

YEAR 5 HOMEWORK Pack 13

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- ☐ ☐ ☐ Practise your common exception words - reading and spelling them
- ☐ ☐ ☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- ☐ ☐ ☐ Reading - read your book at home to an adult/family member and discuss your reading.
- ☐ ☐ ☐ Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- ☐ ☐ ☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed



YEAR 5 HOMEWORK



OAK
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Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.

<https://classroom.thenational.academy/>

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 5 - WEEK 10 (29th June):

<https://classroom.thenational.academy/schedule-by-year/year-5>

We expect children at home to complete a daily maths, english and PSHE/foundation subject lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

YEAR 5 HOMEWORK



L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

No Longer Free Climbing

Robert tops the Petronas Towers

On the evening of the 2nd of September 2009, Alain Robert scaled the enormous Petronas Towers (Kuala Lumpur, Malaysia). The remarkable 'French Spiderman' wanted to persevere to fulfil his lifelong dream: he'd already tried twice. His third attempt proved crucial as security overlooked his heroic climb to the top; he is now in custody awaiting the result of his trial.

In the dark of the night, a figure - determined, focused and ready - began carefully climbing up the intimidating Petronas Towers (the tallest twin towers in the world: 452 metres). Excited yet nervous, confident yet fearful, Alain Robert started his unique ascent up the iconic structure. The tenacious free-climber was determined to complete his ambition.

When the extraordinary stunt had nearly been finished by resilient Robert, he was finally spotted. Two metres from the top, the police finally saw him. This was already further than he'd been on his other two attempts (60th floor). As the weather turned misty, 'French Spiderman' reached the overhang at the top, then: he finished the stunt!

After the stunning stunt was completed, Alain clambered through a huge window and the gathering crowd held their breath. He'd been arrested! He is still now wondering whether he's going to jail. The question is: what will lie in store for him? He later told us, "I had already tried twice. I wasn't giving up."

Reported by Jonathan McBryer

Read the text
and answer
the questions
below...

YEAR 5 HOMEWORK



L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

Questions

1. Where are the Petronas Towers?

2. Why do you think Alain Robert is also known as the 'French Spiderman'?

3. **Find** and **copy two** words which suggest the climb was significant.

a)

b)

6

4. Alain said that he wasn't going to give up. What other words in the newspaper give you the same impression?

Read the text
and answer
the questions
below...



YEAR 5 HOMEWORK



L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

5. Read the following statements and decide if they are true or false.

	True	False
The Petronas Towers is the tallest building in the world.		
Alain had always wanted to climb the towers.		
The crowd finally spotted him on the 60th floor.		

Spellings - Silent Letter

Spellings	Cover and write	Cover and write
doubt		
island		
lamb		
thistle		
knight		
knife		
Wednesday		
gnaw		

YEAR 5 HOMEWORK



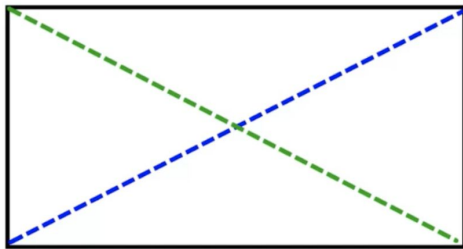
Maths - Monday's lesson - To describe the properties of diagonals of quadrilaterals

Additional video available on:

<https://classroom.thenational.academy/lessons/to-describe-the-properties-of-diagonals-of-quadrilaterals>

What is a diagonal?

The diagonal of a shape is a straight line segment that joins one vertex to another.

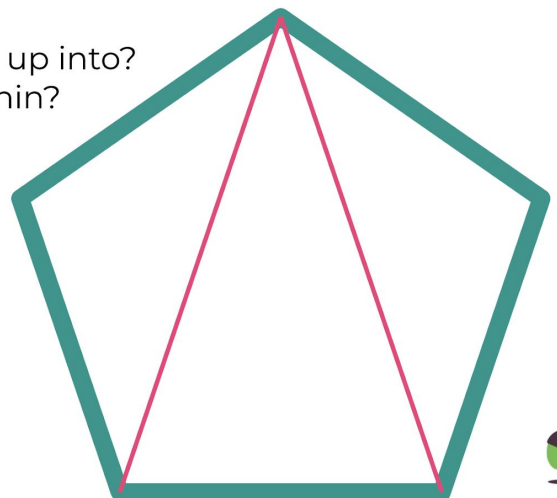


Independent Task

Regular pentagons have more than one diagonals from each vertex. Two examples has been done for you.

If you connect all the diagonals:

1. How many parts would the inside be broken up into?
2. How many different shapes can you find within?
3. What do you notice about the inner most shape?



This task was inspired by the NRICH activity
'Diagonal Division'

YEAR 5 HOMEWORK

Maths - Monday's lesson -additional

1. $___ \times 3 = 1056$

2. $___ \times 8 = 848$

3. $___ \times 7 = 5432$

4. $___ \times 2 = 1354$

5. $___ \times 2 = 962$

6. $___ \times 5 = 2005$

7. $___ \times 3 = 1677$

8. $___ \times 5 = 3320$

9. $___ \times 8 = 5024$

10. $___ \times 3 = 348$

11. $___ \times 6 = 5304$

12. $___ \times 3 = 2955$

13. $___ \times 8 = 4976$

14. $___ \times 8 = 3440$

15. $___ \times 2 = 1478$

16. $_____ \times 4 = 27\ 460$

17. $_____ \div 5 = 8918$

18. $_____ \div 7 = 6043$

19. $_____ \div 9 = 7180$

20. $_____ \div 3 = 9908$

21. $_____ \div 4 = 6533$

22. $_____ \div 6 = 8107$

23. $_____ \div 5 = 8066$

24. $_____ \div 5 = 1641$

25. $_____ \div 4 = 1526$

26. $_____ \div 2 = 2361$

27. $_____ \div 8 = 5736$

28. $_____ \div 3 = 1805$

29. $_____ \div 6 = 7830$

30. $_____ \div 6 = 5351$

YEAR 5 HOMEWORK



PSHE - Monday's lesson - George Floyd: our catalyst for change

Additional video available on:

<https://classroom.thenational.academy/lessons/george-floyd-our-catalyst-for-change-1bb99e>

Complete the task in the first box and then fill in the second box with 1 feeling...

8 minutes and 46 seconds...

What can we learn from this specific timeframe?

Kneel for 8 min 46 secs

Kneel for 8 minutes and 46 seconds

Preferably on a hard floor

In one word...

How did that feel?

Mr Jamil felt ...



12

WAGOLL and Success Criteria

"Big" was a gentle giant. Yes, he made mistakes in life - namely that which led him to prison, but he had turned his life around. He spoke out to the youth to not make the same mistakes as he did; he spoke out against gun crime; he spoke with passion for change. His five daughters have been left without their father's income to support them. They need your support to help with education, healthcare and to simply get by. Please donate today. It could have been your son.

1. Fact from the earlier task on his nickname
2. Past tense as he passed away
3. Alliteration of 'g'
4. Fact from the earlier task on his past
5. Another fact - this time on his recent past - a positive change
6. Fact on the family he's left behind
7. Relate to what you need for the Fund it page
8. The action the audience must take
9. Add a slogan (you can add this bit once we've gone through it)

This text is about George Floyd. It is an example of the written task you will be asked to complete on the next page

YEAR 5 HOMEWORK



PSHE - Monday's lesson - George Floyd:our catalyst for change

Additional video available on:

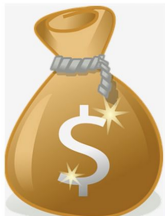
<https://classroom.thenational.academy/lessons/george-floydour-catalyst-for-change-1bb99e>

Fund it



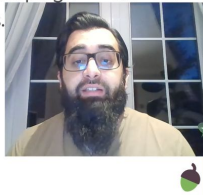
Task

George Floyd's children will need some income to support them and secure their futures.



Imana from Pivahav

You've been asked as the Deputy PM to write a short piece of writing to persuade the UK public to donate to the 'Fund it' campaign – for his children's futures.



Slogan success criteria

"It could have been your son"

Make it memorable

- Use techniques such as alliteration, rhyme, metaphor, simile, puns

Logo

- Use the BLM logo

Emotive

- Part of making it memorable but is a **must** for raising funds
- Pull on the audience's heartstrings – i.e. "your son"

Direct address

- *You or your* makes it feel personal to each person to act

Self-assessment



Fund it

- ☐ Fact from the earlier task on his nickname
- ☐ Past tense as he passed away
- ☐ Alliteration of 'g'
- ☐ Fact from the earlier task on his past
- ☐ Another fact – this time on his recent past – a positive change
- ☐ Fact on the family he's left behind
- ☐ Relate to what you need for the Fund it page
- ☐ Add a slogan (you can add this bit once we've gone through it)

Slogan

- ☐ Rhyme, metaphor, simile, alliteration, pun, other?
- ☐ Emotive language?
- ☐ BLM logo used?
- ☐ Direct address – "you" or "your"

Billboard

- ☐ It links to George Floyd
- ☐ It has your slogan on it
- ☐ A symbol for Black Lives Matter is visible

Use this check sheet to assess your work.

YEAR 5 HOMEWORK



L.O.L -Tuesday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-comprehension-d297ca>

Read the different texts and answer the questions to the side of the text...

Local residents were baffled by the apocalyptic, terrifying sound in the early hours of Monday morning. Some believed it was an earthquake; others thought they had just dreamt the distinctive explosion and returned to the safety of their beds. The crash site itself was discovered by Mr King (the palace security guard) when he arrived at work in the morning. Immediately, he called the Mayor of London and the police, who arrived quickly and in full-force. However, by the time scientists had arrived to examine the wreckage, the entire spaceship had disappeared from view.

