



Year 5

Remote

Learning

ANSWER PACK

1st – 5th February
2021

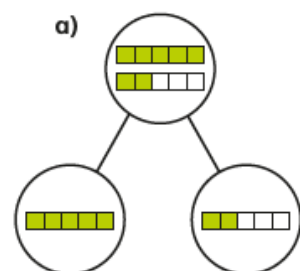


Maths Answers: Lesson 1



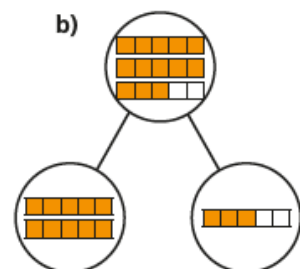
Fractions greater than 1

1 Complete the sentences.



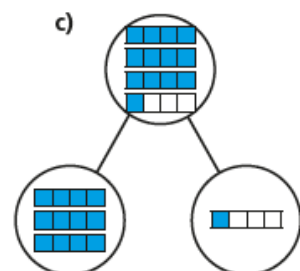
There are 7 fifths altogether.

7 fifths = whole + fifths



There are fifths altogether.

fifths = wholes +
 fifths

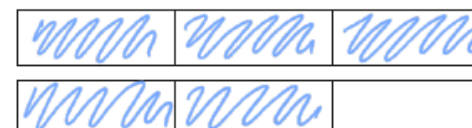


There are quarters altogether.

quarters = wholes +
 quarter

2 Shade the bar models to represent the fractions.

a) $\frac{5}{3}$



$\frac{5}{3} =$ whole + thirds = $1\frac{2}{3}$

b) $\frac{8}{3}$



$\frac{8}{3} =$ wholes + thirds = $2\frac{2}{3}$

c) $\frac{8}{5}$



$\frac{8}{5} =$ whole + fifths = $1\frac{3}{5}$





3 Complete the statements.

- a) $\frac{12}{2} = \boxed{6}$ wholes e) $\frac{15}{3} = \boxed{5}$ wholes
- b) $\frac{12}{4} = \boxed{3}$ wholes f) $\frac{15}{5} = \boxed{3}$ wholes
- c) $\frac{12}{6} = \boxed{2}$ wholes g) $\frac{15}{4} = \boxed{3}$ wholes + $\boxed{3}$ quarters
- d) $\frac{12}{3} = \boxed{4}$ wholes h) $\frac{15}{2} = \boxed{7}$ wholes + $\boxed{1}$ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill $\boxed{6}$ boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs $\boxed{2}$ muffins to fill another box.

Explain how you know.

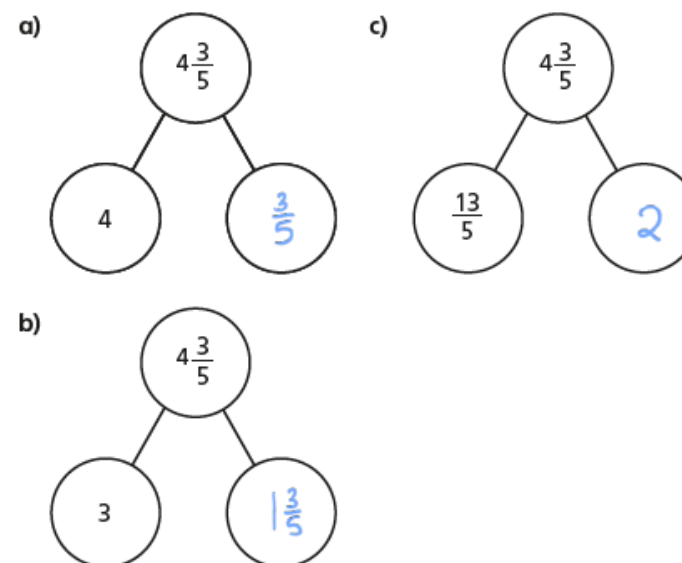
She will fill 6 boxes with 2 left over in another
2 are needed to fill the seventh box.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

- a) 2 wholes and 3 quarters $\boxed{>}$ 5 quarters
- b) 2 wholes and 3 quarters $\boxed{<}$ 15 quarters
- c) 2 wholes and 3 sixths $\boxed{=}$ 15 sixths
- d) 2 wholes and 3 eighths $\boxed{>}$ 15 eighths
- e) $\frac{15}{3} \boxed{>} \frac{15}{5}$
- f) $\frac{15}{3} \boxed{=} \frac{20}{4}$

