

Daily Tasks

Reading: Please ensure that your child reads every day, whether this be a fiction book, non-fiction book, magazine, e-book etc. Ask questions throughout to see if they have a clear understanding of what they've read. See 'Read, read, repeat' page at the end of this pack for ideas of other reading based activities.

Writing: Ask your child to write a few sentences in a journal / diary each evening. This is going to be a huge part of the world's history and they'll be able to share their first hand experiences with their children and future generations.

English - Writing

Follow the link for VE day on ItsLearning <https://isleofman.itslearning.com/Folder/processfolder.aspx?FolderID=128154>

Have a read of any of the news articles that take your fancy. I would like you to write a script for a new reporter. You could write it on big paper so that you can read it whilst being filmed or make notes for you to glance down at but you should be looking at the camera most of the time. Alternatively, if you don't want to record yourself send us a voice recording pretending that you are on the radio. It is important that you get detailed information in to make it interesting for the listener and make good use of punctuation to help with your expression. We would love you to send these to us either on Its Learning or email. We can't wait to see/hear your news reports.

English - Spelling

As always, there are new spellings on Spelling Shed. :-)

Maths

This week I would like to you revisit division using your knowledge of times tables. First you might like to have a go at the Maths Shed assignment which will help you practise division facts for sums in the 2, 3, 4, 5, 8 and 10 times tables. Now you are ready to play a game of 'Monster Division' (see attached sheet for instructions and game cards).

Maths

White Rose Hub have created a fantastic home learning resource which covers what we would have been doing in school. <https://whiterosemaths.com/homelearning/year-5/> There are helpful explanations and activities. See how you get on with 'Week 2' and please let me know how you get on!

Science

I would like you to do some research and see if you can find the answers to these questions:
How many moons do other planets have?
What is it like inside Jupiter?
How did the solar system form?

Science continued...

Why does Saturn have rings?
Now I would like you to come up with similar questions for us to investigate. Please share them with us either email them to us or share them on Its Learning then we'll collect them all together in one spot and we can have an ongoing question and answer section.

Topic

This week I would like you to design a Mars Buggy! First think about the conditions on Mars - is it hot or cold? Smooth or bumpy? Then try to decide how this might affect the materials or shape of your Mars Buggy. After finding solutions for these possible problems, design your own Mars Buggy on either the design sheet provided, paper or a screen.

Ongoing ideas to help your child:

- Have a go at some of these fun punctuation games. <https://www.topmarks.co.uk/english-games/7-11-years/punctuation> Remember what you have learnt to help you with your writing for this week.
- Help yourself unwind with some lovely space themed mindful colouring!
- What is Mindfulness and how do you do it? Visit Cosmic Kids to learn more: <https://www.youtube.com/watch?v=8rp5bpFIUpg>
- Send a message to say 'hi' on ItsLearning and tell us about your day - this can be telling us about absolutely anything - even which colour socks you chose to wear today!!
- Try to get outside for some fresh air every day - the benefits of this are incredible for our emotional wellbeing.
- Use 'Maths Shed' to improve your quick recall of number facts.

Michael School- procedures for home learning

While your child is off school, their teachers will be setting a number of learning activities each week for their class, Choice of tasks will be encouraged to give pupil's ownership and to ensure that they can be suitably challenged and you can use the activities which suit you as a family!

We all understand that no amount of preparation or resources will replicate the typical school day and any attempt to provide educational continuity will be carried out with the aim of supporting parents in the education of their child as best we can, given the unprecedented situation facing our Island community.

Technology can be a huge enabler for supporting learning whether that is at school or at home. We intend to use this to communicate learning tasks for children to engage with and of course update parents with information and advice.

What parents can expect

Each week your child's class teacher will release a 'home learning' sheet that will contain a variety of tasks and suggested resources that your child can choose from while they are away from school. In certain circumstances, the resources provided to the child may be given by a teacher who is not the pupil's regular teacher- for example if they are unwell.

This will be sent to parents via the school's email system on Monday mornings and also added to our school website for you to refer to.. All communication will go through the headteacher. Please do not contact teachers directly at this time via email or social media. If there is an urgent concern, please contact the headteacher at karen.riley@sch.im and your email will be forwarded accordingly. Response times will vary depending on the concern and availability of the intended recipient.

Online safety

Many suggested tasks or resources will involve children going online. Children should already be familiar with key messages about staying safe online. Any sustained period of online activity should be monitored. Children also need to be equipped with the tools to ensure that their experience is safe and how to respond should the need arise. Resources to support online safety can be found at:

<https://www.thinkuknow.co.uk/professionals/resources/>

<https://www.bbc.co.uk/teach/safer-internet-day-resources/z6bbhbk>

Passwords and usernames

Passwords and usernames for sites that are to be utilised in learning packs will be reissued by teachers where necessary.