Devastation

Speaking from outside the crash site (which was cordoned off by the police), Mr King stated, "I couldn't believe it when I saw the scenes of absolute devastation. I thought it would take me months to clean up, but luckily the entire crashed ship dissolved into nothingness before my very eyes! The more I watched, the more the ship sank into the void." Mr King went on to say that everybody thought he was crazy until he showed them the CCTV footage, proving that he had seen a UFO!

1. **Find and copy a word which means the same as 'unique'.**

2. **Give two examples. According to the text, what happened to the ship before Mr King's eyes?**

YEAR 5 HOMEWORK



L.O.L -Tuesday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/lessons/reading-comprehension-d297ca>

Independent questions

Devastation

Speaking from outside the crash site (which was cordoned off by the police), Mr King stated, "I couldn't believe it when I saw the scenes of absolute devastation. I thought it would take me months to clean up, but luckily the entire crashed ship dissolved into nothingness before my very eyes! The more I watched, the more the ship sank into the void." Mr King went on to say that everybody thought he was crazy until he showed them the CCTV footage, proving that he had seen a UFO!

Independent questions

Glowing

Mr King and all the other witnesses described the crashed ship in the same way: silver and black, with a large fin protruding from the back of the ship like a shark. There were two small windows that produced an eerie, hypnotic glow, but no aliens could be seen inside.

Mr King plans to search the palace grounds for any alien artefacts. The question is: will he find anything and, if he does, will the aliens be back to claim it?

3. Which statement from the examples listed below is the best summary of the paragraph which begins 'Speaking from outside...'

- UFO trash London.
- Mr King's recount of the UFO crash landing.
- UFO kidnaps Mr King.
- UFO spotted on CCTV.



4. Please tick either fact or opinion for each statement.

	Fact	Opinion
The spaceship looked like a shark with a large protruding fin.		
It is thought the aliens will return to reclaim their artefacts.		
The spaceship was black and silver and it had two windows.		

YEAR 5 HOMEWORK



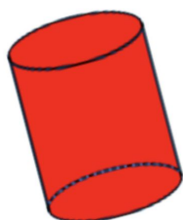
Maths - Tuesday's lesson - To identify, describe and classify 3-D shapes based on the properties

Additional video available on:

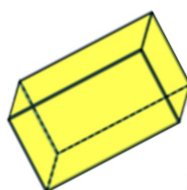
<https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-3-d-shapes-based-on-the-properties>

Complete the
sheet for every
shape

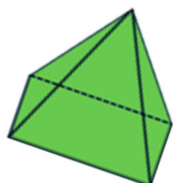
Independent task



Name of shape:
Number of faces:
Number of edges:
Number of vertices:
Shape of faces:



Name of shape:
Number of faces:
Number of edges:
Number of vertices:
Shape of faces:



Name of shape:
Number of faces:
Number of edges:
Number of vertices:
Shape of faces:



Name of shape:
Number of faces:
Number of edges:
Number of vertices:
Shape of faces:

YEAR 5 HOMEWORK

Maths - Tuesday's lesson -additional

1. $____ \div 3 = 529$

2. $____ \div 6 = 563$

3. $____ \div 4 = 543$

4. $___ \div 2 = 118$

5. $____ \div 8 = 144$

6. $____ \div 4 = 749$

7. $____ \div 8 = 849$

8. $____ \div 8 = 868$

9. $____ \div 9 = 798$

10. $____ \div 9 = 178$

11. $____ \div 2 = 375$

12. $____ \div 2 = 527$

13. $____ \div 2 = 794$

14. $____ \div 3 = 199$

15. $____ \div 6 = 194$

16. $______ \div 3 = 3884$

17. $____ \times 6 = 31\,326$

18. $____ \times 6 = 13\,686$

19. $____ \times 8 = 69\,448$

20. $____ \times 4 = 15\,424$

21. $____ \times 9 = 48\,375$

22. $____ \times 9 = 77\,733$

23. $____ \times 3 = 21\,795$

24. $____ \times 3 = 7875$

25. $____ \times 5 = 18\,115$

26. $____ \times 7 = 37\,226$

27. $____ \times 6 = 18\,576$

28. $____ \times 8 = 21\,120$

29. $____ \times 4 = 26\,532$

30. $____ \times 4 = 8148$

YEAR 5 HOMEWORK



Spanish- Tuesday's lesson - To be able to name family members and pets in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-name-family-members-and-pets-in-spanish-a3f3c2>

Actividad 1: ¿Quién hay en tu familia?

Activity 1: Who is in your family?

Can you draw a picture of your family and label the different people in Spanish?

La familia

Mi madre My mum

Mi abuela My grandmother

Mi padre My dad

Mi tío My uncle

Mi hermano My brother

Mi tía My aunt

Mi hermana My sister

Mi primo My cousin

Mi abuelo My grandfather

Mi prima

¡Vamos a hablar sobre las mascotas!

Let's talk about pets!

¿Tienes mascotas?



un perro



un pájaro



un gato



un hámster



un conejo



un pez

¿Tienes mascotas?

Tengo...

No tengo mascotas.

YEAR 5 HOMEWORK



L.O.L -Wednesday's lesson - Identifying the key features of a newspaper

Additional video available on:

<https://classroom.thenational.academy/lessons/identifying-the-key-features-of-a-newspaper>

Key features of a Newspaper Report.

Indirect Speech

Parenthesis

Headlines/ subheadings

Direct Speech

Label the newspaper below using the key features titles.

Let's mark your work together...

Devastation

Speaking from outside the crash site (which was cordoned off by the police) Mr King stated, "I couldn't believe it when I saw the scenes of absolute devastation. I thought it would take me months to clean up, but luckily the entire crashed ship dissolved into nothingness before my very eyes! The more I watched, the more the ship sank into the void." Mr King went on to say that everybody thought he was crazy until he showed them the CCTV footage, proving that he had seen a UFO!



YEAR 5 HOMEWORK



Maths - Wednesday's lesson - To recognise 2-D representations of 3-D shapes

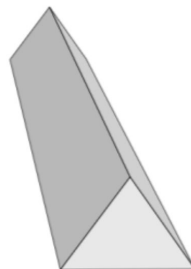
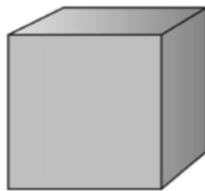
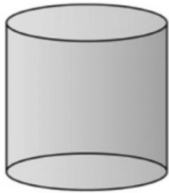
Additional video available on:

<https://classroom.thenational.academy/lessons/to-recognise-2-d-representations-of-3-d-shapes>

Independent Task

Task 1 of 2

Use these images to help you sketch a 3-D shape.



2

Independent Task

Task 2 of 2: Investigation

How many different cuboids can you draw?