6 Complete the part-whole models.



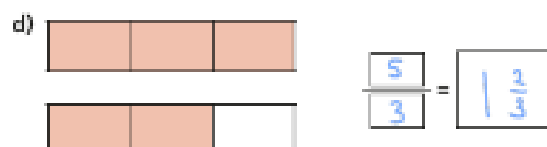
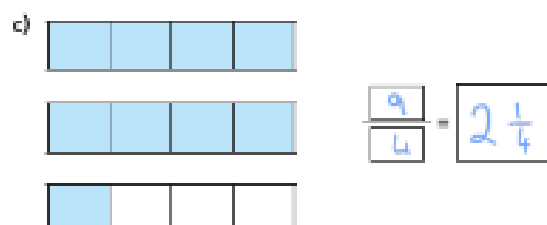
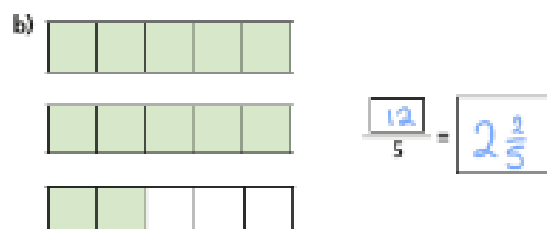
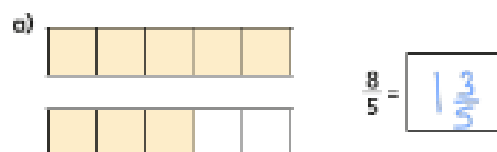


Maths Answers: Lesson 2

Improper to mixed numbers



1 Convert the improper fractions to mixed numbers.



2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.





3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = 5$

e) $\frac{12}{5} = 2\frac{2}{5}$

b) $\frac{10}{3} = 3\frac{1}{3}$

f) $\frac{13}{6} = 2\frac{1}{6}$

c) $\frac{10}{4} = 2\frac{1}{2}$

g) $\frac{13}{7} = 1\frac{6}{7}$

d) $\frac{10}{5} = 2$

h) $\frac{31}{8} = 3\frac{7}{8}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

$3\frac{1}{2}$

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{8} = \text{●} \frac{2}{8}$

● = 5

7 Find two possible values for ★ and ▲

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

★ = 14

▲ = 2

★ = 7

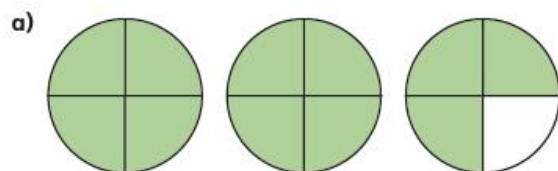
▲ = 4



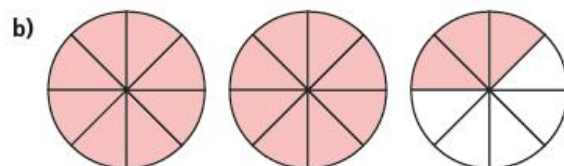
Maths Answers: Lesson 3

Mixed numbers to improper fractions

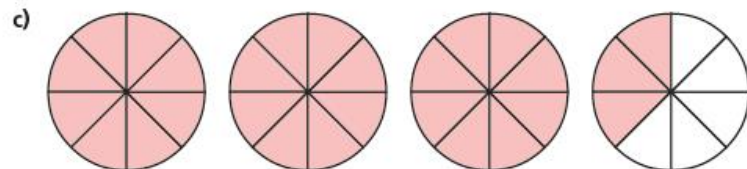
1 Convert the mixed numbers to improper fractions.



