Molescroft Primary School

Year 5 Homework Pack

Name _____

Parents/Carers, please read the following very carefully.

This is an extremely important part of the partnership between home and school and is designed to ensure the real effectiveness of homework in securing the mastery of the curriculum by your child.

Our approach to homework: Guide for parents

Each year group will focus on a programme of KEY SKILLS and ESSENTIAL KNOWLEDGE, which every child should master.

The following four points guide what is set for homework.

1. The Reading of the Guided Reading Book is paramount in importance.
2. Maths Homework should not be confusing to parents.
3. Homework should focus on the things which children need to know in each year and which are straight forward for parents to engage in.
4. Well spread out projects should be fun and engaging for the family.

Providing Homework which is most appropriate for Parents to support

This is what this booklet is all about. KEY and ESSENTIAL information follows. Parents and Carers are encouraged to set up their own programme for supporting children to achieve these core areas. The expectations will be related to the National Curriculum for the year group. Examples may be (depending on age) to:

- spell a defined list of words
- learn a defined list of number bonds
- learn a defined list of multiplication/division tables
- tell the time
- understand money

Teachers will set up an assessment programme for all the areas included in this booklet. An email will be sent home so that parents will know in advance of when assessments are occurring. There will be a minimum of one week's notice. This booklet must stay with your child's book bag, as the pupils will also record in the booklet how secure they are according to the assessments made. Parents/Carers will therefore receive regular feedback as to how their child is performing. This will indicate to parents/carers where further practice is required. It is hoped that children will achieve on the first occasion, but memories can fade and revision is important.

If children master all the core areas quickly, congratulations! The reward will be that the child will find it easier to access the full curriculum. Families should then encourage the child to seek every opportunity to further fulfil their experiences of reading, the arts and sport. After the January report there will be opportunity for further advice to parents if pupils have fully achieved all the essential expectations of the year group.

Core Skills: Reading and Phonics

Every child should engage with literacy every evening. Parents are expected to purchase for their child, from the school, a reading book bag to transport a reading book or any other school related work between school and home. It is expected that children will be encouraged to develop good reading habits at home. This includes independent reading, or sharing a book/story with parents each evening.

Reading and comprehension are taught through 'Guided Reading' sessions, which are led, by teachers and TAs. **There is an expectation that children will read a significant number of pages before each session.** (The amount will clearly depend on the book and the age of the children.) For this reason, Literacy homework is primarily reading based, as it will be very important that children read the desired sections to enable them to participate effectively in the next Guided Reading session. Think of it as being a member of a Book Club. Pupils will not receive written exercises or literacy worksheets to complete **unless they are specifically linked to the guided reading text.**

Your child will however bring home a Reading and Writing Journal where both you and your child can record any comments. In addition to this there are sections where the children can collect quality words and phrases, which they have read. These then become a 'Treasure Trove' of ideas, which can be used in any writing that the children have to

complete at school. This **vital** homework activity carries high value and is part of a deliberate policy to use a high volume of reading to promote quality writing experiences and learning in school.

As always, it is important that a child continues to read and discuss the texts with a parent or another adult at home. To help initiate discussion, the journal includes a list of possible questions adults may wish to use to ask the child about the books he or she is reading.

The Guided Reading Book is the same as the Home Reading Book. It is possible however for children to borrow extra reading material from school, however the Home Reading Challenge must take precedence. Forgetting to bring the Guided Reading Book to school and/or the accompanying journal will have a detrimental effect on a child's ability to engage in Literacy at school.

Competent/older readers must maintain their reading diet in order to reach high targets in Year 6. These children should still read to adults at home and parents/ carers should continue to ask their older children questions about the text.

Core Skills: Spelling

Helping your child to spell

The English language is a rich but complex language but, despite its complexity 85% of the English spelling system is predictable. A child by learning the rules and conventions of the system and the spelling strategies, will become a confident speller.

These are examples of strategies to help:

- sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) - many words cannot be sounded out so other strategies are needed;
- dividing words into syllables, say each syllable as the word is written (e.g. re-mem-ber)
- using the Look, say, cover, write, check strategy: look at the word and say it aloud, then cover it, write it and check to see if it is correct. If not highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could O U lucky duck)
- finding words within words (e.g. a rat in separate)
- making links between the meaning of words and their spelling (e.g. sign, signal, signature) - this strategy is used at a later stage than others;
- working out spelling rules oneself—a later strategy;
- using a dictionary as soon as a child knows how to.
- Parents/carers are asked to encourage children to have a go at spelling words they are unsure of. This will give children the opportunity to try out spelling strategies and to find those, which are most successful for each individual. Please always praise every effort.

Core Skills: Maths

Helping your child with core mathematical knowledge

From the Foundation Stage children need to learn the reality of numbers e.g. what does 10 look like? Children need to be able to recall quickly number bonds to 10, then to 20 and then to 100. A number bond is all the combinations to make a target number up to 100. Children should be able to describe these bonds as addition and subtraction calculations e.g. 3 + 7 = 10 AND 10 – 7 = 3 AND 10 – 3 = 7. Unlike spelling, there are a finite number of times tables which we require children to know. **Not knowing multiplication tables by the end of year 4 is a severe handicap to success in maths.**

Multiplication tables have to be learnt carefully, paying attention to all the relationships between the numbers. What do we know about the 2x table that can help us learn the 4x table? We need to be able to hold these facts in our heads and recall them automatically, this gives the brain a head start when tackling mathematical puzzles. Children also need to know the inverse operations e.g. 3 multiplied by 5 = 15 AND 15 divided by 5 = 3 and 15 divided by 3 = 5. Times table grids and other programmes such as Times Table Rock Stars will be used to support and encourage practice and recall.

Year 6 Revision

As the year progresses children in Year 6 will also receive revision homework. This is to help prepare them for the National Tests (SATs) in May.

Extra Projects

From time to time a piece of project or research homework will be set. Often the project will engage the child with his or her family and provide resources for further work in school. These have largely evolved over time into special holiday activities.

Safety Net

Pupils with Special Educational Needs

The curriculum expectation is the same for all children. Clearly some children will be working on objectives from a previous year group. Parents will know if this applies. For the majority of children with a special educational need however the objective remains the same. The 'special need' means that extra support or initiatives may be required to enable achievement. It does not mean the expectation is reduced. Parents/Carers have a role to play in this. Parents/Carers can act like Teachers and Teaching Assistants in school and support children to overcome certain hurdles, which then enable the child to be able to succeed at a task. Similarly, parents can encourage a child to go beyond a task if that is seen as appropriate. **It is however vital that whereas parents are very much encouraged to be involved in homework, parents must not be tempted to do the work for pupils.**

Crises/Family Commitments

If a child has not been able to do the work because of an unexpected occurrence, a brief note or email from a parent will be accepted without question.

As homework is based largely on core skills and knowledge, children should not have a problem accessing their homework.

The time taken to learn a core skill will vary from child to child. Little and often is the best way to complete these homework tasks. There is a view that brains retain knowledge studied just before bedtime best. Families can experiment with what works best for them.

Golden Target / Golden Mole

Below there are spaces for individual "one off" personal targets. Not all, but some children may have ONE extra target at a time. It will be to become secure in a highly specific skill or piece of knowledge. It will be a target which will be essential to that child's future success in school. The child will be responsible for taking the challenge. On achieving it, the child will be able to self award a Golden Mole Certificate.

Golden Mole Target (if applicable)	Target Date	Achieved

PLEASE DO NOT CUT OUT ANY OF THE FOLLOWING PAGES, AN ADDITIONAL COPY WILL BE EMAILED HOME TO ENABLE THE GAMES TO BE PRINTED OUT WHENEVER REQUIRED. THANK YOU.

How to use this resource

Within this document is an extensive range of activities, games and puzzles to play and explore *with* your child each week. They have been designed and chosen to help practice our core key skills in Mathematics and English in a fun and engaging way. For these key skills to stick in our memories and become automatic we need to play, explore and practice them in informal and playful situations. A relaxed approach has been found to be most successful, avoiding any focus on speed and recall. Not learning by rote.

The homework procedure is very simple:

1) **Find a few times each week to dedicate to spellings/phonics and for Mathematics.**
2) **Choose a game from any section and play together as a family.**
3) **Play the games over and over. The more we play, explore and investigate, the more we remember.**
4) **Have some fun!**

Don't forget, school subscribes to three fantastic apps to support homework too.

- Numbots, aimed at children from Foundation Year to Year 3 with a focus on numberbonds (https://play.numbots.com/#/intro)
- Timestables Rockstars aimed at children from Year 2 to Year 6 with a focus on timestables (https://play.ttrockstars.com/auth)
- Spelling shed, aimed at children from Foundation Year to Year 6 (https://play.edshed.com/en-gb/login)

Your child's teacher will issue you with login details for each of these apps. They are all web based, and do not need to be paid for. Follow the url above for each and save to the homepage of your tablet, phone or computer.

Times Tables

Tables to practise this year…all of them!

