

Home Learning Pack  
Year 5 2021  
Pack 1



Happy New Year to you all! I hope you and your loved ones are doing well and I hope you've had a good time over the holidays. I can't believe we don't get to start the new year together but we are thinking of you lots. Please complete the activities and ideas below to keep you going with your learning until we are all back to normal!

Religious  
Education

Inspirational People

An inspirational person is someone whose words or actions challenge us to reflect on our own lives. We may change something we do or the way we behave because of the example such a person gives.

We are all called to be inspirational people. In the Catholic faith at our baptism, we enter into the life of Jesus and receive the grace to follow him. This is like receiving a little light inside us to guide us on the right path: the way of truth and love.

Each day we have to ask Jesus to make that light grow within us, so that we will become people of great courage and generosity. When the disciples wanted to be followers of Jesus, they asked him what they had to. Jesus taught them the greatest commandment:

"Love the Lord your God with all your heart and soul and your neighbours as yourself" (JN 13:34-35)

Then, on another occasion, Jesus explained in more detail what was necessary

"If anyone wants to be a follower of mine, he must deny himself, take up his cross daily and follow me" (LK 9:23)

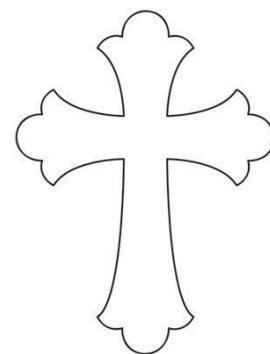
To deny ourselves means thinking of the needs of others before thinking of our own needs. To take up our cross daily is to accept the difficulties that come our way and try not to complain.

These words of Jesus are challenging especially at the time we are in entering another lockdown. They are not for those who are seeking an easy life but for those who want to live life to the full.

It is easy to moan when things are difficult or times are challenging but if we can hear and follow the words of Jesus, we can find peace with the situation, or at least attempt to.  
Reflection activity: find a quiet place in your house. Pause and take time to think about how you want to live your life.

Activities:

- 1) When we accept difficulties, we take up our cross as Jesus did
- 2) Design a large cross on a piece of paper (or on a computer etc)
- 3) On the cross put pictures or words that reflect some of the difficulties people may have to face. This can be specific to the situation right now e.g. School from home for lots of children, not seeing loved ones, can't play with my friends or it can be difficulties in general e.g. lack of water, losing a pet, not having enough food
- 4) Around the cross put words and pictures of love and advice thinking about the words of Jesus and how they can help.



## English



Spellings are at the bottom of the English section

## Reading

There was once a Viking King called Beowulf! (sometimes called Beowolf)

Beowulf was originally a poem written in old English, written hundreds of years ago. It has since been turned into books and movies. The link below is a summary of the story.

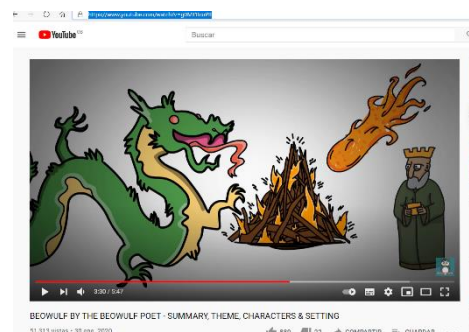
<https://www.youtube.com/watch?v=gOMJIIcuPJI>

[BEOWULF BY THE BEOWULF POET - SUMMARY, THEME, CHARACTERS & SETTING - YouTube](#)

There is also a book about Beowulf where he had many Viking adventures! If you have access to the internet researching Beowulf is very interesting and we would have looked at creating character descriptions based on the ones we meet in this story.

## Beowulf - Part 1

Long ago in mists of time,  
When all the world was young,



There lived a man named Beowulf,  
Hero of songs well sung.

He was a warrior for the Geats,  
Sweden was his home,  
A Viking went he - pillaging,  
Far and wide he roamed.

Brave and strong and loyal,  
Generous was he,  
His might and fame spread far and wide,  
Across the Danish sea.

For there was built a massive hall,  
Magnificent and grand,  
The fame of which soon travelled,  
Up and down the Viking land.

All the Danish people,  
Could feast and have great fun,  
But this was soon about to end,  
With dying light of sun.

A monster name of Grendel,  
Was jealous of the hall,  
So he left his home amidst the swamp,  
To terrorise them all.