Feedback on learning

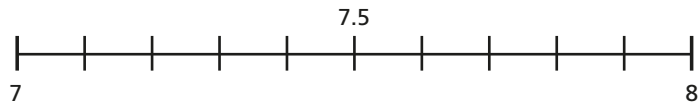
Teachers will not be expected to provide feedback on any activities provided in the learning packs. Parents are, of course, encouraged to provide praise and support for their children who are carrying out the tasks provided.

Rounding decimals

1 Show the position of each number on the number line.

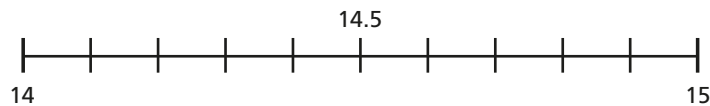
Use the number line to round these decimals to the nearest whole number.

a) 7.2



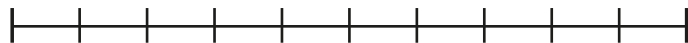
The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



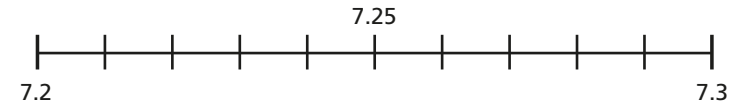
The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.



2 Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

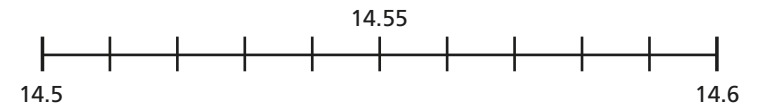
a) 7.23



The nearest tenth is

The nearest whole number is

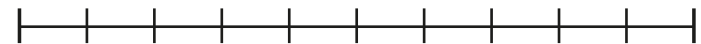
b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.



3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point?

b) Round each number to one decimal place.

1.33

4.03

1.34

4.04

1.35

4.05

1.36

4.06

1.37

4.07

4 Round each number to the nearest tenth.

a) 4.21

d) 11.86

g) 12.92

b) 8.09

e) 5.67

h) 10.65

c) 4.84

f) 0.15

5 Circle each decimal that rounds to 6.2

6.32

6.23

6.27

6.17

6.12

6.25

Explain your reasoning.

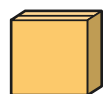
6 Here are the weights in kilograms of some parcels.



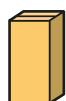
3.48 kg



1.42 kg



10.65 kg



1.03 kg

a) Round the weight of each parcel to 1 decimal place.

kg

kg

kg

kg

b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? _____

Talk about it with a partner.

7 Amir is thinking of a number.

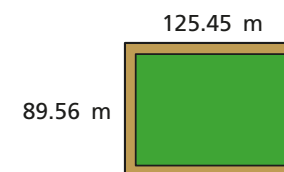
Rounded to the nearest whole his number is 5

Rounded to the nearest tenth his number is 4.8

Write at least four different numbers that Amir could be thinking of.