2 Times Table
1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20

3 Times Table
1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30

4 Times Table
1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40

Division of 2
2 ÷ 1 = 2
4 ÷ 2 = 2
6 ÷ 3 = 2
8 ÷ 4 = 2
10 ÷ 5 = 2
12 ÷ 6 = 2
14 ÷ 7 = 2
16 ÷ 8 = 2
18 ÷ 9 = 2
20 ÷ 10 = 2

Division of 3
3 ÷ 1 = 3
6 ÷ 2 = 3
9 ÷ 3 = 3
12 ÷ 4 = 3
15 ÷ 5 = 3
18 ÷ 6 = 3
21 ÷ 7 = 3
24 ÷ 8 = 3
27 ÷ 9 = 3
30 ÷ 10 = 3

Division of 4
4 ÷ 1 = 4
8 ÷ 2 = 4
12 ÷ 3 = 4
16 ÷ 4 = 4
20 ÷ 5 = 4
24 ÷ 6 = 4
28 ÷ 7 = 4
32 ÷ 8 = 4
36 ÷ 9 = 4
40 ÷ 10 = 4

5 Times Table

1 x 5 = 5

2 x 5 = 10

3 x 5 = 15

4 x 5 = 20

5 x 5 = 25

6 x 5 = 30

7 x 5 = 35

8 x 5 = 40

9 x 5 = 45

10 x 5 = 50

6 Times Table

1 x 6 = 6

2 x 6 = 12

3 x 6 = 18

4 x 6 = 24

5 x 6 = 30

6 x 6 = 36

7 x 6 = 42

8 x 6 = 48

9 x 6 = 54

10 x 6 = 60

7 Times Table

1 x 7 = 7

2 x 7 = 14

3 x 7 = 21

4 x 7 = 28

5 x 7 = 35

6 x 7 = 42

7 x 7 = 49

8 x 7 = 56

9 x 7 = 63

10 x 7 = 70

Division of 5

5 ÷ 1 = 5

10 ÷ 2 = 5

15 ÷ 3 = 5

20 ÷ 4 = 5

25 ÷ 5 = 5

30 ÷ 6 = 5

35 ÷ 7 = 5

40 ÷ 8 = 5

45 ÷ 9 = 5

50 ÷ 10 = 5

Division of 6

6 ÷ 1 = 6

12 ÷ 2 = 6

18 ÷ 3 = 6

24 ÷ 4 = 6

30 ÷ 5 = 6

36 ÷ 6 = 6

42 ÷ 7 = 6

48 ÷ 8 = 6

54 ÷ 9 = 6

60 ÷ 10 = 6

Division of 7

7 ÷ 1 = 7

14 ÷ 2 = 7

21 ÷ 3 = 7

28 ÷ 4 = 7

35 ÷ 5 = 7

42 ÷ 6 = 7

49 ÷ 7 = 7

56 ÷ 8 = 7

63 ÷ 9 = 7

70 ÷ 10 = 7

8 Times Table

1 x 8 = 8

2 x 8 = 16

3 x 8 = 24

4 x 8 = 32

5 x 8 = 40

6 x 8 = 48

7 x 8 = 56

8 x 8 = 64

9 x 8 = 72

10 x 8 = 80

9 Times Table

1 x 9 = 9

2 x 9 = 18

3 x 9 = 27

4 x 9 = 36

5 x 9 = 45

6 x 9 = 54

7 x 9 = 63

8 x 9 = 72

9 x 9 = 81

10 x 9 = 90

10 Times Table

1 x 10 = 10

2 x 10 = 20

3 x 10 = 30

4 x 10 = 40

5 x 10 = 50

6 x 10 = 60

7 x 10 = 70

8 x 10 = 80

9 x 10 = 90

10 x 10 = 100

Division of 8

8 ÷ 1 = 8

16 ÷ 2 = 8

24 ÷ 3 = 8

32 ÷ 4 = 8

40 ÷ 5 = 8

48 ÷ 6 = 8

56 ÷ 7 = 8

64 ÷ 8 = 8

72 ÷ 9 = 8

80 ÷ 10 = 8

Division of 9

9 ÷ 1 = 9

18 ÷ 2 = 9

27 ÷ 3 = 9

36 ÷ 4 = 9

45 ÷ 5 = 9

54 ÷ 6 = 9

63 ÷ 7 = 9

72 ÷ 8 = 9

81 ÷ 9 = 9

90 ÷ 10 = 9

Division of 10

10 ÷ 1 = 10

20 ÷ 2 = 10

30 ÷ 3 = 10

40 ÷ 4 = 10

50 ÷ 5 = 10

60 ÷ 6 = 10

70 ÷ 7 = 10

80 ÷ 8 = 10

90 ÷ 9 = 10

100 ÷ 10 = 10

11 Times Table
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110

12 Times Table
1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120

Division of 11
11 ÷ 1 = 11
22 ÷ 2 = 11
33 ÷ 3 = 11
44 ÷ 4 = 11
55 ÷ 5 = 11
66 ÷ 6 = 11
77 ÷ 7 = 11
88 ÷ 8 = 11
99 ÷ 9 = 11
110 ÷ 10 = 11

Division of 12
12 ÷ 1 = 12
24 ÷ 2 = 12
36 ÷ 3 = 12
48 ÷ 4 = 12
60 ÷ 5 = 12
72 ÷ 6 = 12
84 ÷ 7 = 12
96 ÷ 8 = 12
108 ÷ 9 = 12
120 ÷ 10 = 12

As well as the following games, puzzles and app to practice and play with your tables Year 5 will benefit from the schools subscription to 'Times Tables Rock Stars'. Download the app onto your tablet or mobile phone and use the school login.

Times Tables Rock Stars

Bruno Reddy

Multiplication War

You will need: 2 players; a deck of cards

How to play: Multiplication war is a simple enough game to play based on the idea of snap. The aim of the game is to be the first person to call the product when two cards have been turned.

1. Split the deck into two equal piles. One for player 1, one for player 2.
2. Decide whether you are going to include the picture cards in the game. Ace = 1; Jack = 10; Queen = 11; King = 12; Joker = 13.
3. Player 1 turns over a card followed by player two. Both players will try and multiply the cards shown before the other.
4. The first player to call the product of the cards wins the cards.
5. Game ends after a given amount of time. The winner is the player who has 'won' the most cards.

If both players call the product at the same time players keep one card each.

If the called answer is wrong both cards are returned to the bottom of the piles.

In this example of the game the players have drawn the question:

5 x 9 or 9 x 5

The first player to shout the product "45!" would win both cards

The Winning Touch – A multiplication game

You will need: 2 or more players; product tiles; The Winning Touch Board game

Print both the game board and the tiles. Cut and join the game board together so that it reads 1-12 in column and row. Cut each tile into playing pieces.

1. All of the tiles are turned facedown and mixed well.

2. Each player chooses two tiles without letting anyone else see them.

3. The first player chooses one of his tiles and places it in the square corresponding to the two factors. For example, 25 must be placed in the column labeled "5" that intersects the row labeled "5".

4. The first player then takes one tile from the facedown pile to have two tiles again.

5. The players take turns placing one tile at a time on the board. To play a tile, it must share a complete side with a tile that is already on the board. Touching a corner is not enough.

6. If a player does not have a tile that can be played, he or she must miss a turn, take a tile from the facedown pile, and keep it in his or her collection.

7. If a player puts a tile on an inappropriate square, the person who catches the error can take that turn, and the person who made the error must take the tile back.
8. The player who plays all his or her tiles first is the winner.