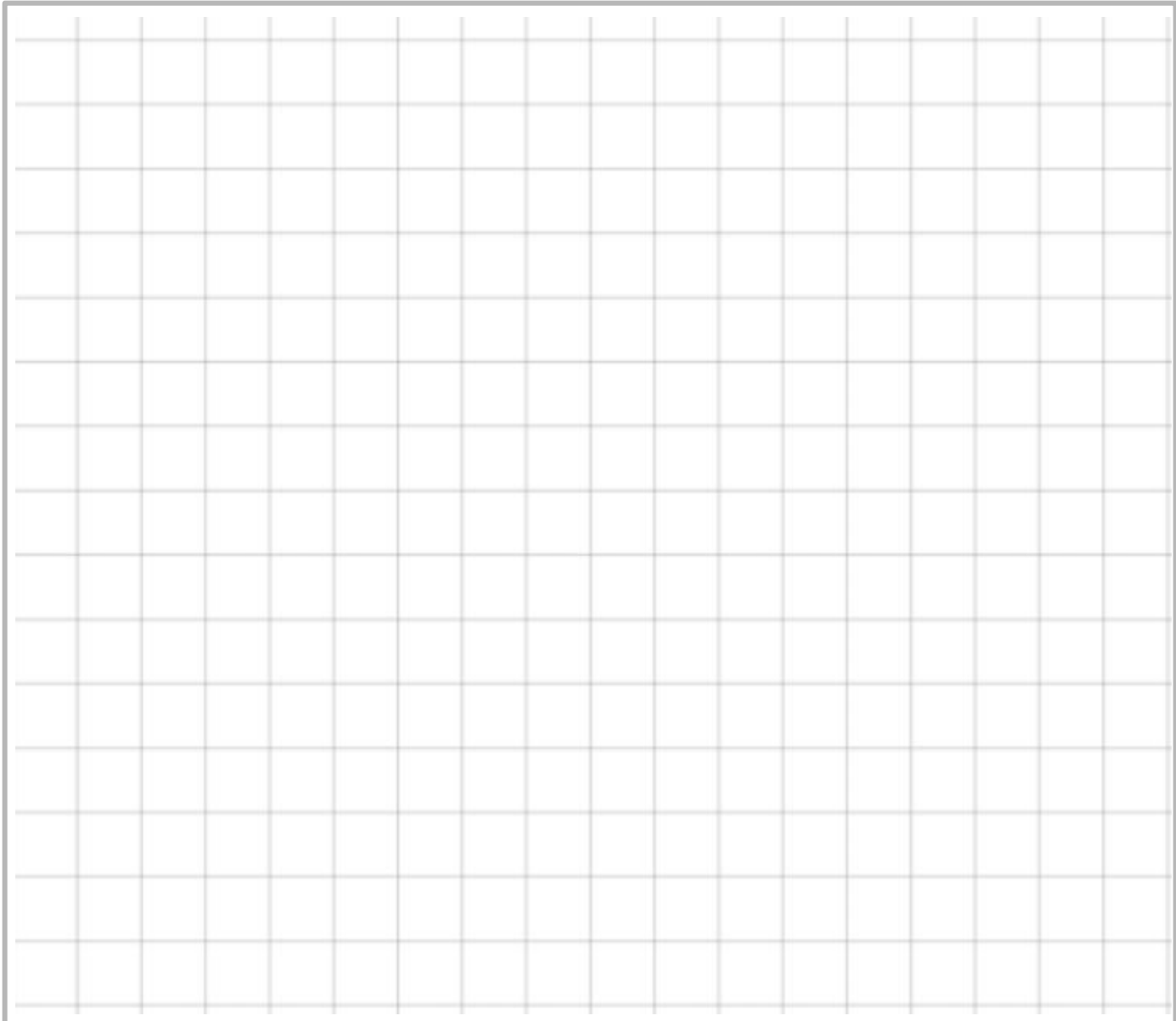
YEAR 5 HOMEWORK



**Maths - Wednesday's lesson - To recognise 2-D
representations of 3-D shapes**

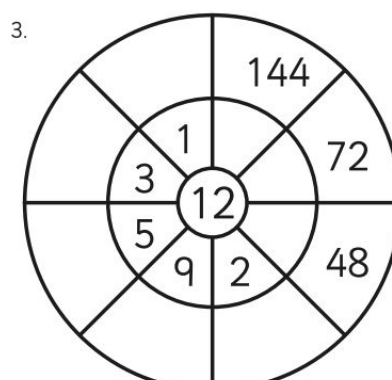
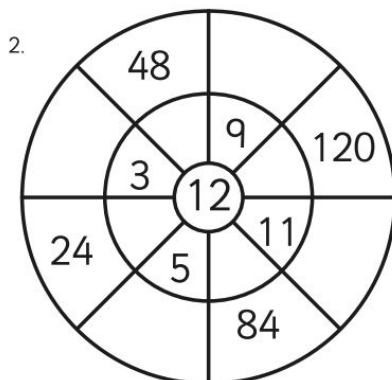
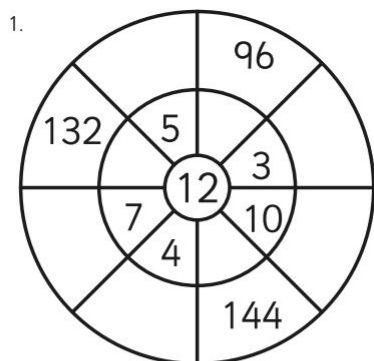
Additional video available on:

<https://classroom.thenational.academy/lessons/to-recognise-2-d-representations-of-3-d-shapes>



YEAR 5 HOMEWORK

Maths - Wednesday's lesson -additional



12 Times Table Activities

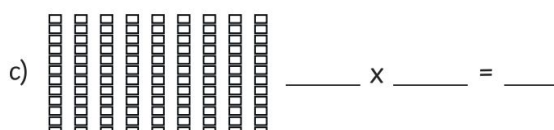
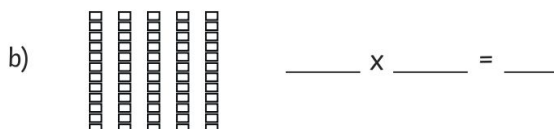
Count in 12s and colour in the grid:

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	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

- a) $4 \times 12 =$ _____ d) $6 \times 12 =$ _____
 b) $8 \times 12 =$ _____ e) $7 \times 12 =$ _____
 c) $5 \times 12 =$ _____ f) $9 \times 12 =$ _____

How many blocks are there?



YEAR 5 HOMEWORK



Science - Wednesday's lesson - What are insulators and conductors?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors>

Conductors and Insulators

Materials that transfer heat easily are called **conductors**. One example of a good thermal conductor is **metal**. This is why metal is used to make saucepans for cooking food.



Materials that slow the transfer of heat are called **insulators**. One example of a good thermal insulator is **wool**. This is why wool is used to make winter coats, scarves, hats and gloves.



Can you list 3 examples of insulators and conductors from everyday life?

YEAR 5 HOMEWORK



Science - Wednesday's lesson - What are insulators and conductors?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors>

Electrical circuits

Draw these components:



CELL



LAMP



SWITCH (closed)

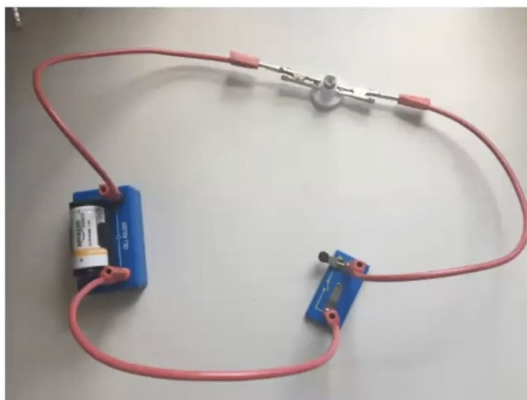
A circuit always needs a **power source**, such as a battery, with wires connected to both the positive (+) and negative (-) ends. A battery is made from a collection of cells connected together.

A circuit can also contain other electrical components, such as bulbs, buzzers or motors, which allow electricity to pass through.

Electricity will only travel around a circuit that is complete. That means it has no gaps. You can use a switch in a circuit to create a gap in a circuit. This can be used to switch it on and off.

Drawing a circuit

Draw the circuit:



When a switch is open (off), there is a gap in the circuit. Electricity cannot travel around the circuit. When a switch is closed (on), it makes the circuit complete. Electricity can travel around the circuit

YEAR 5 HOMEWORK



L.O.L -Thursday's lesson - SPaG focus: direct and indirect speech

Additional video available on:

<https://classroom.thenational.academy/lessons/spag-focus-direct-and-indirect-speech>

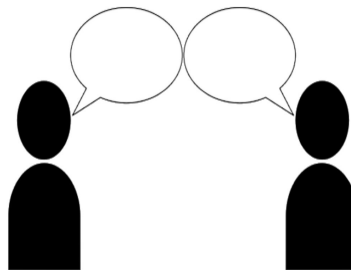
What is direct speech?

Direct speech is when you write a quote which includes the exact words that are spoken.

It uses inverted commas to punctuate it.

Example:

Mr King stated, "I couldn't believe it when I saw the scenes of absolute



What is indirect speech?

Indirect speech is when the general points of what someone has said are reported, without actually writing the speech out in full. It is sometimes called reported speech.

Example:

Mr King went on to say that everybody thought he was crazy until he showed them the CCTV footage

Direct speech or indirect speech?

	Direct	Indirect
Jude reported that he was very excited at the arrival of the new family dog.		
Bethany said, "I just couldn't believe it, the alien had illuminous green skin and and three huge eyes."		
Anna claimed that she was turning over a new leaf and determined to keep her area tidy.		
"I am very excited to attend the premier of our new film: The Children," Emma claimed.		

YEAR 5 HOMEWORK



L.O.L -Thursday's lesson - SPaG focus: direct and indirect speech

Additional video available on:

<https://classroom.thenational.academy/lessons/spag-focus-direct-and-indirect-speech>

Using the image, write three sentences for each type of speech: direct and indirect.



YEAR 5 HOMEWORK



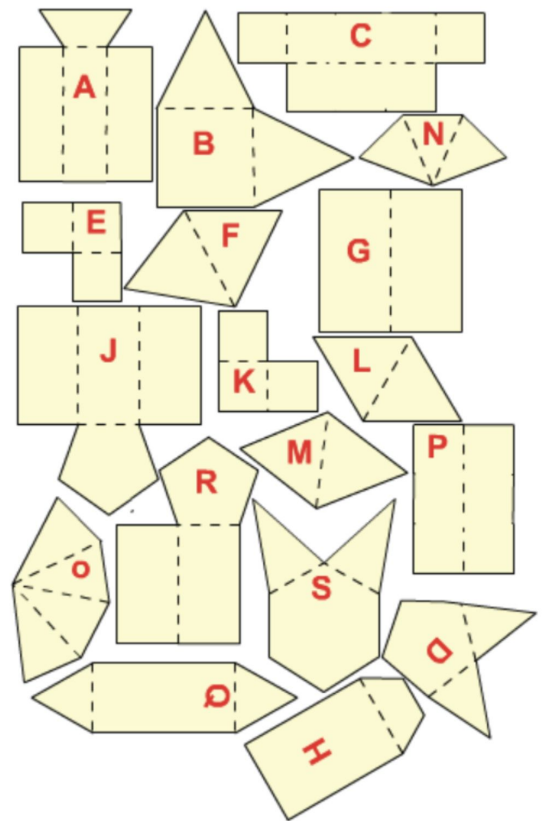
Maths - Thursday's lesson - To recognise, describe and build simple 3-D shapes

Additional video available on:

<https://classroom.thenational.academy/lessons/to-recognise-describe-and-build-simple-3-d-shapes>

Independent Task

Here are the nets of 9 solid shapes. Each one of these has been cut into 2 pieces, Can you see which pieces go together?



This task was taken from NRICH:

YEAR 5 HOMEWORK

Maths - Thursday's lesson -additional

- 1) $12\ 346 + 7632 = 19\ 978$. Write all the other calculations you can make using these three numbers.



- 2) Can you work out my number in each of these?

- a) I am thinking of a number. I add 6538 and then subtract 1697. I now have 13 574. What is my number?



- b) I am thinking of a number. I subtract 9657 and then add 12 368. I now have 47 305. What is my number?



- c) I am thinking of a number. I add 12 101, subtract 3914 and then add 6054. I now have 36 278. What is my number?



twinkl.com

- 1) Terry has written the different calculations that can be made from each calculation. He has made some mistakes.



- a) Can you identify them all?