By night he stalked about the hall,  
And terror he did spread,  
Anyone who stayed by night,  
By morning could be dead.

Word came at last to Beowulf,  
About the murderous deed,  
He set sail for the Danish land,  
So the people could be freed.

The Warriors waited in the hall,  
For Grendel to appear,  
Beowulf was weaponless,  
And faced him without fear.

When Grendel crept into the hall,

Beowulf grabbed him fast,  
And hung on tight for grim death,  
As they struggled to the last.

Beowulf ripped off Grendil's arm,  
They wrestled locked up tight,  
It came away at shoulder,  
A bloody, grizzly sight.

He rushed out of the massive hall,  
And back to his swamp lair,  
Bled out from his gory wounds,  
Laid down and died out there.

Beowulf was a hero,  
His fame spread far and wide,  
He'd slain the monster Grendel,  
He was filled with manly pride.

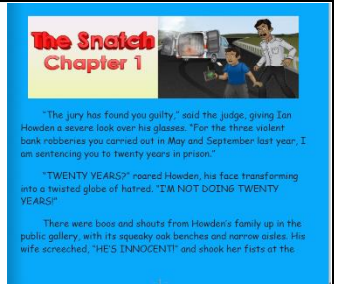
As he hung the arm upon the wall,  
The world would know his fame,  
How he slayed the mighty Grendel,  
Beowulf was his name!!

- 1) Highlight any words that you came across that you are unfamiliar with their meaning. Use a dictionary (book, online or the "look up" option on a phone) to find the meanings. I have highlighted a few to get you started.
- 2) To show you understand the meaning of the words, make a sentence with them in.
- 3) Practise reading this poem outloud, try and follow the rhythm of the rhyme. What rhyming words to you notice?
- 4) What is your impression of Grendel? Why have you made think this?
- 5) What is your impression of Beowulf? Again, what makes you think this?

## Reading

Use your Purple Mash login to access the online books.

Go to Serial Mash, scroll down to Sapphires (age 9-11) and start reading 'The Snatch' Read chapter 1 and 2 and answer all the online questions



## The Vikings - Fact or Opinion?

Many hundreds of years ago people known as Vikings lived in Norway, Sweden and Denmark. They were farmers, but their land was not very good for farming. They could not always grow enough food to feed themselves. So the Vikings had to find new countries to settle in.

The Vikings loved adventure. They set sail in their longships to find new lands. As well as travelling to Britain, they reached North America, Russia, Iceland and Greenland.

For over 300 years the Vikings attacked and raided other countries. They were often very cruel to their enemies and many people lived in fear for their lives. They once attacked and destroyed the monastery at Lindisfarne, in the north of England. They even besieged Paris in AD 885.

The Vikings were fierce warriors. They fought with swords, battle axes and spears. Some axes were so heavy that they had to be lifted with two hands. They also used large, round shields.

Read the sentences below and write "fact" or "opinion" next to each one.

1. The Vikings came from Norway, Sweden and Denmark.

2. The Vikings were not very good at farming. \_\_\_\_\_

3. They could not grow enough food to feed themselves.

4. The Vikings enjoyed being farmers. \_\_\_\_\_

5. Viking boats were called longships. \_\_\_\_\_

6. The Vikings travelled as far as North America.

7. They loved attacking and raiding other countries.

8. They were often very cruel to their enemies.

9. Everyone hated the Vikings. \_\_\_\_\_

10. Lindisfarne is in the north of England. \_\_\_\_\_

11. Square shields would have been better than round ones.

12. They fought with swords, battle axes and spears.

13. Some axes were so heavy that they had to be lifted with two hands. \_\_\_\_\_

Can you practise making statements that are either fact or opinion. You could get your family involved ask them to say three sentences and you have to guess which one is the opinion or vice versa.

### Grammar: Conjunctions

A conjunction is a linking word such as and, or, but. They are used to connect words or sentences. The words: **before, after, as, when, while until, since** are also conjunctions. They tell us when something happens, so they are called conjunctions of time. you will have come across some of the easier time conjunctions when you were younger e.g. **First, second, then, later and next.**

Practise writing sentences with each time conjunction. Can you play around with the position of the conjunction?

I can't go outside **until** I've finished my work.

**Until** I've finished my homework, I can't go outside.

Top tip, if the conjunction is at the front you may need to punctuate with a comma.



Conjunction can also signal **cause and effect** we call them **Causal Conjunctions**.