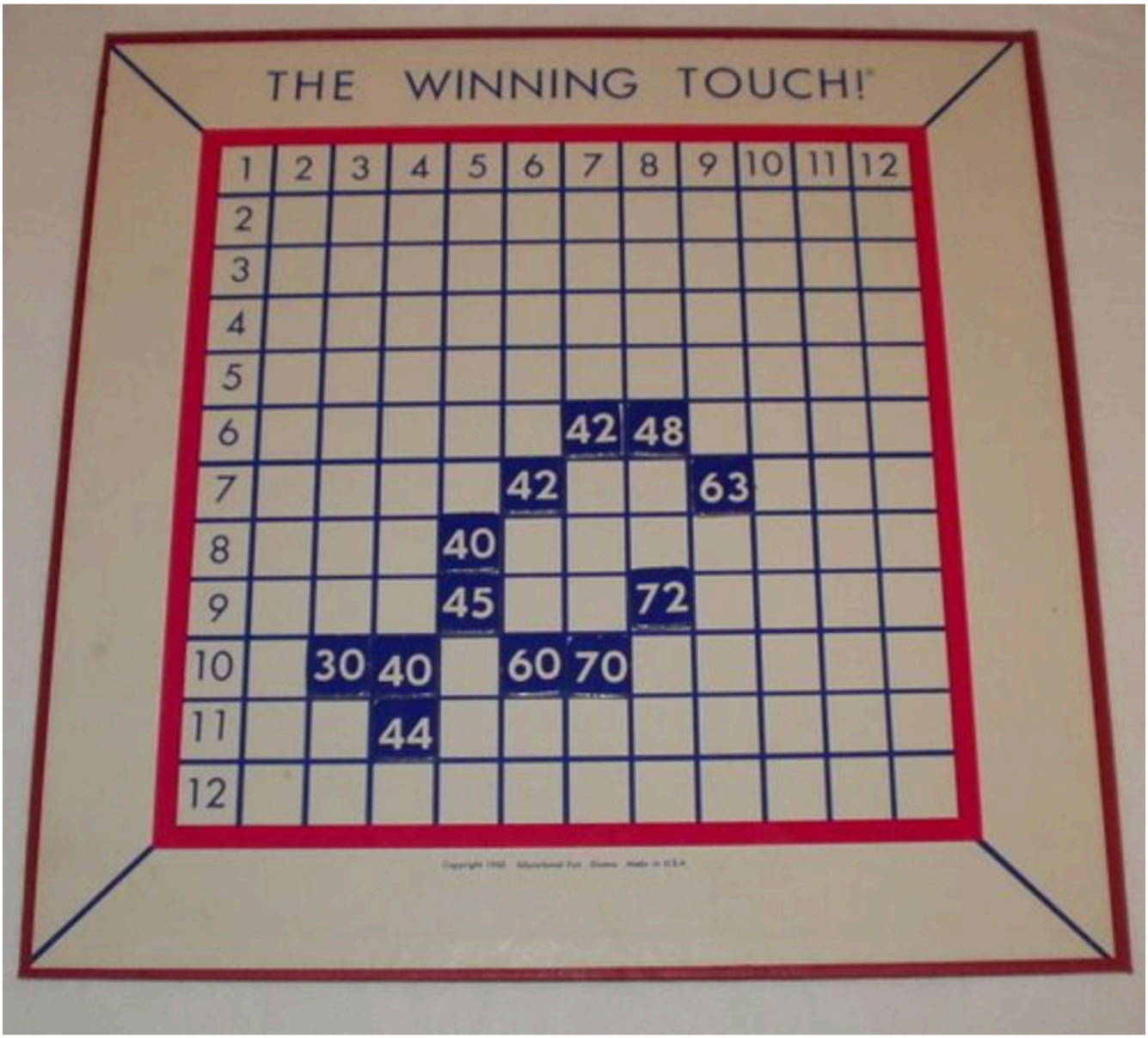
1	2	3	4	5	6	7	8	9	10	11	12
2											
3											
4											
5											
6											

7											
8											
9											
10											
11											
12											

4	6	8	10	12	14	16	18	20	22	24
6	9	12	15	18	21	24	27	30	33	36
8	12	16	20	24	28	32	36	40	44	48
10	15	20	25	30	35	40	45	50	55	60
12	18	24	30	36	42	48	54	60	66	72
14	21	28	35	42	49	56	63	70	77	84

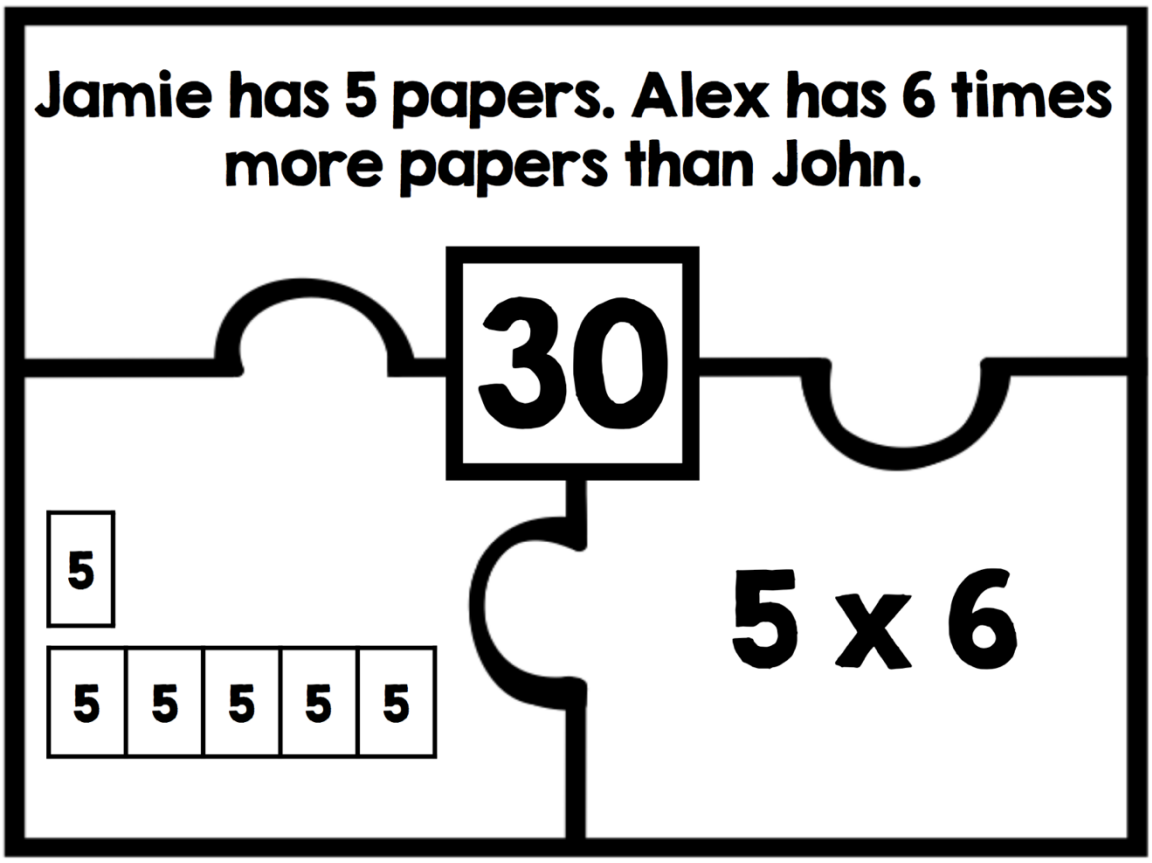
16	24	32	40	48	56	64	72	80	88	96
18	27	36	45	54	63	72	81	90	99	108
20	30	40	50	60	70	80	90	100	110	120
22	33	44	55	66	77	88	99	110	121	132
24	36	48	60	72	84	96	108	120	132	144

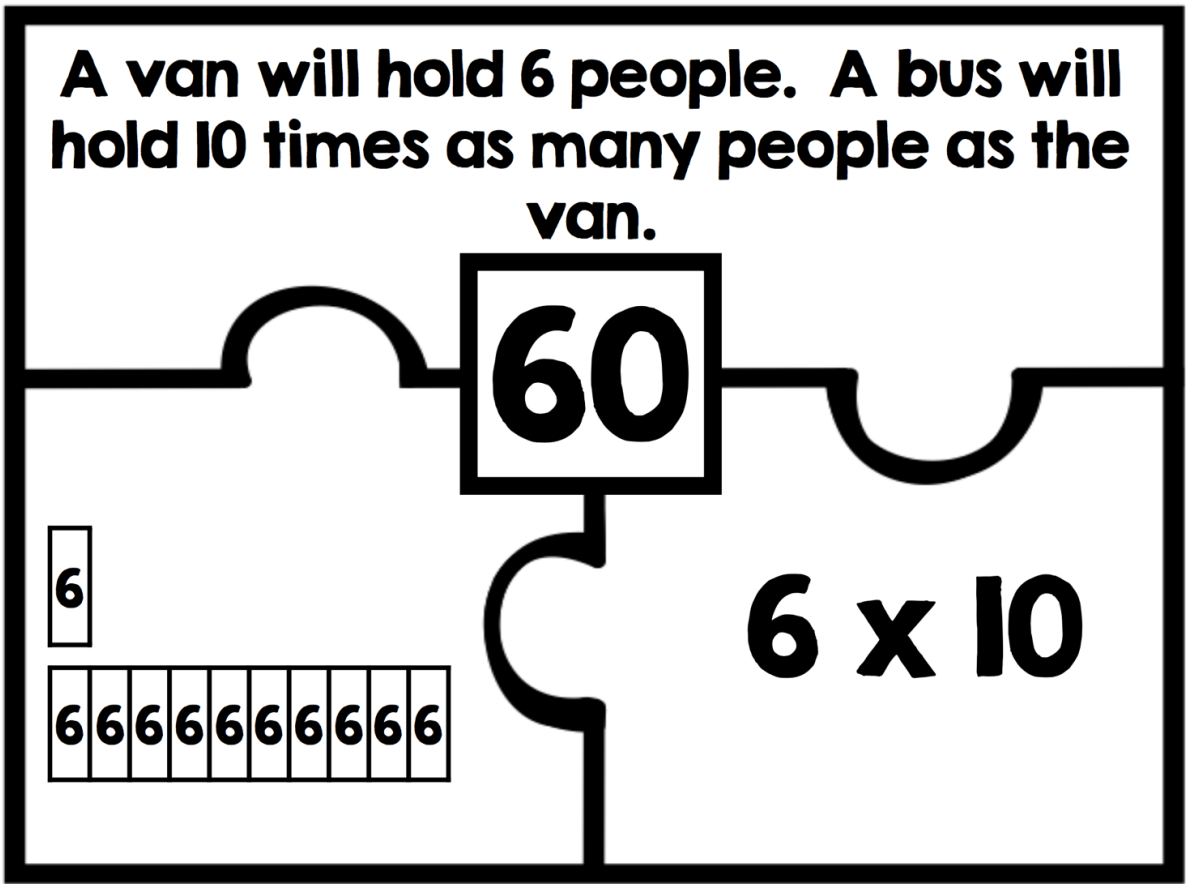
An example of the game in play. It's very similar to scrabble.