$32\ 105 + 16\ 251 = 48\ 356$	$52\ 132 - 12\ 658 = 39\ 474$
$16\ 251 + 32\ 105 = 48\ 356$	$52\ 135 - 39\ 474 = 12\ 658$
$16\ 251 - 48\ 356 = 32\ 105$	$39\ 474 + 12\ 658 = 52\ 132$
$48\ 356 - 32\ 105 = 16\ 251$	$12\ 658 + 52\ 132 = 39\ 474$

$$9865 + 15\ 366 = 25\ 231$$

$$15\ 366 + 9865 = 25\ 231$$

$$25\ 231 - 15\ 366 = 9865$$

$$9865 - 25\ 231 = 15\ 366$$

- b) How should Terry have written these correctly?
- 2) Terry says subtraction can be done in any order, just like addition. Do you agree? Explain your thinking and use examples.

twinkl.com

YEAR 5 HOMEWORK



Geography - Thursday's lesson - What is special about Curitiba?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-is-special-about-curitiba>

Curitiba - 'the greenest city on Earth'



Innovative Design

Curitiba also developed an **innovative** transport system. Instead of building an expensive underground metro system, the planners designed an overground metro system, which was much cheaper and caused less disruption to build. The system uses special **bi-articulated buses**.

Each bi-articulated bus can carry up to 270 people. During **peak** travel times, the bi-articulated buses run every 50 seconds, along Curitiba's busiest routes, which are for buses only. This means that the buses are never stuck in traffic. Furthermore, the uniquely designed bus stops have sped up the process of people boarding and leaving the buses.

The bus system in Curitiba is the quickest and cheapest way to travel in the city and as a result, the bus system is used by approximately 85% of Curitiba's population. Curitiba's bus system model is now being used in about 300 cities around the world.

Answer the question

Write a list of all the positive features of the bi-articulated buses in Curitiba.

-
-
-
-
-
-



YEAR 5 HOMEWORK



L.O.L -Friday's lesson - To use key features in order to write own newspaper report

Additional video available on:

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-newspaper-report>

E1.20

The Daily Oak

Friday 3rd July

Craft Criminal in Crofton



Vocabulary



occurred	witness	bystander
alerted	disastrous	incident
courageous	assisted	evidence
amazingly	wreckage	smashed

Success Criteria



Feature	Example
Capital letters and full stops	
Adjectives	Amazing, fantastic, coveted
Direct speech	Mr Evans said, "I couldn't believe it."
Indirect speech	Mr Evans reported that he couldn't...
Parenthesis	Mr Evans, who lives nearby, said, "
Paragraphs	

YEAR 5 HOMEWORK



L.O.L -Friday's lesson - To use key features in order to write own newspaper report

Additional video available on:

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-newspaper-report>

Paragraph 1

who, what, where, when, why

Who: a burglar

What: broke into the local school

Where: Oak Primary Academy, Barnsley

When: yesterday morning

Why: motive unclear

Yesterday morning, a catastrophe occurred at Oak Primary Academy, Barnsley, as an unidentified thief invaded the premises.

Paragraph 4

2nd interview

Who could you interview?

- Local school children
- Local business owner
- A parent or carer
- The manager
- Someone who works there.

The chief of police, Sarah Webster, has spoken with all the teaching staff involved and has assured the community that nothing was taken. However, she has also warned that citizens should be vigilant.

Paragraph 2

More detail about the 5 Ws

Who: a burglar

What: broke into the local school

Where: Oak Primary Academy, Barnsley

When: yesterday morning

Why: motive unclear

A teacher at Oak Primary Academy has been the latest victim of a cyber-attack. Mr Emmerson (a 28-year-old employee) found that his laptop had been hacked by an unknown person in the early hours of Thursday morning. Fortunately, no information is missing. Stealing digital information – or cybercrime, as it is often known – has become an increasingly common crime in recent years, due to the advances in digital technology. The thief involved has yet to be identified. The question is: will they be found before they strike again?

Paragraph 5

Summarising and looking towards the future

What has happened?

What are people advised to do?

What could you do if you have any more information?

Cybercrime is a serious, sinister offence and can have destructive, devastating consequences. According to the police, the more vigilant technology users can be, the more crimes they can prevent. If you have been affected by this story, if you believe you have been the victim of a cyber-attack yourself, if you have any further information about the mechanised mischief-maker, then please contact your local police station.

Paragraph 3

1st interview

Who could you interview?

- Eye-witness
- Local resident
- Someone who was involved
- Local MP
- Police officer

Shocked and stunned, some members of the local community are particularly worried about the safety of the neighbourhood. James Johnson (who is a local resident) stated, "To be honest, I feel that solving this crime should be a priority: it is imperative that the police do everything in their power to catch the intruder. Our safety and security is important, don't you think?"

Each heading tells you what you should include in each paragraph alongside a WAGOLL.

YEAR 5 HOMEWORK

[illegible]

YEAR 5 HOMEWORK

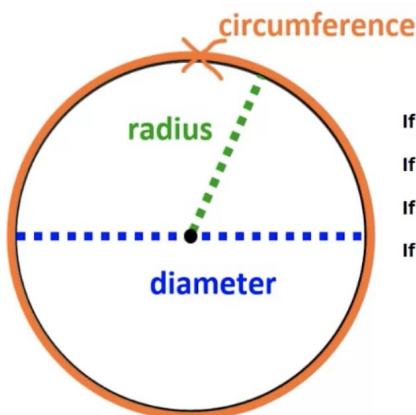


Maths - Friday's lesson - To illustrate and name parts of circles

Additional video available on:

<https://classroom.thenational.academy/lessons/to-illustrate-and-name-parts-of-circles>

Parts of a circle



If the radius is 5cm, the diameter is: 10cm

If the diameter is 12m, the radius is: 6m

If the radius is 37cm, the diameter is: 74cm

If the diameter is 70km, the radius is: 35km

Independent Task

Find three objects in your house which have a circular face.

Use a piece of string or tape measure, and a ruler to find the radius, diameter and circumference of these circles.

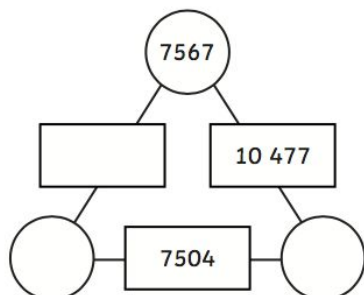
Here are some examples you could find around your house:



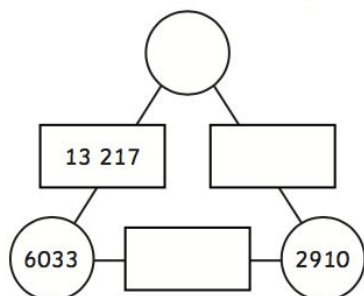
YEAR 5 HOMEWORK

Maths - Friday's lesson -additional

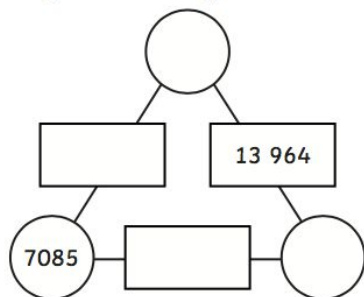
- 1) a) Can you complete this arithmagon by adding the numbers in two corners to find the number in the rectangle between them?



- b) Can you complete this arithmagon by finding the difference between the two corners to find the number in the rectangle between them?



- 2) What could the numbers be to complete this arithmagon? Find 2 different possible sets of numbers using addition or difference.



- 3) Now create your own arithmagons for your partner to try.

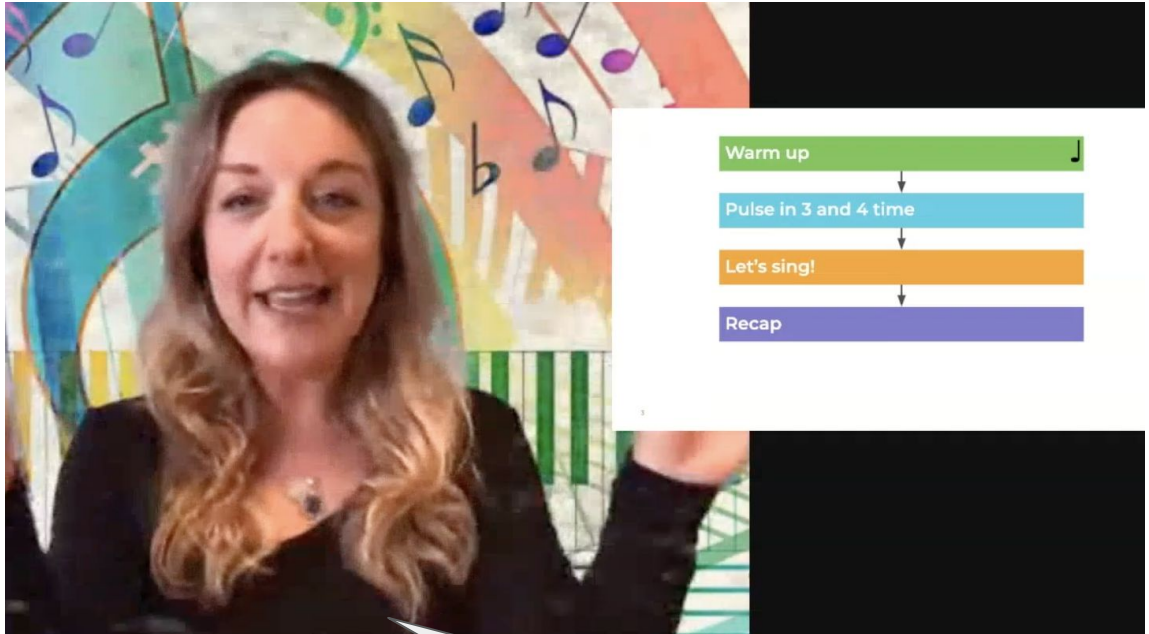
YEAR 5 HOMEWORK



Music - Friday's lesson - Pulse in 3 and 4 time

Additional video available on:

<https://classroom.thenational.academy/lessons/pulse-in-3-and-4-time>



The video player shows a teacher with long blonde hair smiling. To her right is a lesson agenda with four items: 'Warm up' (green bar), 'Pulse in 3 and 4 time' (blue bar), 'Let's sing!' (orange bar), and 'Recap' (purple bar). Arrows point down between the items. A small musical note icon is next to 'Warm up'. A small number '3' is visible below the agenda.