Even though, since, consequently, because, therefor, as a result, now that, hence are all causal conjunctions.

Here are some examples of them in action

**Causal conjunctions are used to explain how things work or why things happen.**

I got soaking wet in the rain **because** I didn't have my umbrella with me.



I didn't have breakfast today, **so** I am really hungry now!



I am about to walk the dog **hence** my casual clothes and wellingtons.



Create sentences using different causal conjunctions.

Again, causal conjunctions can go at the beginning as well as in the middle.

Try moving these causal conjunctions making sure the sentence still maintains its meaning

- a) Sam didn't come to practice tonight **even though** he said he was going to.
- b) We can get the party started **now that** all our guests are here.
- c) I didn't cook pasta for tea **because** I know you don't like it.

### Writing Explanation Texts

Checklist: here are some of the main features of writing an explanation text.

Title

Opening paragraph which introduces the process

Chronological order (time order) using **time conjunctions**

Sub-headings/ Stages of the process clearly broken down

Present tense (unless it is a historical explanation)

Technical vocabulary specific to the topic

Diagrams and illustrations with labels

### **Causal Conjunctions**

which explain how one event leads to the next by showing the cause and effect.

Final paragraph (conclusion) links back to the opening paragraph.



Use the checklist

above to create an explanation text.

In class we will be planning and writing an explanation text about how volcanoes erupt. You can do the same or create an explanation text on a topic of your choice. We will be researching how volcanoes work if you have access to the internet you could do this too or you could use the information below to get you started.



Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

## SPELLINGS

Last term we were looking at words that had the suffix - able we challenged ourselves to come up with as many -able words as we could think of and then hung them on the washing line.

Practise these spellings and use Look Cover Write to help you. Challenge yourself to find as many -able words as you can

Comfortable	Noticeable	Considerable
Reliable	Suitable	Bearable
Climbable	Adaptable	Reasonable
Knowledgeable	Enjoyable	Understandable



Practise your times tables you should know up to your 12x tables by the end of year 4.

# PRACTISE YOUR TIMES TABLES I AM LOOKING AFTER YOUR TIMES TABLES ROCKETS

**Multiplication Chart: Basic Chart**

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

If you type in "five minute frenzy" to google it will come up with a replication of our times tables grids.

# MULTIPLICATION

<b>1x</b>	$1 \times 0 = 0$
	$1 \times 1 = 1$
	$1 \times 2 = 2$
	$1 \times 3 = 3$
	$1 \times 4 = 4$
	$1 \times 5 = 5$
	$1 \times 6 = 6$
	$1 \times 7 = 7$
	$1 \times 8 = 8$
	$1 \times 9 = 9$
	$1 \times 10 = 10$
	$1 \times 11 = 11$
	$1 \times 12 = 12$

<b>2x</b>	$2 \times 0 = 0$
	$2 \times 1 = 2$
	$2 \times 2 = 4$
	$2 \times 3 = 6$
	$2 \times 4 = 8$
	$2 \times 5 = 10$
	$2 \times 6 = 12$
	$2 \times 7 = 14$
	$2 \times 8 = 16$
	$2 \times 9 = 18$
	$2 \times 10 = 20$
	$2 \times 11 = 22$
	$2 \times 12 = 24$

<b>3x</b>	$3 \times 0 = 0$
	$3 \times 1 = 3$
	$3 \times 2 = 6$
	$3 \times 3 = 9$
	$3 \times 4 = 12$
	$3 \times 5 = 15$
	$3 \times 6 = 18$
	$3 \times 7 = 21$
	$3 \times 8 = 24$
	$3 \times 9 = 27$
	$3 \times 10 = 30$
	$3 \times 11 = 33$
	$3 \times 12 = 36$

<b>4x</b>	$4 \times 0 = 0$
	$4 \times 1 = 4$
	$4 \times 2 = 8$
	$4 \times 3 = 12$
	$4 \times 4 = 16$
	$4 \times 5 = 20$
	$4 \times 6 = 24$
	$4 \times 7 = 28$
	$4 \times 8 = 32$
	$4 \times 9 = 36$
	$4 \times 10 = 40$
	$4 \times 11 = 44$
	$4 \times 12 = 48$