Multiplication and division puzzles

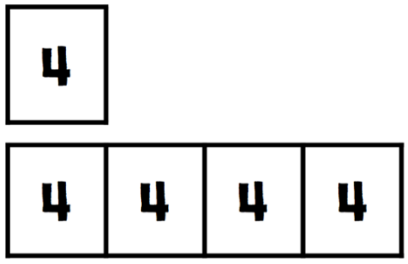
How to play: Print and cut the jigsaws into their pieces; shuffle and join. Each puzzle has four pieces.





Battery A lasts for 4 years. Battery B lasts four times longer.

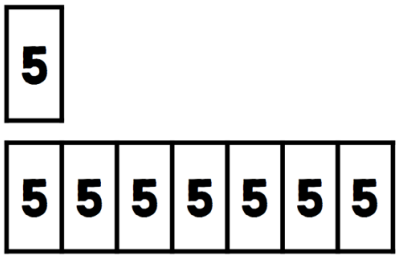
16



4 x 4

It is 5 miles from Maria's home to her school. Angela's house is 7 times as far.

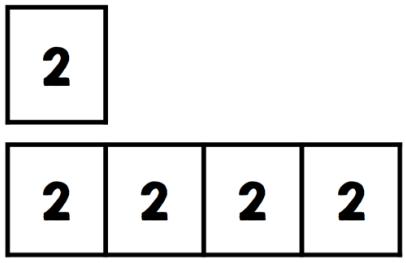
35



5 x 7

A tree was 2 meters tall. It grew and is now 4 times taller.

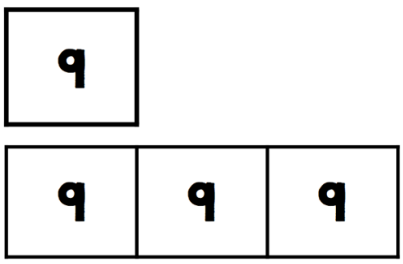
8



2 x 4

A piece of string is 9 centimeters. Another piece of string is three times longer.

27



9 x 3

A string of lights is 6 meters. You need seven times the length to cover your backyard.

42

6

6	6	6	6	6	6	6

6 x 7

A soccer ball is kicked 16 meters. That is four times as far as it was kicked the first time.

4

16 ÷ 4

16

n			

One yo-yo was extended 10 centimeters and that is two times as long as the second yo-yo.

5

$10 \div 2$

10

n	

One carrot is 12 centimeters. That is two times as long as another carrot.

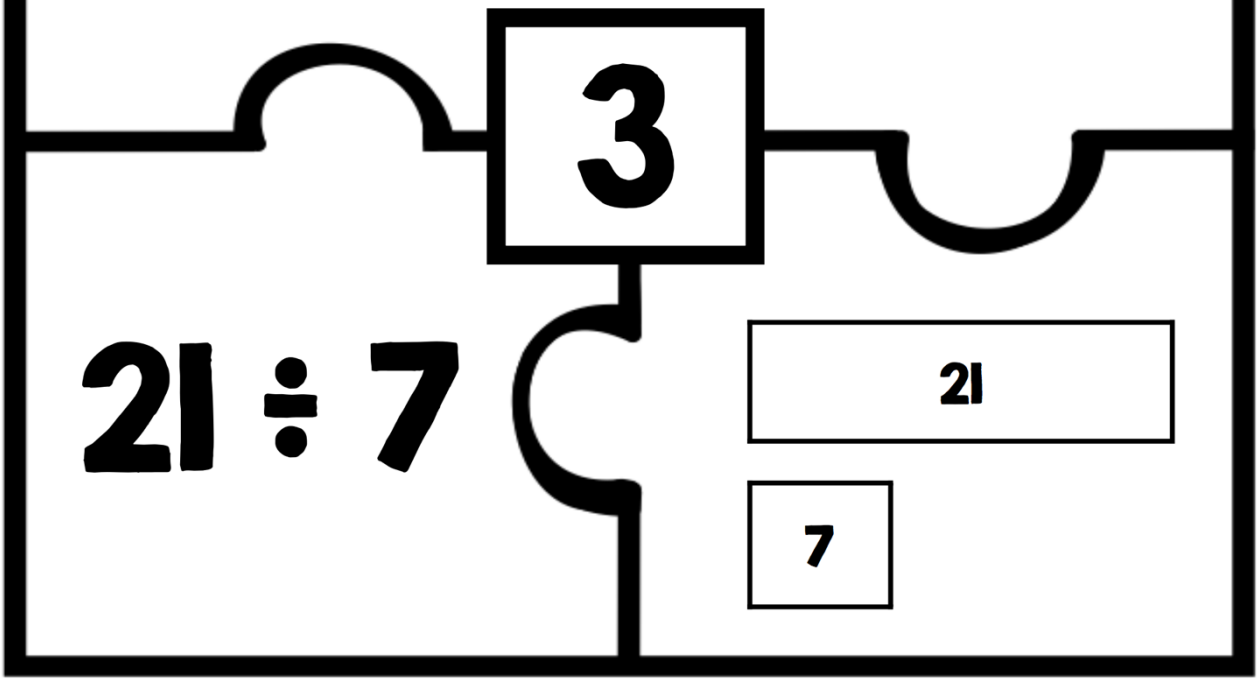
6

$12 \div 2$

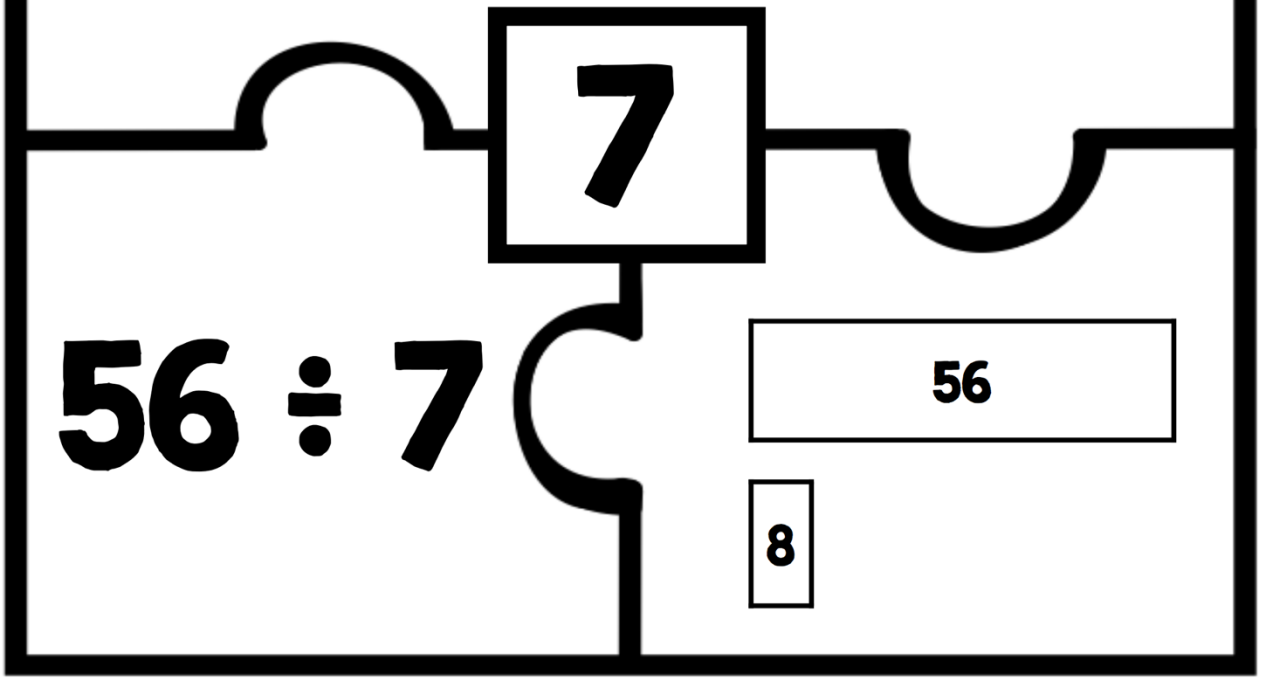
12

n	

A rubber band was 7 centimeters long and then stretched to 21 centimeters long.