8 A farmer is building a new fence for her sheep field.

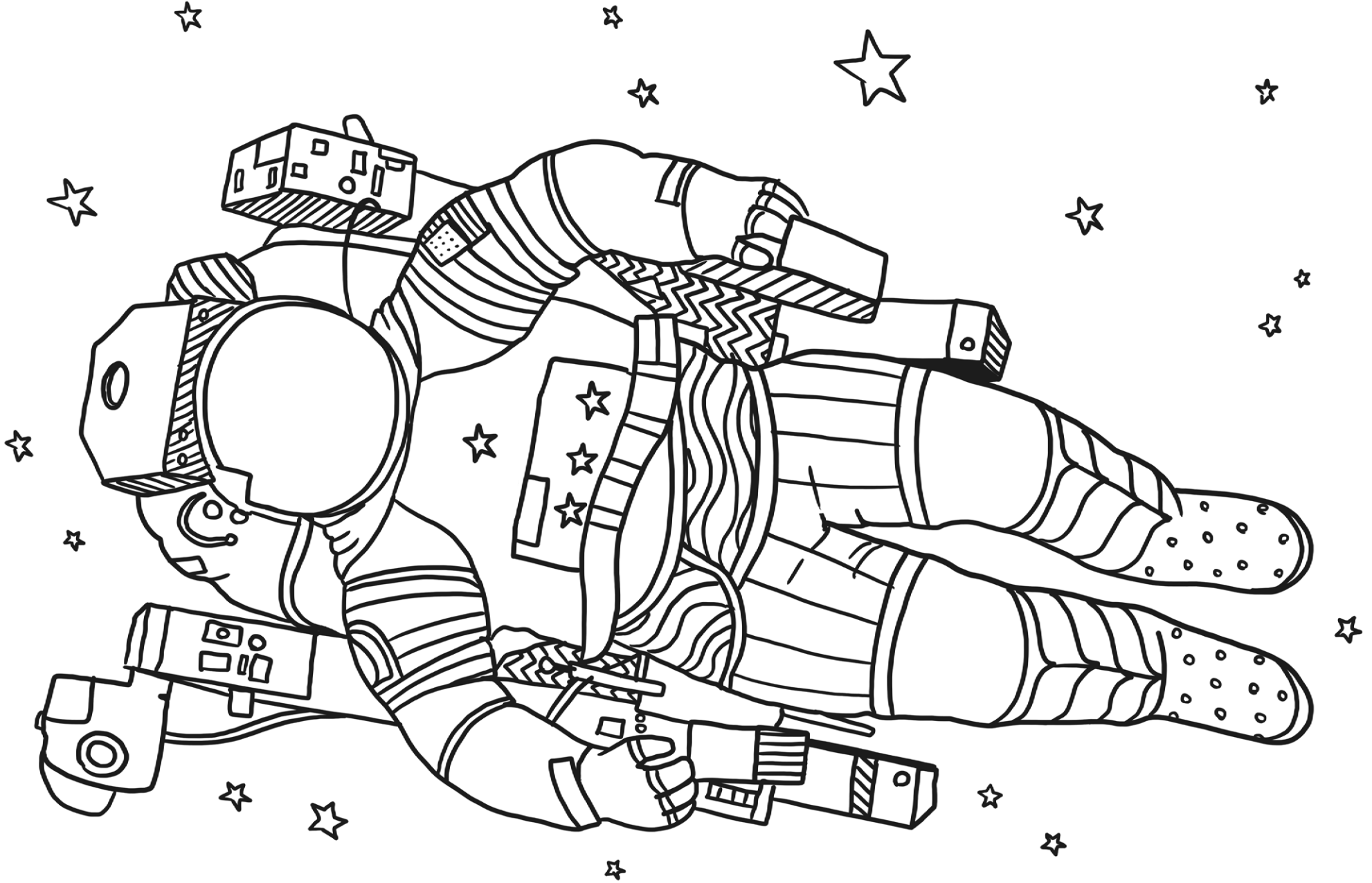
Here are the measurements.

