

Homework (14th February 2019, due Wednesday, 27th February 2019)

Well done for all your hard work this half-term. You have deserved a restful break.

Reading: Please keep up reading **daily** and **record** what you have read in your diary.

Spellings: This week, we need to focus our eyes onto tricky spellings with /ou/. Please write the following words neatly. Then, write an interesting, complex sentence with each.

e.g.: *thought* – *As he carefully approached the crumbling, deserted building, a thought shot through her mind like a thunderbolt. "Does this not look frostily familiar to ...?" Her thought froze instantly.*

If you wish to, you can expand your sentences to make a whole text or story.

dough	plough	thorough	cough	bought
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drought	tough	although	rough	thought
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though	brought	enough	doubt	
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Maths:

1. Continue securing our Multiplication and Division skills - Solve using a formal method:

Hot: $1284 \times 5 =$ _____

Hotter: $8956 \times 16 =$ _____

Hottest: $8537 \times 36 =$ _____

$2563 \times 13 =$ _____

$5083 \times 47 =$ _____

$8795 \times 74 =$ _____

$454 \div 3 =$ _____

$8732 \div 7 =$ _____

$5645 \div 8 =$ _____

$4123 \div 4 =$ _____

$8607 \div 9 =$ _____

$40689 \div 9 =$ _____

2. Fractions:

a. Please add the two fractions and show your workings using a bar-model.

Hot: $\frac{1}{4} + \frac{3}{8} =$

Hotter: $\frac{5}{9} + \frac{5}{3} =$

Hottest: Use the numbers 3-9 to make 2 fractions (each only once). Then add them together.

b. Add the two mixed numbers. Can you simplify?:

Hot: $6\frac{1}{5} + 3\frac{3}{10}$

Hotter: $3\frac{3}{5} + 6\frac{11}{15}$

Hottest: $19\frac{3}{5} + 6\frac{13}{15} + \frac{17}{45}$

c. Subtract the two fractions, simplify and convert where needed.

Hot: $3\frac{3}{5} + 6\frac{11}{15}$

Hotter: $4\frac{3}{18} - 2\frac{4}{6}$

Hottest: $7\frac{1}{3} - 6\frac{13}{15}$

3. Further Fraction-tasks will be set on Mathletics.

Have a wonderful, relaxing and rejuvenating half-term,

The Year 5 team

English:

- Practise 20 of the Year 3/4 and 5/6 spellings in your own sentences.

Statutory word list for Years 3 and 4

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought (Phase 5)
different (Phase 5)	minute	through (Phase 5) (h)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

Statutory word list for Years 5 and 6

accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	

- Create a cartoon about one of your days during the half-term break.



- Answer the following questions for your Reading Record that we hold in school.

What book are you reading (author & title).	
What other books of the same author do you know?	
What other possible title could you think of?	
Who and why would you recommend the book to?	
Which part of the book did you like the most? Why?	
Which part of the book did you dislike the most? Why?	
Which character are you most similar to? How do you know?	
If you could change something in the story, what would this be and why?	
If you could write a continuation to the story, what would you include and why?	
Pick one character and write them a note with thoughts about the character's personality and actions in the story.	