You must access the
video for this
activity...

YEAR 5 HOMEWORK



Weekly spellings:



Stage: 5

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

List: 31

Name: _____



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
co-ordinate					
co-operate					
co-own					
co-author					
re-enter					
re-examine					
re-evaluate					
re-educate					
re-explain					
re-energise					

YEAR 5 HOMEWORK



Weekly spellings:



Put these words into groups



coown

hot dog

forty five

recover

reeducate

resign

reimagine

reexplain

icecream

cooperate

Needs a
hyphen

Could be
either

No hyphen

YEAR 5 HOMEWORK



Year 5 common exception words:



Years 5 and 6 Statutory Spellings



Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward Bb bargain bruise	Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity Dd definite desperate determined develop dictionary disastrous	Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation Ff familiar foreign forty frequently Gg government guarantee	Hh harass hindrance Ii identity immediate immediately individual interfere interrupt Ll language leisure lightning Mm marvellous mischievous muscle	Nn necessary neighbour nuisance Oo occupy occur opportunity Pp parliament persuade physical prejudice privilege profession programme pronunciation Qq queue	Rr recognise recommend relevant restaurant rhyme rhythm Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	Tt temperature thorough twelfth Vv variety vegetable vehicle Yy yacht
--	---	--	--	---	---	---

YEAR 5 HOMEWORK

Well done to
the fantastic
entries for
the Taj Mahal
competition.

They are all
amazing, but
which one is
your
personal
favourite?

1. Sophia

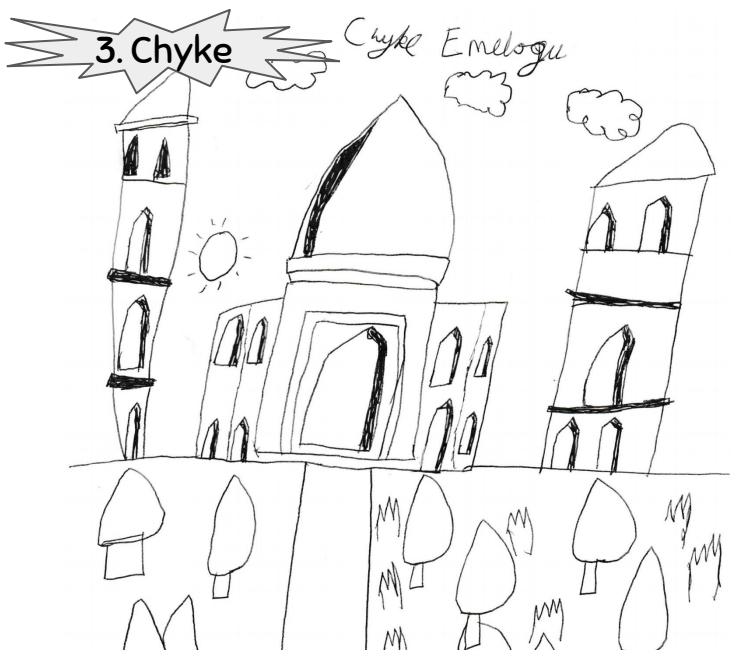


2. A-J



3. Chyke

Chyke Emelogu



4. Jack

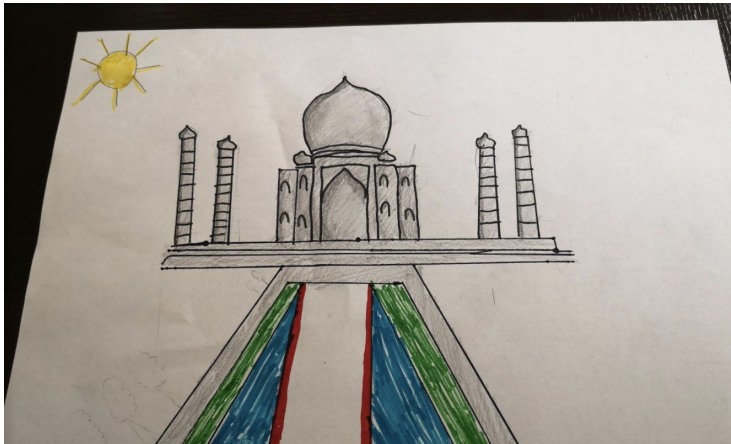
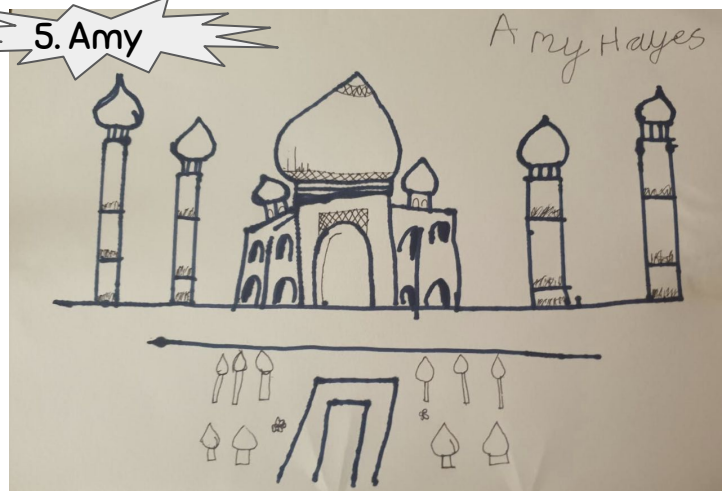


YEAR 5 HOMEWORK

Vote for your favourite by
e-mailing the name and
number of the entry to:

mclements@hvp.org.uk

5. Amy



6. Imogen

6. Nikola



YEAR 5 HOMEWORK



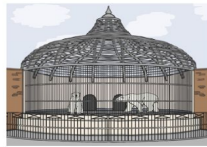
Additional learning:



Grammar and Punctuation

Think of as many **adverbs** as you can that would make sense in these sentences:

I am _____ forgetful.
I left my suitcase _____.
_____ I went to the zoo.



1

Grammar and Punctuation

Which **prefixes** would you add to these verbs?

_____ agree _____ behave _____ turn
_____ trust _____ allow

Write out some sentences using these words.



2

Grammar and Punctuation

How would you **correct** these sentences?

We was going swimming.
If we was not at school, I'd stay in bed.
Martha were with her friend's house.
I were on holiday in Spain.



3

Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.
It was a rainy day a Monday when the fire alarm went off!
The dog which was called Sid never stopped barking!

Write your own sentences using brackets.



4

Grammar and Punctuation

Which **interjection** would you use?

"_____!" I shouted, when I fell over.
All the children cheered "_____!"
"_____ give it back!"
"_____ that was close", I said as I carried with the glass vase.

How many interjections can you think of?



5

Grammar and Punctuation

List as many words as you can that have a **silent letter**.

For example: **kn**ight

Use these words in your own sentences.



6

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.
Barry, my sisters rabbit, was grey and white.
Im going to the skatepark to see my friends.
Mum hasnt got time to go to the hairdressers.



7

Grammar and Punctuation

Which **fronted adverbial** would make sense?

... the train pulled out of the station into the mist.

List as many as you can.



8

YEAR 5 HOMEWORK

Section 1

Order the following numbers from smallest to largest.

471 741

417 471

471 174

417 741

471 417

--	--	--	--

smallest

largest

Section 3

Fatima has 36 cakes to share with some friends. She could share the cakes so 36 children have 1 cake each. Explain four other ways she could share the cakes equally without cutting the cakes.

___ children have ___ cakes each. ___ children have ___ cakes each.

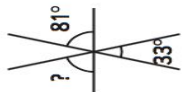
___ children have ___ cakes each. ___ children have ___ cakes each.

Section 2

Three classes of children raise money for Comic Relief by selling cakes. Each class is given £17.80 to buy ingredients. At the end of the sale, each class counts how much money they have. The classes have £34.82, £29.01, £41.78. After subtracting the amount given to buy ingredients, how much money is raised?

Section 7

Calculate the missing angle:



Section 4

Complete the table to convert between mixed fractions and improper fractions.

$\frac{13}{4}$		
	$5\frac{1}{2}$	
$\frac{19}{3}$		

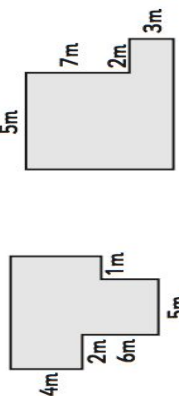
Section 5

Write the equivalent to the fractions and decimal fractions.

$\frac{3}{4}$		
	0.667	
$\frac{5}{8}$		

Section 6

Calculate the perimeter of these rectilinear shapes:



Section 8
Estimate how many millilitres in a mug.



YEAR 5 HOMEWORK



Additional learning:



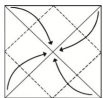
Instructions

①



With pictures face down, fold on both diagonal lines. Unfold.

②



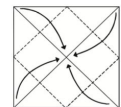
Fold all four corners to the centre.

③



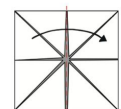
Turn paper over.

④



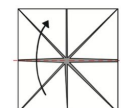
Once again, fold all corners to the centre.