<b>5x</b>	$5 \times 0 = 0$
	$5 \times 1 = 5$
	$5 \times 2 = 10$
	$5 \times 3 = 15$
	$5 \times 4 = 20$
	$5 \times 5 = 25$
	$5 \times 6 = 30$
	$5 \times 7 = 35$
	$5 \times 8 = 40$
	$5 \times 9 = 45$
	$5 \times 10 = 50$
	$5 \times 11 = 55$
	$5 \times 12 = 60$

<b>6x</b>	$6 \times 0 = 0$
	$6 \times 1 = 6$
	$6 \times 2 = 12$
	$6 \times 3 = 18$
	$6 \times 4 = 24$
	$6 \times 5 = 30$
	$6 \times 6 = 36$
	$6 \times 7 = 42$
	$6 \times 8 = 48$
	$6 \times 9 = 54$
	$6 \times 10 = 60$
	$6 \times 11 = 66$
	$6 \times 12 = 72$

<b>7x</b>	$7 \times 0 = 0$
	$7 \times 1 = 7$
	$7 \times 2 = 14$
	$7 \times 3 = 21$
	$7 \times 4 = 28$
	$7 \times 5 = 35$
	$7 \times 6 = 42$
	$7 \times 7 = 49$
	$7 \times 8 = 56$
	$7 \times 9 = 63$
	$7 \times 10 = 70$
	$7 \times 11 = 77$
	$7 \times 12 = 84$

<b>8x</b>	$8 \times 0 = 0$
	$8 \times 1 = 8$
	$8 \times 2 = 16$
	$8 \times 3 = 24$
	$8 \times 4 = 32$
	$8 \times 5 = 40$
	$8 \times 6 = 48$
	$8 \times 7 = 56$
	$8 \times 8 = 64$
	$8 \times 9 = 72$
	$8 \times 10 = 80$
	$8 \times 11 = 88$
	$8 \times 12 = 96$

<b>9x</b>	$9 \times 0 = 0$
	$9 \times 1 = 9$
	$9 \times 2 = 18$
	$9 \times 3 = 27$
	$9 \times 4 = 36$
	$9 \times 5 = 45$
	$9 \times 6 = 54$
	$9 \times 7 = 63$
	$9 \times 8 = 72$
	$9 \times 9 = 81$
	$9 \times 10 = 90$
	$9 \times 11 = 99$
	$9 \times 12 = 108$

<b>10x</b>	$10 \times 0 = 0$
	$10 \times 1 = 10$
	$10 \times 2 = 20$
	$10 \times 3 = 30$
	$10 \times 4 = 40$
	$10 \times 5 = 50$
	$10 \times 6 = 60$
	$10 \times 7 = 70$
	$10 \times 8 = 80$
	$10 \times 9 = 90$
	$10 \times 10 = 100$
	$10 \times 11 = 110$
	$10 \times 12 = 120$

<b>11x</b>	$11 \times 0 = 0$
	$11 \times 1 = 11$
	$11 \times 2 = 22$
	$11 \times 3 = 33$
	$11 \times 4 = 44$
	$11 \times 5 = 55$
	$11 \times 6 = 66$
	$11 \times 7 = 77$
	$11 \times 8 = 88$
	$11 \times 9 = 99$
	$11 \times 10 = 110$
	$11 \times 11 = 121$
	$11 \times 12 = 132$

<b>12x</b>	$12 \times 0 = 0$
	$12 \times 1 = 12$
	$12 \times 2 = 24$
	$12 \times 3 = 36$
	$12 \times 4 = 48$
	$12 \times 5 = 60$
	$12 \times 6 = 72$
	$12 \times 7 = 84$
	$12 \times 8 = 96$
	$12 \times 9 = 108$
	$12 \times 10 = 120$
	$12 \times 11 = 132$
	$12 \times 12 = 144$

## Addition and subtraction

Year 5s need to be able to add and subtract 5-digit numbers. This also should involve exchanging ( when subtracting and carrying when adding )

If you have a pack of cards or a computer you could generate random 5 digit numbers to add or subtract together. Check your answers with a calculator.

$$\begin{array}{r} 48\cancel{6}5 \\ - 3956 \\ \hline 9 \end{array}$$


Have you remembered to exchange and carry?

Try 4 or 3 digits to get you started

e.g.  $2347 - 1789 =$

Challenge yourself to include exchanging where the value of a digit on top is larger than the one below

$$\begin{array}{r} 2347 \\ - 1789 \\ \hline \end{array}$$


$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 182 \\ - 37 \\ \hline 145 \end{array}$$

## X by 10, 100 and 1000

You can choose to answer the following questions or create your own in the style that we have been studying in lesson.