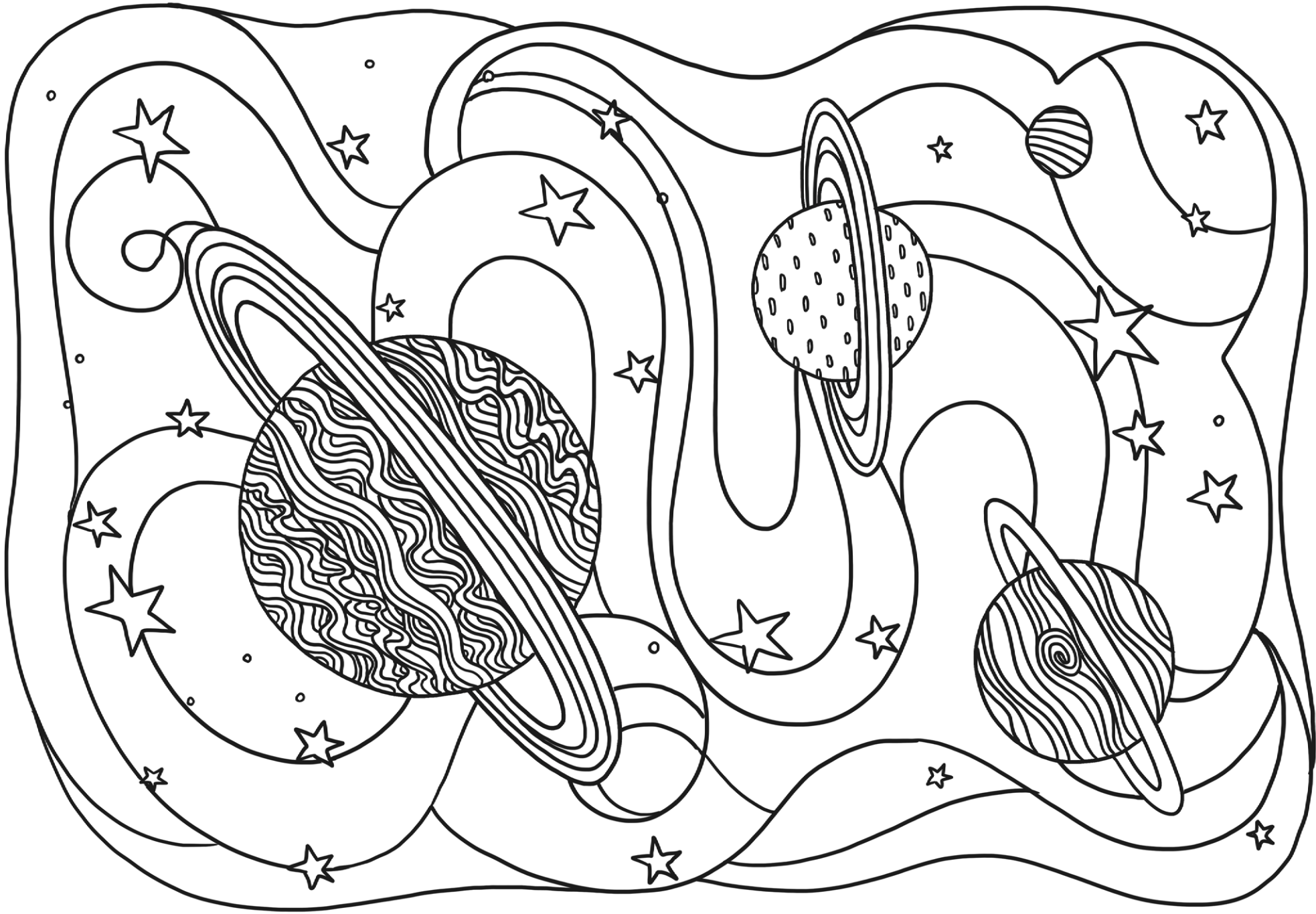


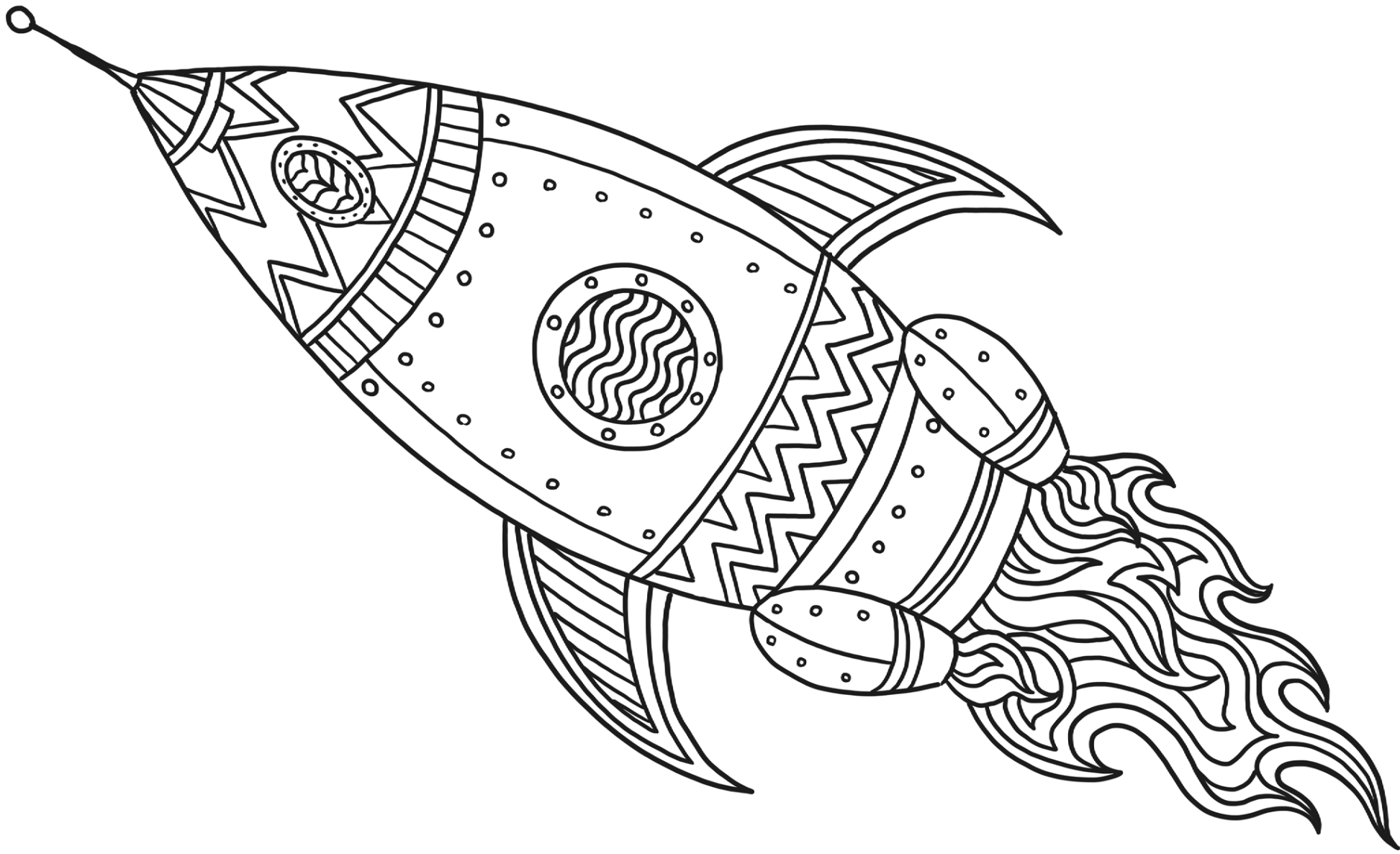
She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

