kids.classroomsecrets.co.uk/resource/year-5-arithmetic-test-practice-3/>

### English – Revision

Click on the links to play interactive games which revise the prefixes from this pack.

<https://kids.classroomsecrets.co.uk/resource/year-5-prefix-matching-game-1/>

<https://kids.classroomsecrets.co.uk/resource/year-5-prefix-matching-game-2/>

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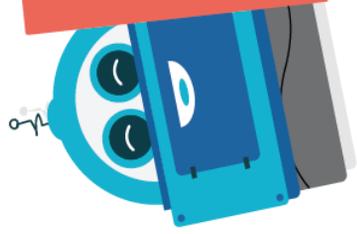
## Assembly Activity

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### Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

# Home learning



# HERO!

This certificate of brilliance goes to \_\_\_\_\_

\_\_\_\_\_ for being **TOTALLY AWESOME** at \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_



This week's pack supports the Week 8 timetable on Classroom Secrets Kids.

## Additional Resources

English – Guided Reading – Circulatory System (pages 10 - 12)

Children should read the **non-fiction report** (a piece of writing giving information about a topic) 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. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What is the job of the pulmonary circuit?  
To carry blood to the lungs to get oxygen and then back to the heart.
2. Find and copy the word from the text that is similar in meaning to 'carries'.  
transports
3. Find and copy two adjectives that the writer used to describe the walls of the arteries.  
Thick and muscular
4. Why do veins have thinner walls than arteries?  
They are under lower pressure.
5. Give three features of a non-fiction text that the author has used?  
Any three from: facts, subtitles, diagrams, technical vocabulary.
6. What percentage of the blood is plasma?  
55%
7. Give two important jobs of the white blood cells.  
They help fight off infection and they protect the body from germs such as bacteria and viruses.
8. Give the name of the section which tells you about blood clotting.  
Platelets