A piece of string is 56 centimeters. You cut it and it is now 8 centimeters.

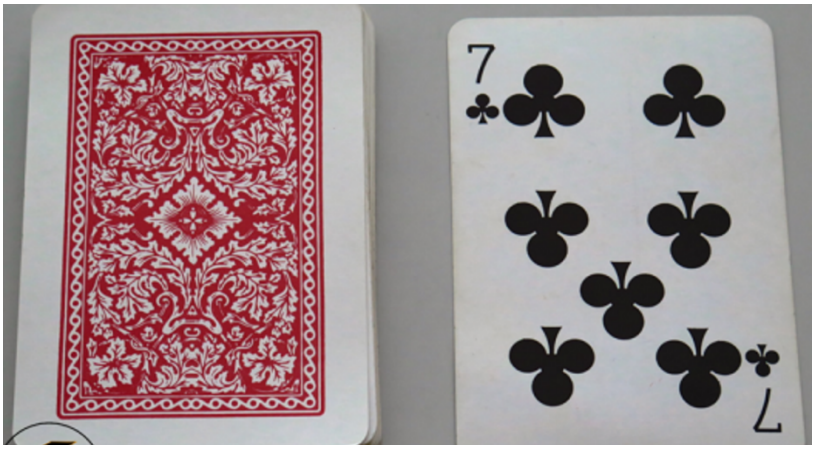


A Multiplication Card Game for Two Players

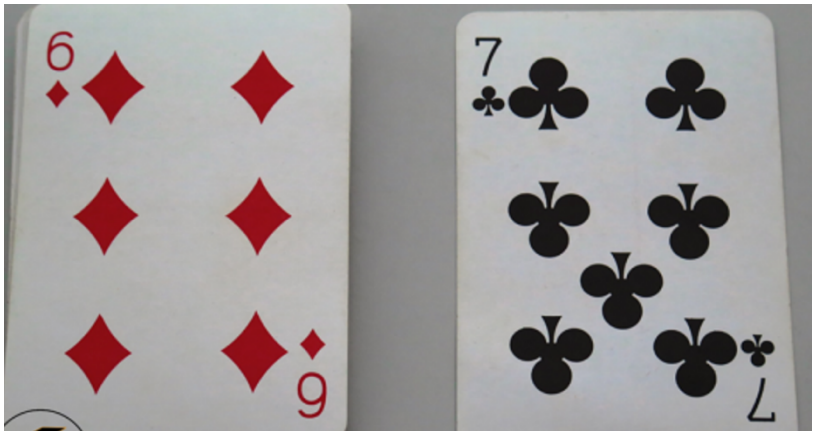
You will need: 2 players; a deck of cards; a calculator

How to play:

- This game is designed to explore individual times tables.
- Use the picture cards as Jack = 10, Queen = 11; King = 12.
- Decide together which multiplication table to be explored (2-12) and leave one of these cards face up on the table.
- Leave the rest of the cards in a pile face down next to your chosen card…see example.



- Players take it in turns to turn over the top card from the pile.
- Players multiply the two numbers and the one who calls out the product first claims the card.
- For example, if the first card turned over is 6 the question becomes 6 x 7. The first player to call 42 keeps the card '6'

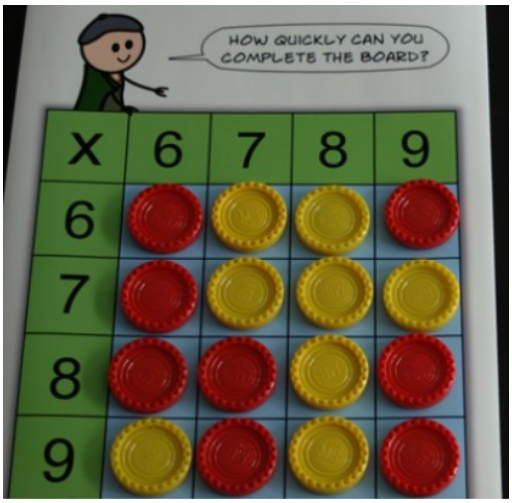


- If both players call the product at the same time the card is returned to the bottom of the pile.
- If a player calls a wrong answer the card is returned to the bottom of the pile.
- The winner is the player at the end with the most cards.

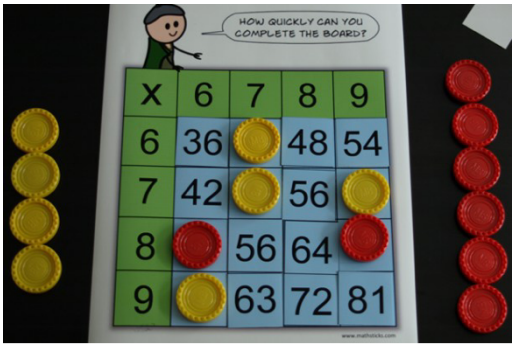
Hard Times Tables Game

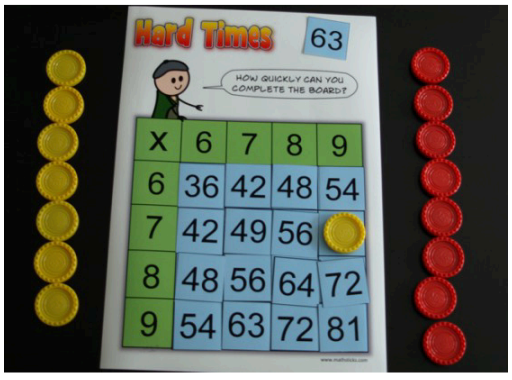
You will need: 2 players; Hard Times game board; product tiles; 2 different coloured counters (8 of each)

How to play:



1. Players place board between them and shuffle the 16 product cards, leaving them face down on the table.
2. Choose one card (without looking at it) and slide it under the game board.
3. Players take turns to place their 8 coloured counters onto the board. Where you place them is up to you but after a few goes you may begin to work out a strategy.
4. After the counters have been placed players take turns to turn over a product card. If the space is occupied by your counter play the card and remove your counter. If not return to table and mix again.
5. The game ends when one player has a single counter left on the board. The winner is the player who managed to rescue all of their counters.





Hard Times

www.mathsticks.com

X	6	7	8	9
6				
7				
8				
9				

Hard Times

www.mathsticks.com

X	7	9	6	8
8				
7				
9				
6				

36	42	48	54
42	49	56	63
48	56	64	72
54	63	72	81

56	72	48	64
49	63	42	56
63	81	54	72
42	54	36	48

Times Table Apps

Times Tables Game – Multiplication study app £0.00

Disco-G—Times Tables for iPad £0.99

Tap Times Tables £2.99

DoodleTables (Times Tables) £3.99

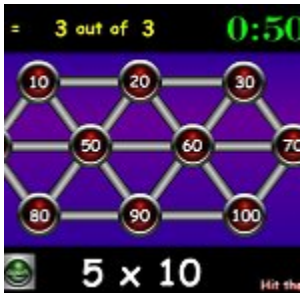
Maths Times Tables FULL—a fun multiplication learning game for kids £0.99

Monster Maths: Year 1—5 £0.00 (In-app purchases £7.99 full version)

Sqeebles Times Tables 2 £2.99

Online Times Table Games

Hit the Button—Quick fire maths practice for 5-11 year olds—Topmarks
https://www.topmarks.co.uk/maths-games/hit-the-button



Connect 4 Factors
http://www.transum.org/Software/Game/Connect4/

Grand Prix Multiplication
http://www.arcademics.com/games/grand-prix/grand-prix.html

multiplication.com—Free multiplication games
http://www.multiplication.com/games/all-games