Sample questions:

$$40 \times 10 =$$

$$35 \times 100 =$$

$$2.3 \times 10 =$$

$$? \times 100 = 2300$$

$$? \times 100 = 240$$

$$20 \times 100 = 200 \times ?$$

Remember when we times by 10 we move the digits 1 decimal place and when we multiply by 100 we move the digits 2 decimals places.

Top tip: the decimal place never moves.

Try multiplying decimals by 10, 100 or 1000 , the same rules apply

You can choose to answer the following questions or create your own in the style that we have been studying in lesson.

### Sample questions:

$$4.5 \times 100 = 45 \times ?$$

$$6.6 \times 100 = 66 \times ?$$

$$? \times 10 = 3 \times 100$$

$$3.45 \times 100 = 34.5 \times ?$$

$$0.05 \times 1000 = 5 \times ?$$

Remember when we times by 10 we move the digits 1 decimal place and when we multiply by 100 we move the digits 2 decimals places. When we multiply by 1000 we move the digits 3 decimal places

Top tip: the decimal place never moves

### Square and Prime Numbers

A prime number is a number that only has one factor pair. It can only be made by multiplying the number 1 and itself together e.g.  $7 \times 1 = 7$  there are no other ways of making 7. It has only one pair of factors. Remember the factor spiders to help you.

A square number is the result of multiplying 2 of the same numbers together e.g.

$$3 \times 3 = 9 \text{ so } 9 \text{ is a square number}$$

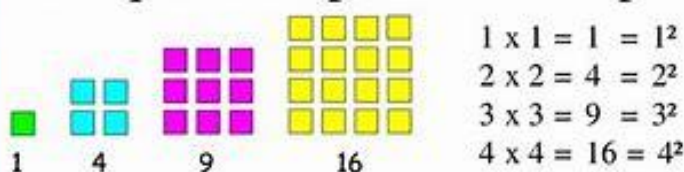
$$4 \times 4 = 16 \text{ so } 16 \text{ is a square number}$$

Can you identify all the prime numbers up to 50? Can you identify all the square numbers up to 100?

Perhaps you could create a poster or a way of remembering how to find prime or square numbers.

## Square Numbers

Numbers which can be arranged in a square shape - for example:



Write the first six square numbers in ascending order:

Answer: 1, 4, 9, 16, 25, 36.

## Square Numbers

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

**64 is a square number**

$$8 \times 8 =$$

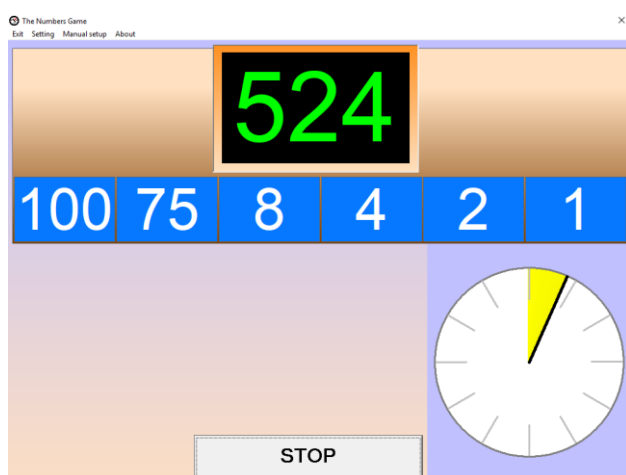
**64**





×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## COUNTDOWN GAME



The aim is to make the number in the black box using the 6 cards. Try and get as close as you can to the target number. You can only use each number once but you can use the 4 operations (+, -,  $\times$ ,  $\div$ ) as many times as you want. Show all your workings out neatly below and highlight your evidence.

This game can be found on the NRICH website. Or you could play it with smaller numbers using a pack of cards.

## Roman Numerals

Key : I = 1      V = 5      X = 10      L = 50      C = 100      D = 500      M = 1000

The Ancient Romans used a different method of showing number. They are common in modern life: you might use them more than you think! They were used in coins, art and other artefacts. Today, Roman Numerals are still used for chapter headings, on some clocks, lists and for film sequels such as the *Star Wars* films.

We now mostly use what are called Arabic numbers (0,1,2,3,4,5,6,7,8 and 9). However, exploring different types of numbers can be fascinating and great for improving your understanding of number and pattern.