$$2\frac{3}{4} = \frac{11}{4}$$



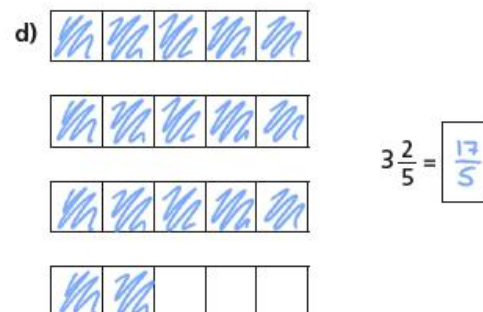
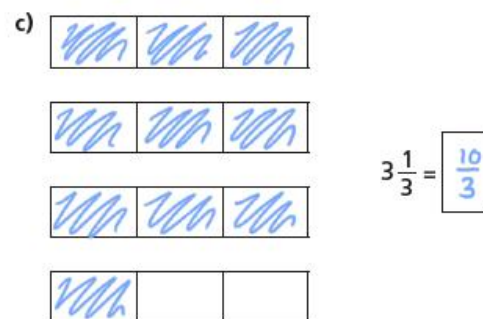
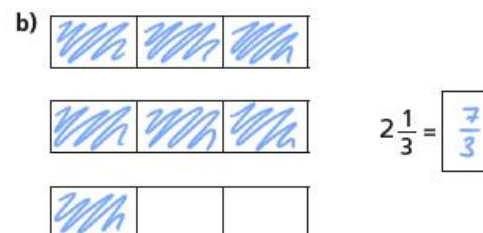
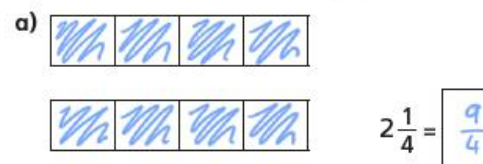
$$2\frac{3}{8} = \frac{19}{8}$$



$$3\frac{1}{8} = \frac{25}{8}$$

2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.





- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7} = \frac{15}{7}$

$2\frac{2}{7} = \frac{16}{7}$

$2\frac{3}{7} = \frac{17}{7}$

$2\frac{4}{7} = \frac{18}{7}$

c) $5\frac{1}{2} = \frac{11}{2}$

$5\frac{1}{4} = \frac{21}{4}$

$5\frac{1}{8} = \frac{41}{8}$

$5\frac{1}{16} = \frac{81}{16}$

b) $3\frac{1}{5} = \frac{16}{5}$

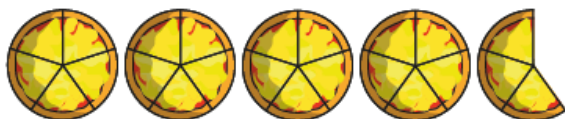
$4\frac{1}{5} = \frac{21}{5}$

$5\frac{1}{5} = \frac{26}{5}$

$6\frac{1}{5} = \frac{31}{5}$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

23

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? No

Explain your answer.

She has converted 4 wholes to $\frac{28}{7}$ but
forgotten to add the extra seventh.

6

$\text{circle} = \frac{3}{5} = \text{triangle}$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

circle	triangle
1	8
2	13
4	23
8	43
16	83
17	88
160	803





Maths Answers: Lesson 4

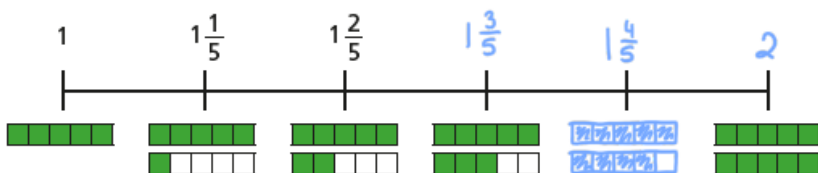
Number sequences

Rose
Maths

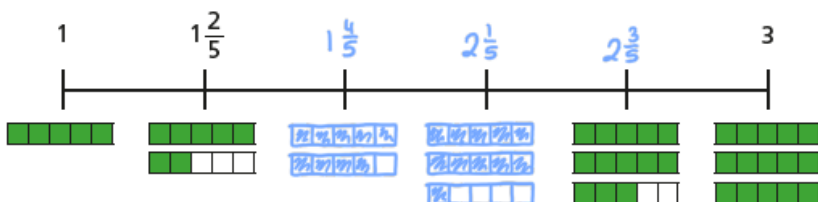


1 Complete the number lines.

a)

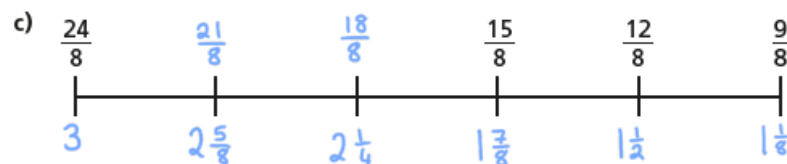
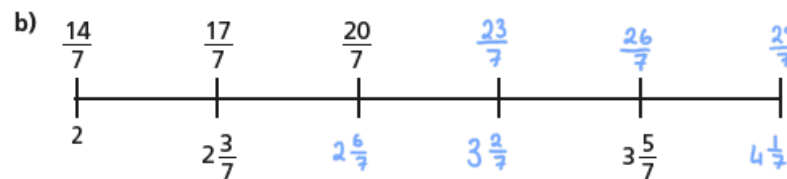
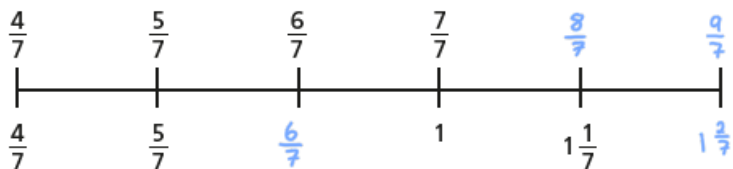