Number Bond APPs

Number Bonds: Addition and Subtraction to 99 £1.99

Number Bonds Pro £1.99

Bubble Pop Number bonds £1.99

Number Fact Fighter £0.99

Maths Magic Number bonds £1.99

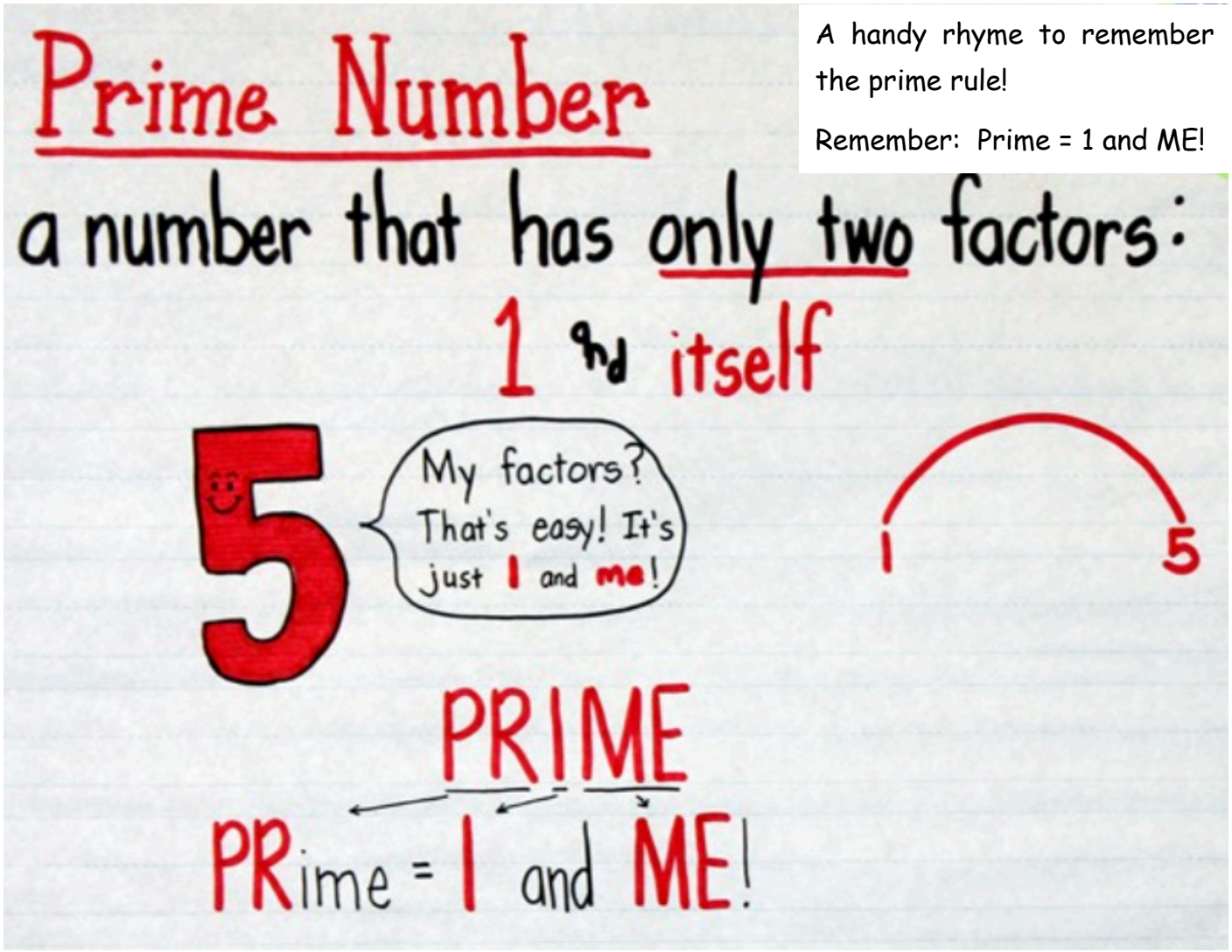
Prime Numbers

Facts to learn this year:

Prime numbers up to 100!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

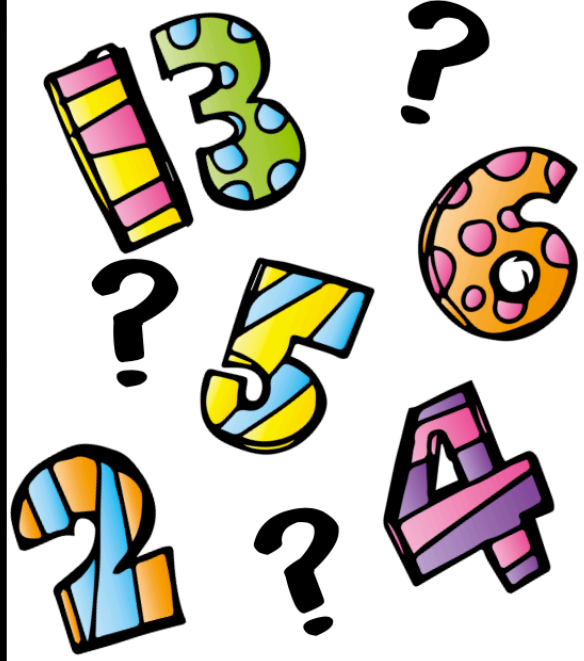
A Prime Number is a whole number with only 2 factors (1 and itself).



A handy rhyme to remember the prime rule!

Remember: Prime = 1 and ME!

Use the following 'Pin-it and Flip-it' cards to practice calculating and recognising prime numbers. Remember they only have two factors…1 and themselves. Start with a calculator and as you become more comfortable calculate yourself.

7	Pick, Flip, Check Prime Numbers Numbers up to 20 Use a clothespin or clip to pick the prime numbers. Flip the board to see if you are correct. 	8		Pick, Flip, Check Prime Numbers Answers Did you pick all of the prime numbers? 	7
6		19	19		
12		5	5		
13		16			13
3		9			3
4		17	17		
11		2	2		11
10		15			

Cut around the edge. Fold down the center and glue together.

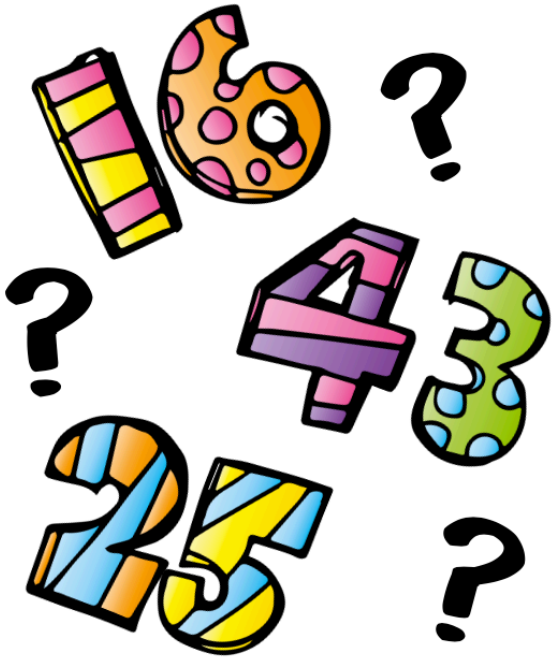
45		2	2
19		21	
27		13	13
43		12	
49		29	29
35		39	
47		17	17
33		31	31

Pick, Flip, Check

Prime Numbers

Numbers up to 50

Use a clothespin or clip to pick the prime numbers. Flip the board to see if you are correct.



Pick, Flip, Check Prime Numbers

Answers

Did you pick all of the prime numbers?

19	19
43	43
47	47

Cut around the edge. Fold down the center and glue together.

Slap it! – A Prime Numbers Game

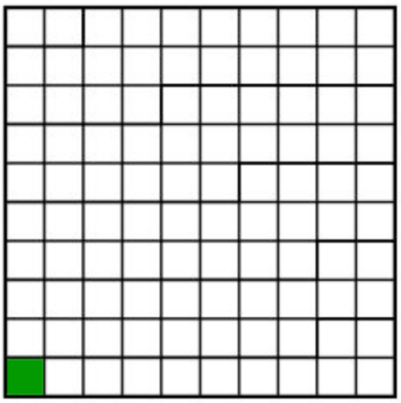
You will need: 2 or more players; a deck of cards

How to play:

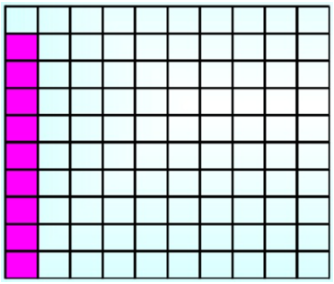
1. Shuffle the cards and deal them face down to the players and ask the players to arrange them in a pile.
2. Each round consists of all the players turning over the first card in their pack in an outward motion, giving every player a fair chance of seeing the card as it's turned over.
3. When a prime is played, the first player to call out "prime" and slap the pile takes the card and any others that may be in the stack. If there's a tie, the pile should remain in the centre and play should continue. If the number turned over isn't a prime number, leave the cards in the centre of the table until a prime number appears and the cards are won.
4. After a player wins cards, they must shuffle them into their deck before the game can continue. Play until one player has all the cards or set a time limit on the game and stop when time is up. The player with the most cards at the end of the game wins.

Fractions and Decimals

Facts to learn this year:



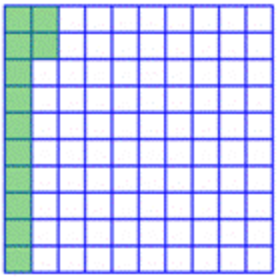
$\frac{1}{100}$ or one hundredth is the same as any other fraction. It is simply 1 part of a whole that is divided into 100 parts. When you write it as a decimal it looks like this, 0.01.