⑤

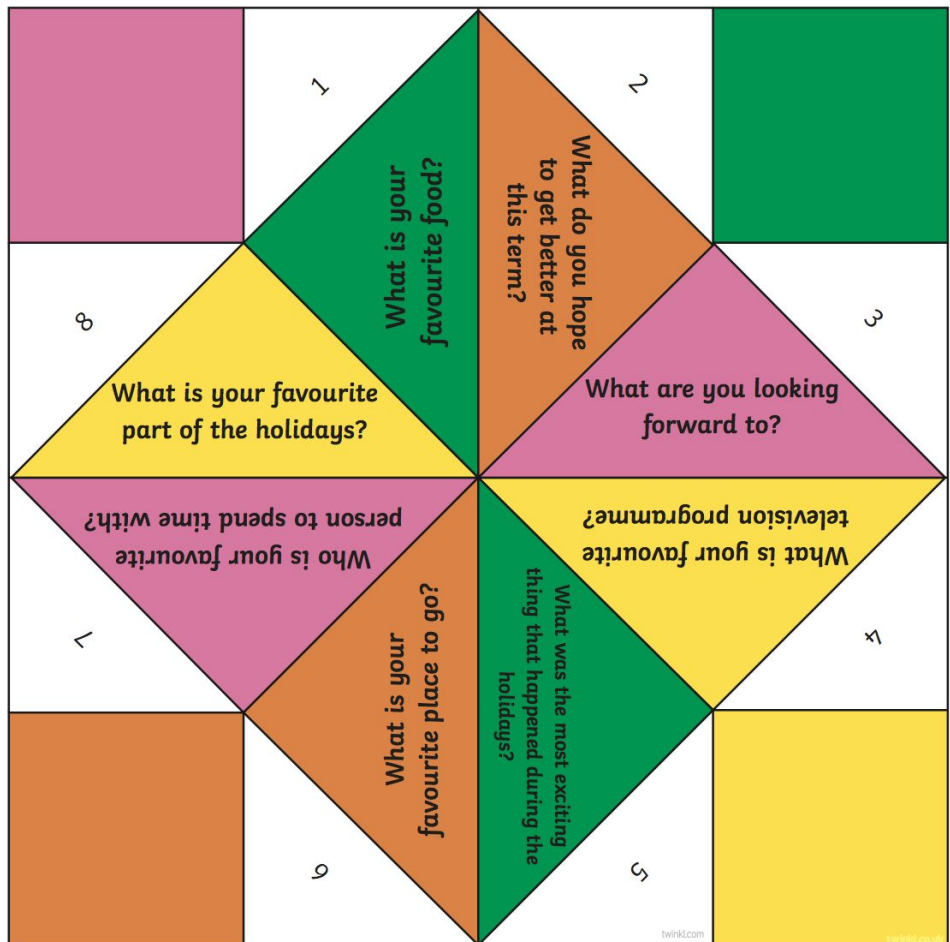


Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.



1. What is your favourite food?

2. What do you hope to get better at this term?

3. What are you looking forward to?

4. What is your favourite television programme?

5. What was the most exciting thing that happened during the holidays?

6. What is your favourite place to go?

7. Who is your favourite person to spend time with?

8. What is your favourite part of the holidays?

YEAR 5 HOMEWORK

Knowledge



Additional learning:



What Is Rangoli?

Rangoli is a type of art that started in India.

A rangoli design is made up of beautiful coloured patterns.

The designs are often very detailed.



Celebrating with Rangoli

Rangoli designs are usually made during festivals and celebrations.

Lots of rangoli patterns are created during Diwali. They can also be seen at other Hindu festivals and special occasions, such as weddings.



Celebrating with Rangoli

Rangoli designs are thought to bring good luck.

During Diwali, rangoli patterns are created at the entrance to people's homes to welcome Goddess Lakshmi. Diya lamps are often added.



How Are Rangoli Designs Made?

Each rangoli design is different. The designs are passed down from generation to generation. The different designs include different shapes or images.

Rangoli patterns are always made on the floor. The outline is often created before being filled in with colour.



How Are Rangoli Designs Made?

Sometimes, coloured powders are used.



They can be made using different colourful materials. The materials used are things that most people can get easily, without spending lots of money. This means that everyone has the chance to make them.



Coloured rice can also be used in the designs.

Symmetrical Rangoli

Many rangoli designs are symmetrical. They often include geometric shapes, as well as lots of curved and straight lines.



YEAR 5 HOMEWORK

Knowledge



Additional learning:



Drawing the Gods

Some rangoli artists include pictures of gods in their designs. This artist has included an image of the Hindu God, Ganesha.



Ganesha is an elephant-headed Hindu god. He is the lord of arts and sciences, as well as the god of beginnings.



Beautiful Birds

Beautiful birds can often be seen in rangoli designs, such as parrots or peacocks.

Artists often choose very colourful birds because it is very important that the rangoli design has lots of colour.



Rangoli Competitions

In some parts of India, towns and villages hold rangoli competitions.

Individuals or teams make the best rangoli designs they can.



Create your own Rangoli patterns and e-mail them to mclements@hvp.org.uk

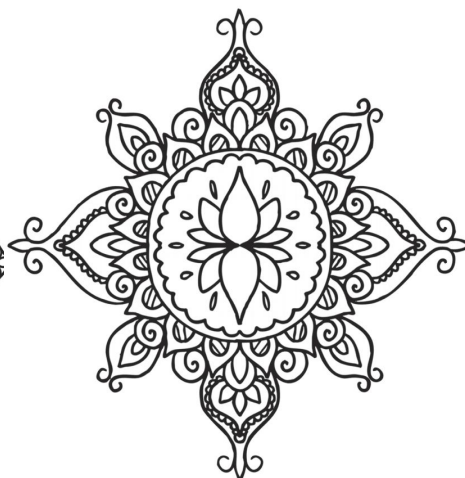
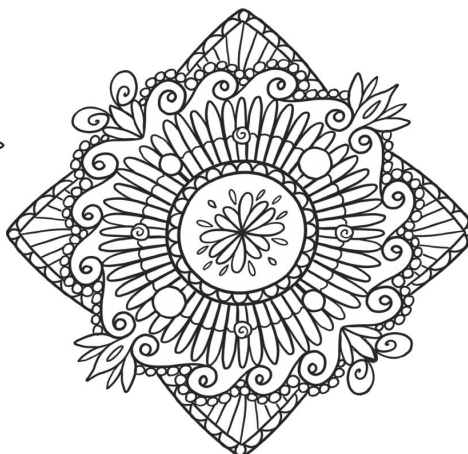
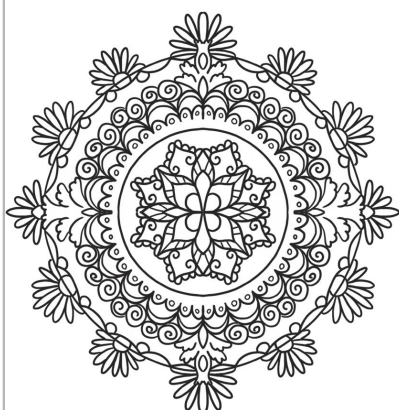
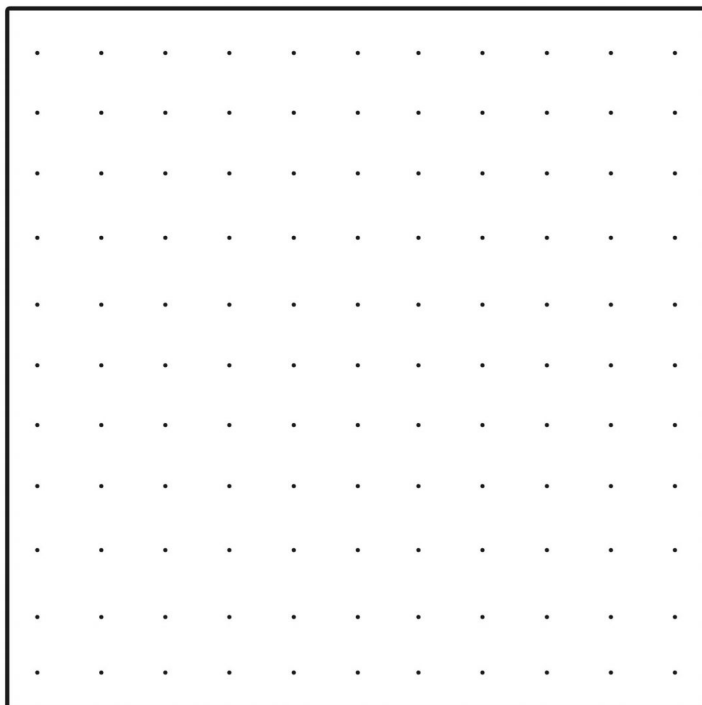
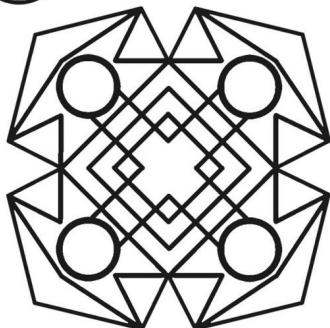
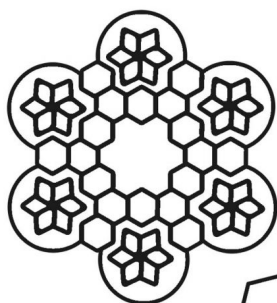
YEAR 5 HOMEWORK



Additional learning:



Use the dots on the grid to create a beautiful Rangoli pattern like the ones below!