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

The Romans only used these 7 letters for number...that's it! Any number you can think of can be made using these 7 letters (in capitals or lower case). Here's how it works:

The Romans used basic addition and subtraction to make number. They followed these simple rules:

- 1) If a letter repeats, it's repeating that value e.g. XXX = 30 or CCC = 300
- 2) A letter can only be repeated three times! Any more and it's incorrect.

The next steps and different combinations need some practice. Let's have a go on the next slide...

Remember if the value of the numeral before is lower then we take it away from the numeral after it.

e.g. IV = 4 because it shows 1 and 5 the 1 is smaller so we take it away from the V which is 5

IV = 4

IX = 9

XIV = 14

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

Write the number...

III = 3

XX =

CC <sup>200</sup> =

MC <sup>300</sup> = 1100

LXV = 65

When a numeral is written after a larger numeral: it is added.

IV = 4

XCIX =

XC = 99

CD <sup>90</sup> = 400

XXXI = 39

When a numeral is written before a larger numeral: it is subtracted.

## What are Roman numerals?

Roman numerals are the numbers that were used in ancient Rome, which employed combinations of letters from the Latin alphabet (I, V, X, L, C, D and M).

Numbers are represented by combinations of the following symbols:

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

Numbers are represented by putting the symbols into various combinations in different orders. The symbols are then added together, for example, I + I + I, written as III, is 3. To write 11 we add X (10) and I (1) and write it as XI. For 22 we add X and X and I and I, so XXII.

Roman numerals are usually written in order, from largest to smallest and from left to right, but more than three identical symbols never appear in a row. Instead, a system of subtraction is used: when a smaller number appears in front of a larger one, that needs to be subtracted, so IV is 4 (5 - 1) and IX is 9 (10 - 1).

The subtraction system is used in six cases:

- I is placed before V and X: IV (4) and IX (9).
- X is placed before L (50) and C (100): XL (40) and XC (90).
- C is placed before D (500) and M (1000): CD (400) and CM (900).

Modern numbers	Roman numerals	Modern numbers	Roman numerals
1	I	11	XI
2	II	12	XII and so on...
3	III	20	XX
4	IV	21	XXI and so on...
5	V	30	XXX
6	VI	31	XXXI and so on...
7	VII	40	XL
8	VIII	50	L
9	IX	60	LX
10	X	100	C

Task = all Year 5 students need to be able to :  
Read Roman numerals to 1,000 (M) and recognise years written in Roman numeral

Challenge =

Can you complete a table of significant dates using Roman Numerals? E.g. the Battle of Hastings in 1066 = MLXVI  
Great fire of London 1666  
End of World War I 1918

End of World War 2 1945  
 Vikings First Invaded Britain 793AD  
 Spanish Armada defeated 1588  
 Battle of Waterloo 1815  
 Queen Elizabeth II Coronation 1953  
 First use of modern paper 105AD  
 Fall of the Roman Empire 476AD

### Roman Numerals

Can you add or subtract numbers and show the sum in Roman Numerals?

e.g.  $x + v = ?$   $x + v = xv$  which means  $10 + 5 = 15$

$MLX + XXX =$

$MMLVI - CCCV =$

### Adding and comparing fractions with the same denominator

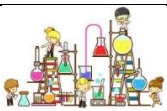
We have been looking at adding fractions with the same denominator. Can you explore adding fractions with the same denominator?