9/100

or

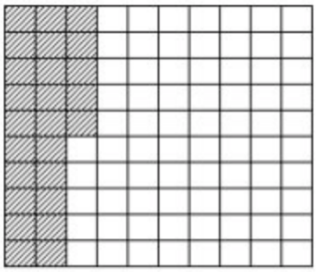
0.09



12/100

or

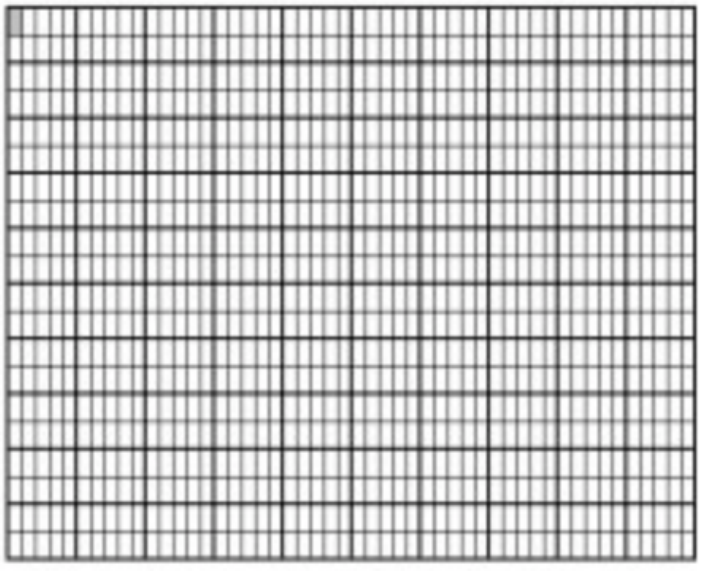
0.12



25/100

or

0.25



$\frac{1}{1000}$ or one thousandth is the same as any other fraction. It is simply 1 part of a whole that is divided into 1000 parts. When you write it as a decimal it looks like this, 0.001.

Fraction War

You will need: A deck of cards; Pencils, Paper

How to play: Take away the picture cards. Ace counts as 1.

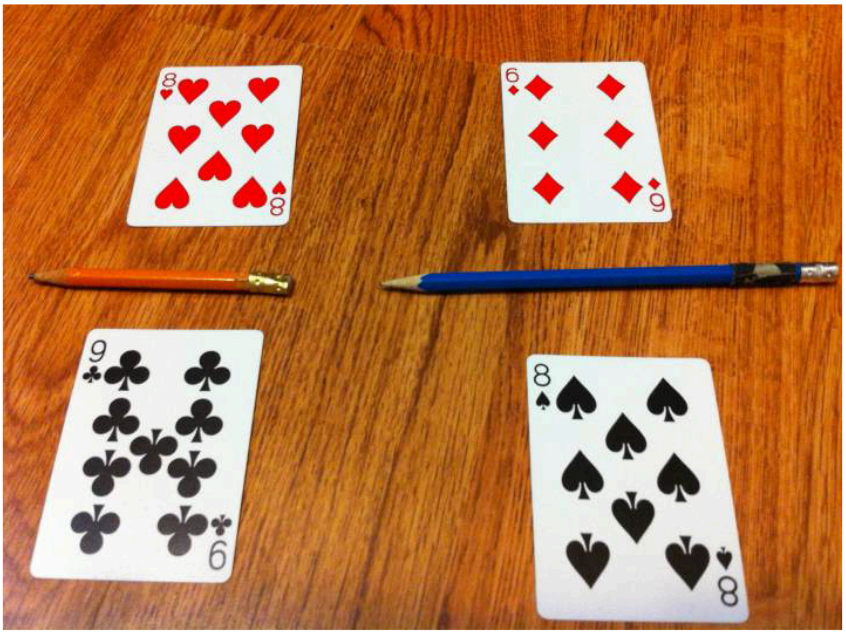
- Shuffle and deal the cards
- Each player places them face down in a pile
- Turn over two cards, both players at the same time, and place them above and below a pencil.
- The player who deals the largest fraction wins all four cards.
- If players deal equivalent fractions there is then a fraction war.
- Play until one player has all the cards or after a given amount of time.

Fraction war rules:

- Turn over two new cards each on top of the previous fraction. Whoever has the larger fraction wins all of the cards.

Tips and tricks:

- If the two fractions have a common denominator, the fraction with the larger numerator is the larger fraction eg. $\frac{3}{5}$ $\frac{2}{5}$
- If two fractions have a common numerator, the fraction with the smaller denominator is larger eg. $\frac{1}{4}$ $\frac{1}{8}$