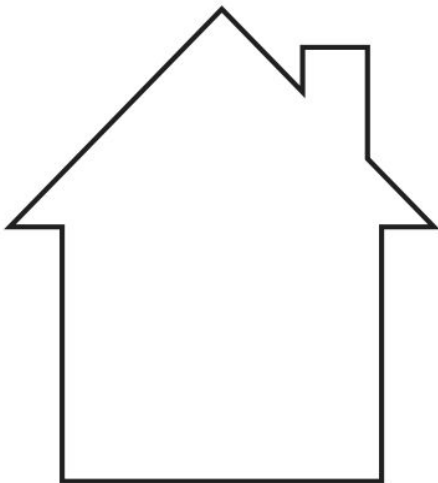
YEAR 5 HOMEWORK



Additional learning:

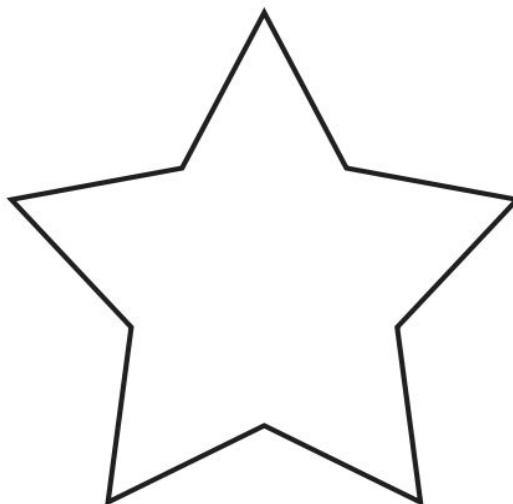


Significant People and Pets in My Family



It's time to start thinking about next year, complete these next 2 pages to share with your year 6 teacher soon

In the star, jot down any words which you feel best describe your family.





YEAR 5 HOMEWORK

Here's a funny story about something that happened in our family:

In my family, we like to:

Choose two people in your family who are really good at something, and explain what it is.

_____ is really good at

_____ is really good at

YEAR 5 HOMEWORK - Answers

Monday Reading comp answers

1. Where are the Petronas Towers?

Kuala Lumpur ✓

2. Why do you think Alain Robert is also known as the 'French Spiderman'? 

Spider-man is known for clinging onto surfaces and climbing great heights and this is what Alain Roberts is doing. ✓

3. **Find** and **copy two** words which suggest the climb was significant.

a) **Extraordinary** ✓

b) **Unique** ✓

4. Alain said that he wasn't going to give up. What other words in the newspaper give you the same impression?

determined, persevere, tenacious, resilient ✓

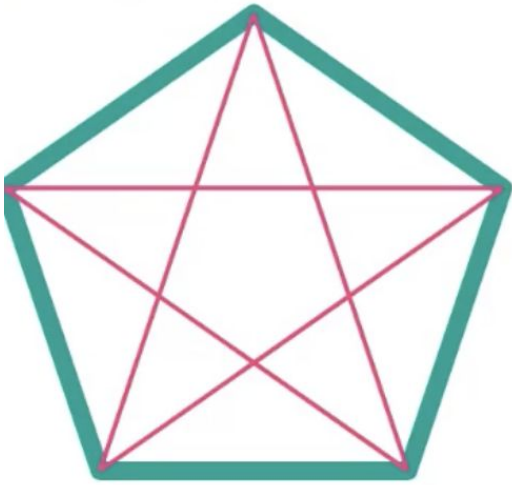
5. Read the following statements and decide if they are true or false.

	True	False
The Petronas Towers is the tallest building in the world.		✓
Alain had always wanted to climb the towers.	✓	
The crowd finally spotted him on the 60th floor.		✓

YEAR 5 HOMEWORK - Answers

Monday Maths

Answers



1. How many parts would the inside be broken up into?

11 parts

2. How many different shapes can you find within?

2 different types of isosceles triangles

1 pentagon.

3. What do you notice about the inner most shape?

It is another regular pentagon that has been flipped/rotated.

YEAR 5 HOMEWORK - Answers

Monday additional

1	352
2	106
3	776
4	677
5	481
6	401
7	559
8	664
9	628
10	116
11	884
12	985
13	622
14	430
15	739
16	6865
17	44590
18	42301
19	64620
20	29724
21	26132
22	48642
23	40330
24	8205
25	6104
26	4722
27	45888
28	5415
29	46980
30	32106

YEAR 5 HOMEWORK - Answers

Tuesday Reading comprehension answers

1. Find and copy a word which means the same as 'unique'.

distinctive

2. Give two examples. According to the text, what happened to the ship before Mr King's eyes?

The entire crash dissolved into nothingness.
The ship sank into the void.

3. Which statement from the examples listed below is the best summary of the paragraph which begins 'speaking from outside...'

- UFO trash London.
- Mr King's recount of the UFO crash landing. ✓
- UFO kidnaps Mr King.
- UFO spotted on CCTV.

4. Please tick either true or false for each statement.

	Fact	Opinion
The spaceship looked like a shark with a large protruding fin.		✓
It is thought the aliens will return to reclaim their artefacts.		✓
The spaceship was black and silver and it had two windows.	✓	

5. Number the statements below in the order they appear in the text 1 - 4.

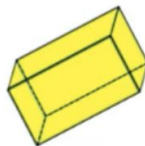
- I thought it would take me months to clean up - 3 ✓
The entire spaceship had disappeared from view - 2 ✓
Some believed it was an earthquake - 1 ✓
The more I watched, the more the ship sank into the void - 4 ✓

Tuesday Maths answers

Answers



Name of shape: Cylinder
Number of faces: 2
Number of edges: 2
Number of vertices: 0
Shape of faces: 2 circles and rectangle



Name of shape: Cuboid
Number of faces: 6
Number of edges: 12
Number of vertices: 8
Shape of faces: 6 rectangles
(2 may be squares)



Name of shape: Square based pyramid
Number of faces: 5
Number of edges: 8
Number of vertices: 5
Shape of faces: 1 square and 4 triangles



Name of shape: Tetrahedron or triangular based pyramid
Number of faces: 4
Number of edges: 6
Number of vertices: 4
Shape of faces: 4 triangles

YEAR 5 HOMEWORK - Answers

Tuesday additional

1	1587
2	3378
3	2172
4	236
5	1152
6	2996
7	6792
8	6944
9	7182
10	1602
11	750
12	1054
13	1588
14	597
15	1164
16	11652
17	5221
18	2281
19	8681
20	3856
21	5375
22	8637
23	7265
24	2625
25	3623
26	5318
27	3096
28	2640
29	6633
30	2037

YEAR 5 HOMEWORK - Answers

Wednesday LOL

Let's mark your work together...

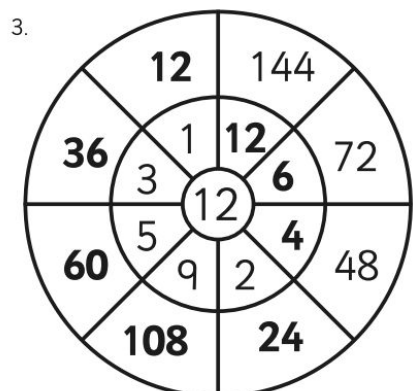
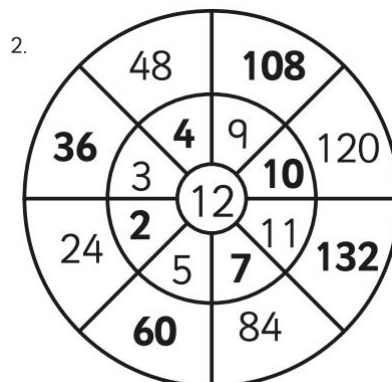
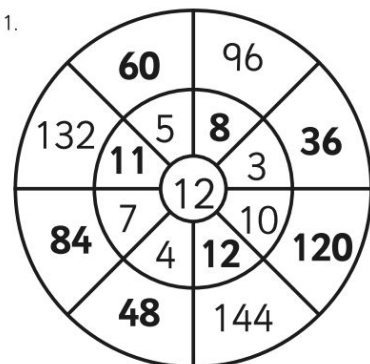
Parenthesis

Devastation

Speaking from outside the crash site (which was cordoned off by the police) Mr King stated, "I couldn't believe it when I saw the scenes of absolute devastation. I thought it would take me months to clean up, but luckily the entire crashed ship dissolved into nothingness before my very eyes! The more I watched, the more the ship sank into the void." Mr King went on to say that everybody thought he was crazy until he showed them the CCTV footage, proving that he had seen a UFO!

Reported Speech

Direct Speech



YEAR 5 HOMEWORK - Answers

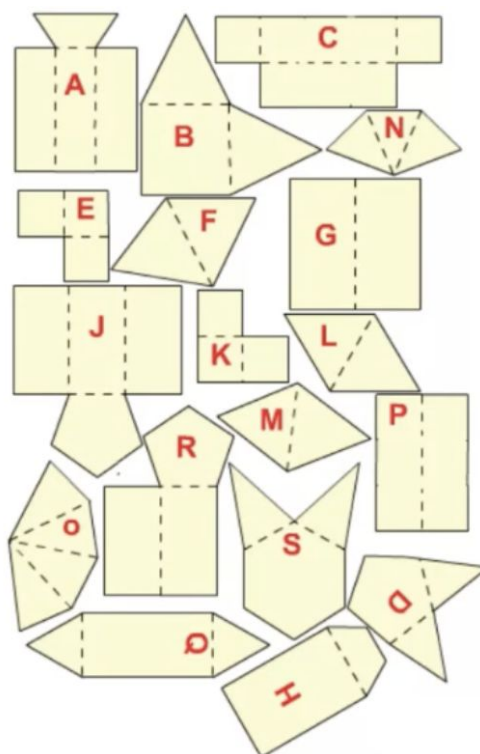
Thursday LOL

Direct speech or indirect speech?