b)



2 Complete the number lines.

a)



3 Continue the sequences.

a) $2\frac{7}{8}$, $3\frac{1}{8}$, $3\frac{3}{8}$, $3\frac{5}{8}$, $3\frac{7}{8}$, $4\frac{1}{8}$

b) $5\frac{6}{7}$, $5\frac{3}{7}$, 5, $4\frac{4}{7}$, $4\frac{1}{7}$, $3\frac{5}{7}$

c) $5\frac{6}{11}$, $5\frac{3}{11}$, 5, $4\frac{8}{11}$, $4\frac{5}{11}$, $4\frac{2}{11}$

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.





4 Match each sequence to its rule.

$2\frac{2}{3}, 3\frac{1}{3}, 4, 4\frac{2}{3}$	add three quarters
$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$	subtract two thirds
$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$	add two thirds
$4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{4}, 2\frac{3}{4}$	subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

3, , , , , , , , 4

a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? No

Explain your answer.

If they were sevenths there would only be 6 blank cards because $3\frac{3}{7} = 4$

b) Complete the sequence.

3, $3\frac{1}{8}$, $3\frac{3}{8}$, $3\frac{5}{8}$, $3\frac{7}{8}$, $3\frac{9}{8}$, $3\frac{11}{8}$, $3\frac{13}{8}$, 4

c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? Yes

Explain how you know.

$\frac{4}{8}$ is equivalent to $\frac{1}{2}$ so $3\frac{4}{8}$ is equivalent to $3\frac{1}{2}$.

d) Which other fractions in the sequence can you find equivalent fractions for?

6



I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.

Add one third. (Accept subtract one third)



Maths Answers Lesson 5: Arithmetic Test

question	answer	marks
1	73	1
2	709	1
3	184	1
4	$\frac{4}{10}$ or $\frac{2}{5}$	1
5	$\frac{2}{12}$ or $\frac{1}{6}$	1
6	9303	1
7	6509	1
8	48	1
9	48	1
10	4125	1
11	5.66	1
12	0.79	1
13	27	1
14	18 901	1
15	30 900	1
16	308 278	1
17	27	1
18	2000	1
19	110	1
20	4.56	1
21	$1\frac{1}{6}$	1

question	answer	marks
22	$\frac{3}{8}$	1
23	$2\frac{2}{3}$	1
24	4.47	1
25	6016	2
26	237 281	2
27	157	2
28	662	2
		Total 32



English Answers: Lesson 1.

1. Wilfred (Edward Salter) Owen
2. Bad
3. Multiple – lots of negative descriptions, deaths described, negative adjectives etc. **Do not accept generic responses – e.g. war is bad, people can die**
4. Soldiers, specific bombs, jolts, gas attacks, flares etc.
5. They are so tired they may as well be asleep
6. It is too late for him to help once he's been poisoned
7. Sense of panic / a sense as if you were there / fear
8. He wanted it to sound unpleasant so readers would know how horrible war is / to emphasise the point about DEDEPPM being a lie. **also accept** - wanted the reader to be able to picture it clearly.
9. Swearing & mud – generally unpleasant and unhappy

Deepen the moment

Multiple - Emphasise this point / leave this in the reader's mind / like a conclusion / has to say this once all the death/misery has been told.

English Answers: Lesson 2.

1. The Red Sox (based in Boston) are an American league baseball team.
2. The Shard is a tall building in the city of London (although I've never seen it).
3. The outhouses (stable, chicken coop etc.) were in a state of disrepair.
4. Mrs Jones (my favourite teacher) shouted at Lisa (a bully in Year 6).
5. My dad comes from Delhi (India) and my mum comes from Leeds (England).
6. In July (when we were off for the summer holidays), I went to Blackpool with my auntie (her name is Jenny).

Deepen the moment

Sentences will vary.