Talk about your estimate with a partner.







Top Cards Game Instructions

A 2 player game

1. Shuffle all the cards face down.
2. Share the cards between the two players and keep them face down in a pile. The player with one more card begins the game.
3. The starting player selects the topmost card from their pile and chooses a category from that card (terror, power, speed or RARGH Factor) that they think will have a higher value than their opponent.
4. The opponent reveals their topmost card from their pile and the players compare the same category.
5. The winner (the largest value), takes both cards and places them at the bottom of their pile.
6. The winner selects the next topmost card and chooses the category for the next round.

The winner is the player who has all the cards.

Monster



Terror:	$55 \div 11$
Power:	$44 \div 4$
Speed:	$96 \div 8$
RARGH Factor:	$30 \div 5$

twinkl.com

Monster



Terror:	$24 \div 8$
Power:	$49 \div 7$
Speed:	$80 \div 8$
RARGH Factor:	$90 \div 5$

twinkl.com

Monster



Terror:	$64 \div 8$
Power:	$84 \div 7$
Speed:	$120 \div 10$
RARGH Factor:	$54 \div 6$

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Monster



Terror:	$54 \div 9$
Power:	$132 \div 11$
Speed:	$50 \div 5$
RARGH Factor:	$90 \div 9$

twinkl.com

Monster



Terror:	$28 \div 7$
Power:	$24 \div 3$
Speed:	$35 \div 7$
RARGH Factor:	$88 \div 8$

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Monster



Terror:	$96 \div 12$
Power:	$110 \div 11$
Speed:	$64 \div 8$
RARGH Factor:	$54 \div 6$

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Monster



Terror:	$54 \div 6$
Power:	$48 \div 4$
Speed:	$18 \div 3$
RARGH Factor:	$90 \div 10$

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Monster



Terror:	$64 \div 8$
Power:	$36 \div 3$
Speed:	$96 \div 8$
RARGH Factor:	$24 \div 3$

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Monster



Terror:	$120 \div 12$
Power:	$55 \div 5$
Speed:	$84 \div 7$
RARGH Factor:	$108 \div 12$

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Monster



Terror:	$28 \div 4$
Power:	$42 \div 7$
Speed:	$88 \div 11$
RARGH Factor:	$96 \div 8$

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Monster



Terror:	$60 \div 5$
Power:	$33 \div 3$
Speed:	$22 \div 2$
RARGH Factor:	$28 \div 7$

twinkl.com

Design a Mars Buggy

Use this template to design your own Mars buggy.

You should think about these facts:

The temperature on Mars can be as low as -140°C .	Mars experiences day and night similarly to the Earth.	Gravity on Mars is only 38% as strong as on Earth.
Mars' surface is bumpy and rocky with large hills and valleys.	The surface of Mars gets plenty of light from the Sun but there is little protection from its UV rays.	There are large dust storms on Mars.

1. Write a list of things that your Mars buggy needs to be able to do.

2. For each item on your list, come up with a design feature that your buggy will need to achieve this.

Design a Mars Buggy

On this page, draw a detailed diagram of your buggy.

Label each of your design features and anything extra that you think your buggy needs.