	Direct	Indirect
"What happens if you can't raise the money for the animals?" said Attenborough, 94.	✓	
Attenborough reported that we should do our best to maintain our relationship with the natural world.		✓
He has enjoyed his time at home but makes it clear he will be happy to go on holiday somewhere warm.		✓
"I wanted to change people's perception of urban foxes," Fogel says.	✓	

Answers

Shape	Nets
Cube	E and K
Cuboid	C and P
Tetrahedron	L and M
Square pyramid	B and F
Pentagonal pyramid	D and N
Hexagonal pyramid	O and S
Triangular Prism	G and Q
Pentagonal Prism	J and R
Trapezoid Prism	A and H



YEAR 5 HOMEWORK - Answers

Thursday additional

1) $19\ 978 - 7632 = 12\ 346$

$19\ 978 - 12\ 346 = 7632$

$7632 + 12\ 346 = 19\ 978$

2) a) 8733 ($13\ 574 + 1697 = 15\ 271$ $15\ 271 - 6538 = 8733$)

b) $44\ 594$ ($47\ 305 - 12\ 368 = 34\ 937$ $34\ 937 + 9657 = 44\ 594$)

c) $22\ 037$ ($36\ 278 - 6054 = 30\ 224$ $30\ 224 + 3914 = 34\ 138$ $34\ 138 - 12\ 101 = 22\ 037$)



1) a)

$32\ 105 + 16\ 251 = 48\ 356$	$52\ 132 - 12\ 658 = 39\ 474$	$9865 + 15\ 366 = 25\ 231$
$16\ 251 + 32\ 105 = 48\ 356$	$52\ 135 - 39\ 474 = 12\ 658$	$15\ 366 + 9865 = 25\ 231$
$16\ 251 - 48\ 356 = 32\ 105$	$39\ 474 + 12\ 658 = 52\ 132$	$25\ 231 - 15\ 366 = 9865$
$48\ 356 - 32\ 105 = 16\ 251$	$12\ 658 + 52\ 132 = 39\ 474$	$9865 - 25\ 231 = 15\ 366$



b) $48\ 356 - 16\ 251 = 32\ 105$

$12\ 658 + 39\ 474 = 52\ 132$

$25\ 231 - 9865 = 15\ 366$

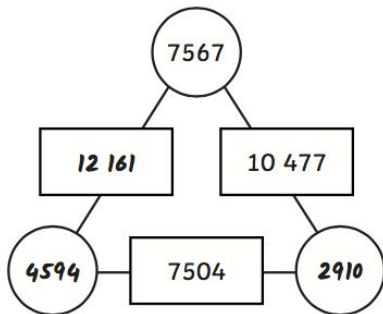
2) Terry is incorrect. Addition is commutative (can be done in any order) but subtraction is not.

$25\ 231 - 9865 \neq 9865 - 25\ 231$, but $25\ 231 + 9865 = 9865 + 25\ 231$.

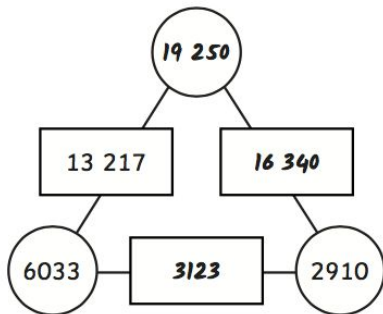
YEAR 5 HOMEWORK - Answers

Friday additional

1) a)

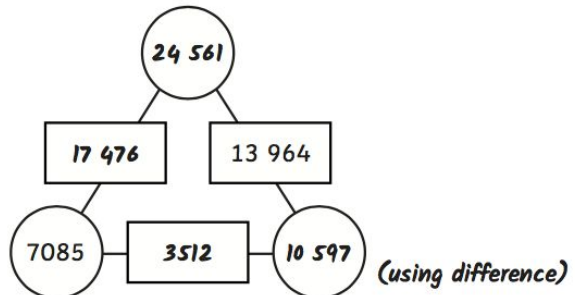
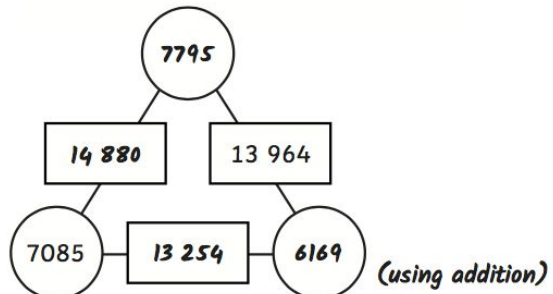


b)



2) *Accept any correct answer.*

Possible answers include:



YEAR 5 HOMEWORK - Answers

Grammar and Punctuation Challenge Cards Answers

Card Number	Answer
1	Often, outside, yesterday (plus pupil's other suggestions)
2	disagree, misbehave, return, mistrust, disallow
3	We were going swimming. If we were not at school, I'd stay in bed. Martha was with her friend's house. I was on holiday in Spain.
4	My favourite book (The Hobbit) is a fantasy story. It was a rainy day (a Monday) when the fire alarm went off! The dog (which was called Sid) never stopped barking!
5	"Ouch!" I shouted, when I fell over. All the children cheered "Hooray!" "Hey give it back!" "Whoops that was close", I said as I carried with the glass vase.
6	Solemn, lamb, sword, gnome, bomb, knife, thumb, whale, knock, write
7	Hannah's mum worked at the hospital. Barry, my sister's rabbit, was grey and white. I'm going to the skatepark to see my friends. Mum hasn't got time to go to the hairdressers.
8	A range of possible fronted adverbials

YEAR 5 HOMEWORK - Answers

Answers

Section 1

Order the following numbers from smallest to largest.

471 741	417 471	471 174	417 741	471 417
417 471	417 741	471 174	471 417	471 741
smallest		largest		

Section 3

Fatima has 36 cakes to share with some friends. She could share the cakes so 36 children have 1 cake each. Explain four other ways she could share the cakes equally without cutting the cakes.

- 2 children have 18 cakes each. 4 children have 9 cakes each.
3 children have 12 cakes each. 6 children have 6 cakes each.

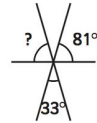
Section 2

Three classes of children raise money for Comic Relief by selling cakes. Each class is given £17.80 to buy ingredients. At the end of the sale, each class counts how much money they have. The classes have £34.82, £29.01, £41.78. After subtracting the amount given to buy ingredients, how much money is raised?

£52.21

Section 7

Calculate the missing angle:



66°

Section 4

Complete the table to convert between mixed fractions and improper fractions.

$\frac{13}{4}$	$3\frac{1}{4}$
$\frac{11}{2}$	$5\frac{1}{2}$
$\frac{19}{3}$	$6\frac{1}{3}$

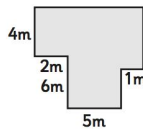
Section 5

Write the equivalent to the fractions and decimal fractions.

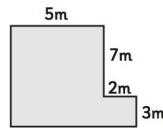
$\frac{3}{4}$	0.75
$\frac{2}{3}$	0.667
$\frac{5}{8}$	0.625

Section 6

Calculate the perimeter of these rectilinear shapes:



36m



34m

Section 8

Estimate how many millilitres in a mug.



250ml - 500ml

YEAR 5 HOMEWORK - Answers



Put these words into groups



forty five

coown

reeducate

icecream

reexplain



cooperate

recover

hot dog

resign


reimagine



Needs a
hyphen



Could be
either



No hyphen

YEAR 5 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Five children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading

- Have a positive attitude towards reading
- Read a broad range of genres and texts
- Learn and recite a wide range of poetry off by heart, showing understanding through the changing of pitch, pace and tone of voice
- Summarise main points of an argument or discussion within their reading & make up their own mind about an issue
- Appreciate that people can be biased in persuasive writing
- Distinguish between statements of fact and opinion
- Appreciate how two people may have a different view on the same event
- Use more than one source of information when carrying out research
- Create set of notes to summarise what has been read
- Provide evidence from the text to support their point of view
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Predict what might happen next in the text
- Discuss and evaluate how authors use language and how it impacts the reader

Speaking and Listening

- Give well-structured explanations
- Consider and evaluate different viewpoints
- Listen to others responsively in discussion and link own ideas clearly to others views, even when these views are different

YEAR 5 END OF YEAR EXPECTATIONS

Writing

- Plan, draft and write for a range of purposes
- Use organisational and presentational features
- Develop character, setting and atmosphere in narrative
- Add phrases to make sentences more precise and detailed
- Use range of sentence openers - judging the impact or effect needed
- Begin to adapt sentence structure to text type
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation
- Ensure correct use of tenses
- Proofread for spelling and punctuation errors
- Use pronouns to avoid repetition
- Use brackets, dashes and commas
- Use commas to clarify meaning
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Legible and fluent handwriting style

YEAR 5 END OF YEAR EXPECTATIONS

Maths

- Count forwards & backward with positive & negative numbers through zero
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
- Count up/down in thousandths
- Read Roman numerals to 1000
- Identify all multiples and factors, including finding all factor pairs
- Use known tables to derive other number facts
- Recall the prime numbers up to 19
- Recognise Place Value of any number up to 1000000
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000
- Round decimals with 2dp to nearest whole number & 1dp
- Add & subtract: Numbers with more than 4-digits using efficient written method Numbers with up to 2dp
- Multiply 4-digits by 1-digit/ 2-digit
- Divide 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 & 1000
- Add and subtract numbers mentally with increasingly large numbers
- Use all four operations to solve word problems
- Recognise mixed numbers & fractions & convert from one to another
- Add and subtract with the same denominator and multiples of the same number
- Read and write decimal numbers up to three decimal places
- Compare and order numbers with 3 decimal places
- Multiply proper fractions by whole numbers
- Recognise percent symbol and link with fraction and decimals of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25
- Convert between different units of metric measure
- Measure and calculate perimeter and areas of simple shapes
- Estimate volume and capacity
- Identify and name 2-D and 3-D shapes.
- Know, draw and compare angles
- Identify, describe and represent the position of a shape following reflection or translation
- Complete, read and interpret information in tables and graphs