English Answers: Lesson 3

Formal or Informal?

Formal and informal language should be used for different purposes. Can you decide which sort of language you should use in the following situations; formal or informal?

informal
talking to friends

formal
talking to the headteacher

formal
writing a job application

informal
sending a text to a friend

informal
writing a letter to gran

formal
writing a letter to The Queen

Dear/Hello Sir or Madam,

I am writing to let you know/inform you that a pizza I was unlucky enough/had the misfortune to order at your restaurant was despicable/rubbish.

The cheese was flavourless/gross, the tomatoes gone off/rotten, and the base chewy as rubber/impossibly tough.

Never will I eat at your establishment/joint again. Not only was the food pants/terrible, but the waiting staff were snooty/aloof, and I had to wait two hours for my grub/dinner!

I demand/want a refund, to be paid now/immediately.

Yours faithfully/Cheers,

Name: _____

Write each of these sentences in a more formal style – answers may vary:

1. I hope that I will see you soon.
2. The television was inadequate; it did not even turn on.
3. That was very amusing; I laughed out loud.
4. You will not believe what occurred yesterday.

Write each of these sentences in a more informal style – answers may vary:

1. I'm writing to moan about the rubbish service I got in your shop yesterday.
2. It's really important that kids walk on the left-hand side of the corridor.
3. I'm sure your journey is gonna be brilliant!
4. You're not allowed to go in the staff room.

Deepen the moment

The first email is formal and the second is informal.



English Answers: Lesson 4

Identifying Main Clauses and Subordinate Clauses

Tick one box in each row to show whether the underlined clause is the main clause or the subordinate clause.

Sentence	Main Clause	Subordinate Clause	Sentence	Main Clause	Subordinate Clause
I walked to school <u>because my mum's car had broken down.</u>	✓		The moon, <u>which was full and bright,</u> shone onto the lake.		✓
Ali put his head in his hands <u>as he struggled with his homework.</u>	✓		<u>Although it was cold,</u> the children played happily in the park.		✓
He played his dad at chess <u>although he knew that he would not win.</u>		✓	<u>The boy sneezes</u> whenever his mum buys flowers from the florist.	✓	
I get headaches <u>whenever I eat cheese.</u>		✓	<u>Although I wasn't hungry,</u> I ate my dinner.		✓
<u>Although the door was heavy,</u> the lady opened it quickly.	✓		Ali, <u>who has brown hair,</u> wants to be an author when he grows up.		✓
Ayesha ate her toast <u>while she read the newspaper.</u>	✓		<u>While the teachers were eating their lunch,</u> the children climbed a large tree.	✓	
<u>When the phone rang,</u> Katie switched off her laptop and got up to answer it.		✓	The waitress, <u>with her hair tied in a pretty bow,</u> greeted the customers with a smile.		✓
<u>When the sun set,</u> the birds stopped singing.		✓	<u>The plumber,</u> who they had telephoned, <u>arrived.</u>	✓	



English Answers: Lesson 4 continued

Identifying Relative Clauses	
Tick one box to show which part of the sentence is a relative clause.	
My dog can walk on two legs which makes me laugh. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	Sometimes I do crosswords with my grandma when she asks me to help. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>
That's the girl who can climb the tallest tree in the park. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	I like the spicy pizza that my dad makes every Saturday. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>

Identifying Relative Clauses	
Tick one box to show which part of the sentence is a relative clause.	
My Uncle Stuart measures 1m 90cm which is very tall indeed. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	The class stared at the polar bear which was swimming in circles around the icy pool. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>
That woman is my aunt who is a famous children's author. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	Amir rides his bike to school which takes him 20 minutes. <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>

Deepen the moment

Answers will vary, e.g.: A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Subordinate clauses always add to the information that is already given in the major clause. Relative clauses add information to sentences by using a relative pronoun such as who, that or which.



Reading for Productivity Answers: History Lesson 1

Retrieval

1. When was Hitler the leader of Germany?
 - 1934 to 1945
 - **1933 to 1945**
 - 1939 to 1945
2. How did Hitler start World War II?
He invaded Poland.
3. Where was Hitler born?
A city named Braunau.

Inference

4. Why do you think German's supported Hitler?
Many people were poor and thought Hitler would save them from the economic depression.
5. Why do you think Hitler didn't have a happy childhood?
His parents died young along with his siblings so he will have been left with hardly any family.