Use the less than greater than sign to compare fractions

e.g.  $12/15 < 14/15$

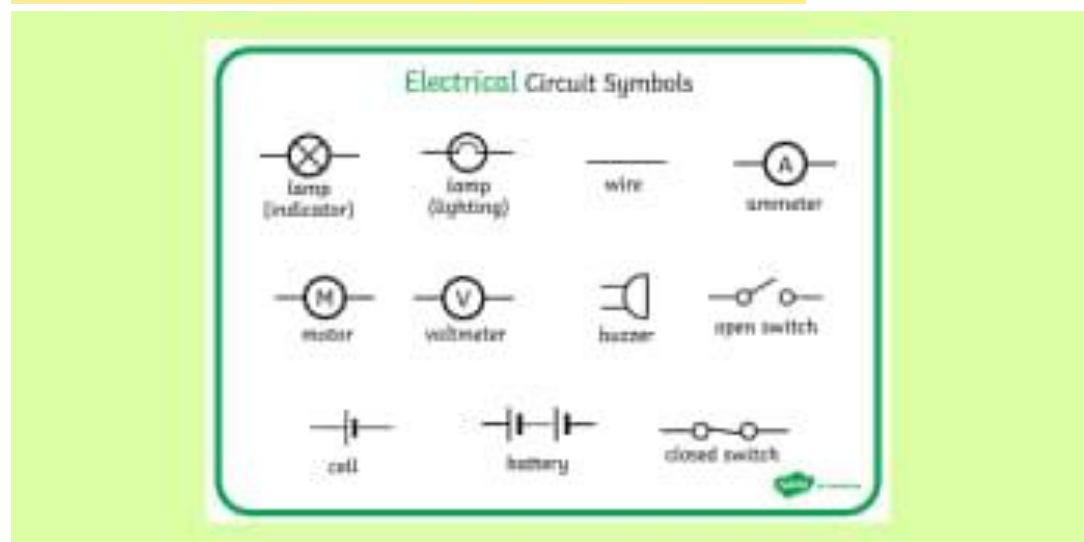
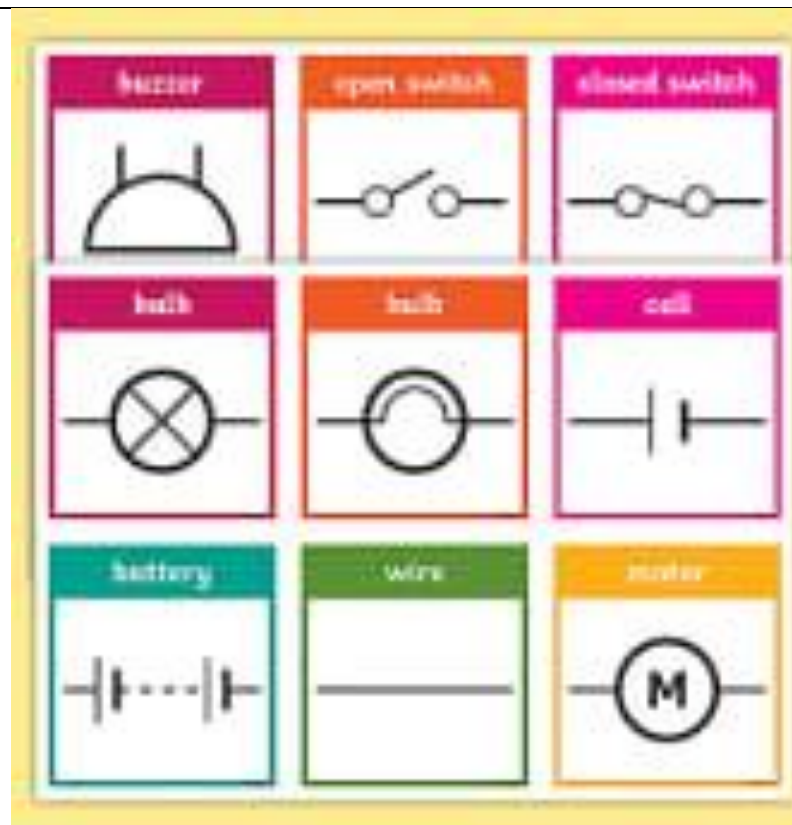
Add or subtract fractions with the same denominator e.g.

$34/60 + 12/60 = 46/60$



Science

Find as many different things in your house that use electricity. You could do it room by room. It is important to keep safe when using electricity so you could create an electrical safety poster. You could try and draw your own circuit using the symbols. Remember to use a ruler. Research Thomas Edison and find out about his inventions. If anyone can use a potato to make a light bulb light up, I will be very impressed.



Foundation  
Subjects

Can you create a picture or painting based on the characters from Beowulf? If you are unable to access anymore information about them use the poem from the English section and the pictures below to help you.



History/Geography/  
Art/ PSHE /music  
etc



Listen to a piece of music and create a mood board to show what emotions you feel when you listen to the piece.

I would like you to create an emotion mood board about a song of your choice.

Think- how does the music make you feel? What colour represents that mood?

It can be your favourite song (or piece of music) or you can choose one you know well or even one that you don't like!

You can use scrap materials, magazines and food packets are good for this. Or you can use different art materials such as felt tip pens, crayons or paints.

Remember you are showing how the music makes you feel and expressing that emotion through art.