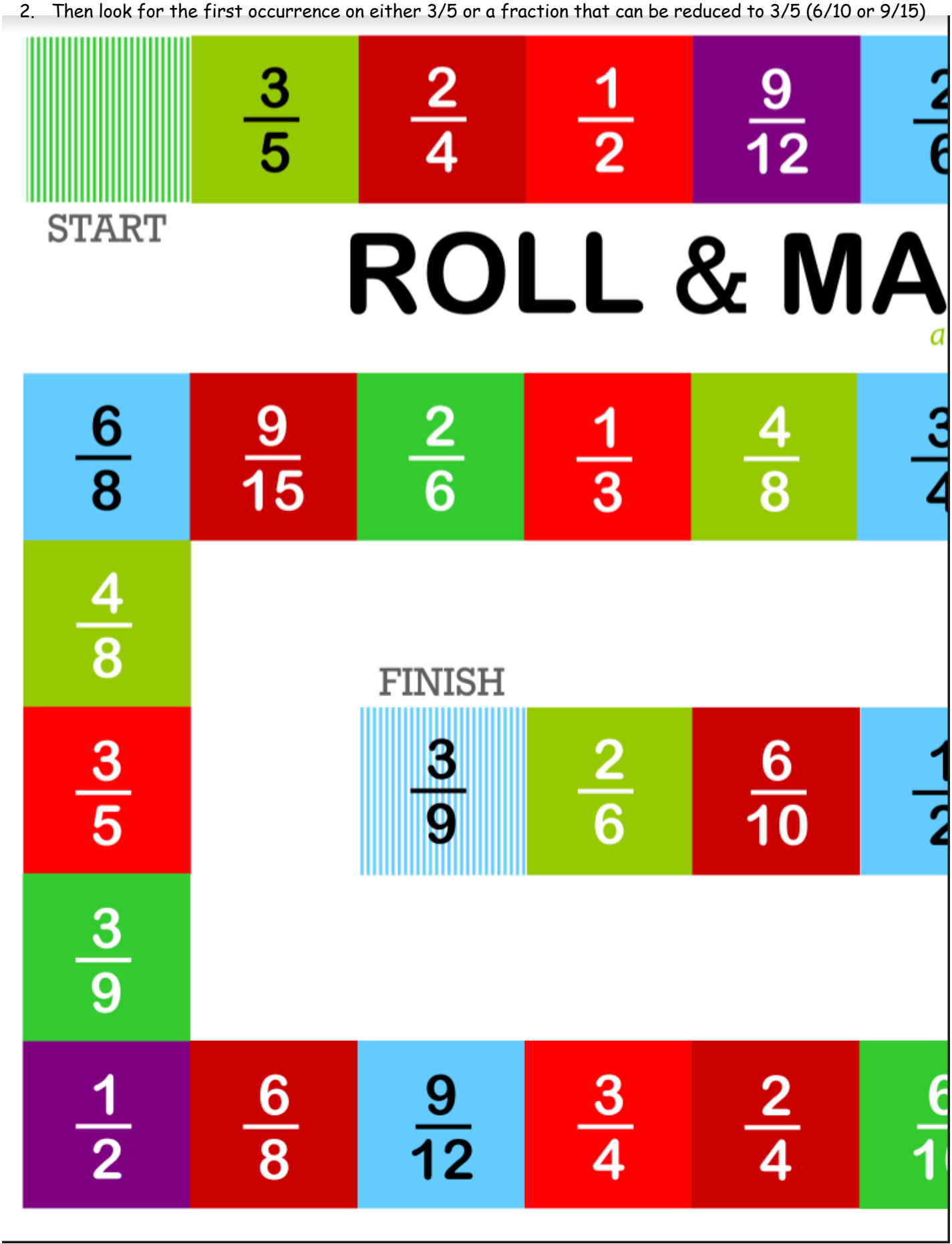


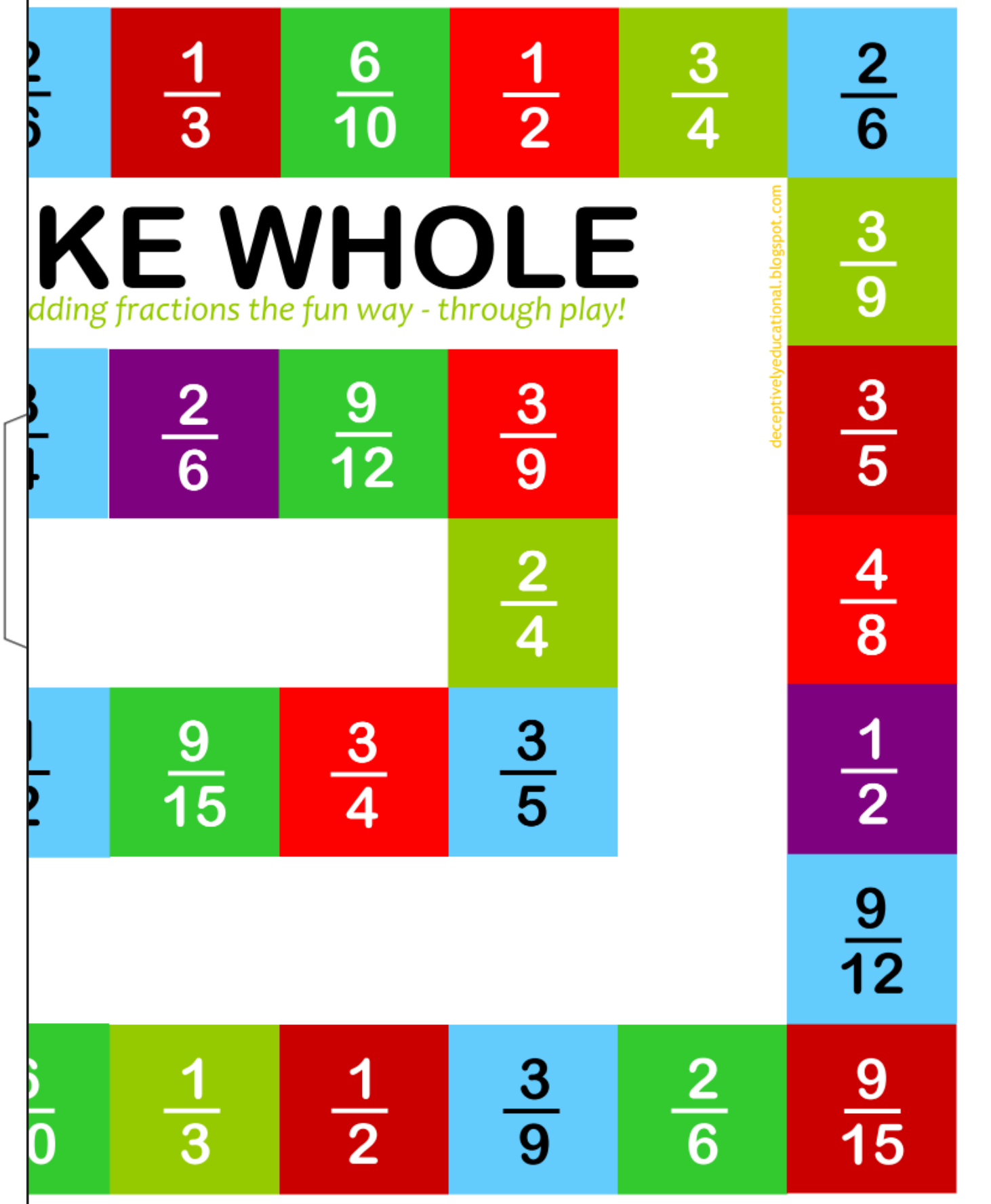
Roll and Make Whole

You will need: Game board; dice; counters for each player

How to play:

1. All players put their game piece on the start square. Wahtever fraction is revealed when the dice is rolled is one part of a fraction addition. For example, if you roll 2/5, ask yourself, "what fraction do I need to add to 2/5 to equal one whole?"
2. Then look for the first occurrence on either 3/5 or a fraction that can be reduced to 3/5 (6/10 or 9/15)




1/3
6/10
1/2
3/4
2/6
KE WHOLE
dding fractions the fun way - through play!
deceptivelyeducational.blogspot.com
3/9
2/6
9/12
3/9
3/5
2/4
4/8
9/15
3/4
3/5
1/2
9/12
1/3
1/2
3/9
2/6
9/15

Money

Facts to learn this year:

The small denomination coins listed above are often overlooked as technology advances and the value of them becomes less and less. As parents we often use contactless payments where no actual money is exchanged. Our children are not very familiar with money and its uses in the real world; particularly coins and particularly those with the least value.

You will also need to know the value of the following notes:

Activities to explore money:

- Give your children their pocket money each week in a different range of small denomination coins. Invite them to trade it up over time as they save into larger coins and notes. small amounts of pocket money each week. Their challenge is to sort their coins into pounds for an exchange. How many 20p coins would you need to exchange for a £5 note?
- During the week, assign a 'salary' to various tasks or jobs around the house. For example; £1.16 for picking tidying their bedroom; £2.27 for making bed every day; £1.67 for setting the table each day; £3.32 for loading, and emptying the dishwasher (if you have one). Again, pay the children in small denomination coins…their 'salaries' make up pocket money for the week.
- Encourage your child to have a savings scheme. Identify a toy or item that they really want and encourage them to store and save their money over time to buy it. Let them visit the shop and use the coins and notes they have saved to buy it. Transactions over the internet and via chip and pin lose their value.

Medium Term Plan - Stage 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words ending in '-tious' and '-ious'**	**Step 7: Words ending in '-ant'**	**Step 13: Words ending in '-able', where the 'e' from the root word remains**	**Step 19: Words with 'ie' after 'c'**	**Step 25: Words that are homophones or near homophones**	**Step 31: Words with hyphens**
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	**Step 2: Words ending in '-cious'**	**Step 8: Words ending in '-ance' and '-ancy'**	**Step 14: Words that are adverbs of time**	**Step 20: Words where 'ei' can make an /ee/ sound**	**Step 26: Words that are homophones**	**Step 32: Challenge Words**
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	**Step 3: Words ending in '-cial'**	**Step 9: Words ending in '-ent' and '-ence'**	**Step 15: Words with suffixes where the base word ends in '-fer'**	**Step 21: Words where 'ough' makes an /or/ sound**	**Step 27: Words that are homophones**	**Step 33: Revision words**
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	**Step 4: Words ending in '-tial'**	**Step 10: Words ending in '-able' and '-ible'**	**Step 16: Words with 'silent' first letters**	**Step 22: Words containing 'ough'**	**Step 28: Words that are homophones or near homophones**	**Step 34: Revision words**
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	**Step 5: Words ending in '-cial' and '-tial'**	**Step 11: Words ending in '-ably' and '-ibly'**	**Step 17: Words with 'silent' letters**	**Step 23: Adverbs of possibility and frequency**	**Step 29: Words that are homophones or near homophones**	**Step 35: Revision words**
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Challenge Words**	**Step 36: Revision words**
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Spelling Strategies:

The following strategies can help to remember spellings as well as making it more fun.

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example:
My cat wears a yellow hat when she goes dancing.

Backwards Words

Write out your spelling words forwards and then backwards.

Example:
home emoh

Across and Down

Write each word across and down, sharing the same first letter.

Example: when
h
e
n

Bubble Words

Write your spelling words in bubble letters. After you have written them you can colour them in with crayons.

Headlines

Cut letters out of newspapers and magazines to spell out your words. Stick them down to a piece of paper.

Curly Words

Firstly, write your spelling words out in normal letters. Then write them again in curly letters!

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.

Three Times

Write each of your spelling words three times using a different coloured crayon or pen each time.

Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.

Pyramid Writing

Pyramid write your spelling words. Try to write them neatly!

Example:
s
so
som
some

ABC Order

Write out your spelling words in alphabetical order.

Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.

3D Words

Make your spelling words out of playdough or clay.

Connect the Dots

Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.

Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

Air Write

Write your spelling words in the air with your finger. Ask someone to read your words as you write. You could also ask someone to air write while you read the word!

Acrostic Poem

Choose one of your spelling words.
Write and acrostic poem using that word.
Illustrate your poem.

Example: sun

Summer is here
Under the rays
New flowers grow

Blue Vowels

Write each of your spelling words.
Trace the vowels in your words with a blue coloured pencil.

Vowels: a e i o u

a e i o u
i u a o e
a e i o u
a o i e u
u e i o a
o a i e u
a e i o u
i u a o e
a e i o u
a o i e u
u e i o a
o a i e u

Spelling Shapes

Count your spelling words. Draw one shape for each word. Now write a spelling word in each of the shapes.

Example:

when

four

nice

Upper and Lower

Write each of your spelling words two times.
First, write each word in upper case letters.
Then write each word in lower case letters.

Strategies to help…

Use the Look - Say - Cover - Write - Check method

Look at the word you are trying to spell, say the word out loud, cover the word with a piece of paper. Write the word down, check you have spelt it correctly.

Rainbow Words

Write your first word in **pencil**. Check that the word is **spelt correctly**.

Trace over the words 5 times using a **different** coloured crayon each time.

S S Spelling

1. Choose your word.
2. Write the word **3** times on your piece of paper.
3. Write it as **many times** as you can in a minute.
4. Write the word as **neatly** as you can.
5. Write it with your **eyes shut**.
6. **Turn** your piece of paper over.
7. Write your word as **big as you can** and check you have spelt it correctly.

Follow the rule!

How many new words can you find using the rules from your list?

Create your own mnemonics.

Because – **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants

Necessary – **N**ever **E**at **C**ress, **E**at **S**alad **S**andwiches

Believe – Never believe a **lie**

Separate – There's **a rat** in separate.