Vocabulary

6. Find and copy a word in the 'Rise in Power' section that is closest in meaning to **talented**
Gifted
7. Define the word '**exterminate**'
Completely get rid of
8. What does '**rise to power**' mean?
Gaining access to new power or control.



Reading for Productivity Answers: RE Lesson 2

- 1) Who is Jesus telling the story to? *Peter, his disciple.*
- 2) How many times does Jesus say Peter should forgive his friend or brother? *Seventy times seven times.*
- 3) Which of these words is closest in meaning to **disciple**?
Enemy King **Follower** Friend
- 4) Look at the paragraph beginning 'Jesus asked him to listen'. What does Jesus compare to the kingdom of heaven? *A king who wants all his servants to pay their debts.*
- 5) Why do you think the king changed his mind about forcing the servant to pay him back immediately? *Range of answers accepted. E.g. because the servant begged him on his knees, because the king felt sorry for him as he would be left with nothing.*
- 6) Answer these true or false questions.
 - a) After leaving the king, the servant returned to his quarters. **T**
 - b) The king never found out how his servant had behaved. **F**
 - c) The king spoke to the second servant in jail. **F**
 - d) Both servants ended up in jail. **T**
- 7) Who do you think the king represents in the parable and why? *The king represents God, because it is only God who has the power to forgive us for all our sins.*
- 8) What do you think Peter learned from Jesus' story? *Range of answers accepted. E.g. He learned to be patient with others, to forgive so that he might be forgiven, to forgive countless times.*

Deepen the moment

Jesus does not want us to literally forgive anyone so many times as he says – what do you think he means? *Jesus gives so big a number to remind us that we should always forgive others – we should not be keeping count or cutting off the number of times we forgive at any point.*



Reading for Productivity Answers: Music Lesson 3

1. What is the name of Holst's most famous composition?
The Planets.
2. How are the Venus and Saturn movements different?
Venus is the bringer of peace, whilst Saturn is based on the bringer of old age.
3. What happened in 1913, in Holst's honour?
St Paul's Girls' School, Hammersmith opened a new music wing in his honour.
4. Who did Holst meet at the Royal College of Music?
His friend/fellow student Ralph Vaughn Williams.
5. Apart from the piano, which other instrument did Holst play well?
Trombone
6. Would you say that Gustav Holst was a successful composer? Give reasons based on what you have read.

Various, e.g.

Yes:

He is known today.

He has famous compositions.

He has a section of a school named after him.

He was 'launched into stardom'.

He produced operas, orchestral pieces and choral music.

He is buried in a cathedral.

No:

He avoided fame / his fame was short-lived.

He taught alongside, perhaps suggesting limited success.



Reading for Productivity Answers: Science Lesson 4



Newton and Gravity Answers

1. When was Isaac Newton born?
Isaac Newton was born in 1643.
2. Why do you think the outbreak of plague forced Newton to move from Cambridge back to Woolsthorpe Manor?
He was forced to move away from the city when Plague broke out because he would be less likely to catch the infectious disease in the country.
3. What inspired Newton to explore the force of gravity?
The sight of an apple falling from a tree inspired Newton to explore the force of gravity.
4. How did Newton describe the way gravity pulls objects?
He described gravity as being like a 'drawing power' from the centre of the Earth.
5. What did Newton discover about the way gravity affects the Moon?
He discovered that the Earth exerts its gravitational force on the moon and this causes it to stay in orbit.
6. Why do you think forces are measured in newtons with a newton metre?
Newtons and the newton meter are named after Isaac Newton because of the discoveries he made to do with forces.
7. Look at this phrase: *Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'shining spirit'.* What does the word 'Even' make you think about Albert Einstein?
It makes me think that Albert Einstein must have had an impressive mind himself too.
8. Why do you think the National Trust have kept and looked after the apple tree in the gardens of Woolsthorpe Manor?
Example answer: I think the tree and gardens have been preserved because the discoveries that Newton made were significant and so the place where the ideas were first formed should be kept safe for people to see when they learn about Isaac Newton.



Reading for Productivity Answers: Art Lesson 5

1. Not alive.
2. The practice of still life develops and strengthens your natural level of drawing ability. It improves your observation and rendering of shape, tone, colour, pattern and texture in a range of different media. You also learn a lot about composition - the interaction of positive shapes (the objects) and negative space (the area around the objects).
3. Still Life has existed in one form or another since the time of the Ancient Romans and Greeks.
4. Before the 17th century still life was usually limited to the background detail of religious art, usually with some symbolic significance.