



# Y5

# Remote Learning

# ANSWER PACK

*25<sup>th</sup> - 29<sup>th</sup> January  
2021*



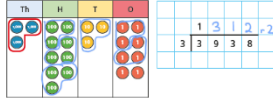
## Maths answers

### Lesson 1

#### Divide with remainders

- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is 1 group of 3 thousands.

There are 3 groups of 3 hundreds.

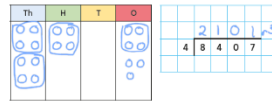
There is 1 group of 3 tens.

There are 2 groups of 3 ones.

There are 2 ones left over.

$$3,938 \div 3 = 1,312 \text{ remainder } 2$$

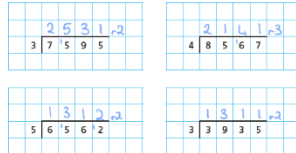
- b) Use place value counters to work out  $8,407 \div 4$



$$8,407 \div 4 = 2,101 \text{ remainder } 3$$

- 2 a) Complete the divisions.

Use place value counters to help you.



- b) Write  $<$ ,  $>$  or  $=$  to complete the statements.

$$7,595 \div 3 > 8,567 \div 4$$

$$6,562 \div 5 > 3,935 \div 3$$

- 3 Write the calculations in the correct column of the table.

$5,066 \div 4$	$9,513 \div 4$	$1,234 \div 4$
$6,562 \div 4$	$6,563 \div 4$	$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4
$9,513 \div 4$	$8,563 \div 4$	$4,563 \div 4$	
	$6,562 \div 4$	$9,515 \div 4$	
	$1,234 \div 4$		

Are any columns empty? Talk to a partner about why this has happened.

- 4

7,816	7,861	6,781	1,786
-------	-------	-------	-------

I know that if I divide these numbers by 5 the remainder will be 1

Is Eva correct? Yes

How do you know?

- 5 There are 459 children in a school. They are sitting at tables in groups of 7.

We will need 65 tables

Do you agree with Mo? No  
Explain your answer.

- 6 Bags of crisps are put into multipacks of 6. The multipacks are then packed into boxes of 8. Yesterday, 6,500 bags of crisps were packed. How many boxes of crisps were packed?

135

- 7

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?  
Eg.  $325 \div 4 = 81 \text{ r } 1$

- b) What do you notice?

- 8 Dora is thinking of a number between 500 and 600. When she divides it by a 1-digit number it has a remainder of 4. What could Dora's number be?

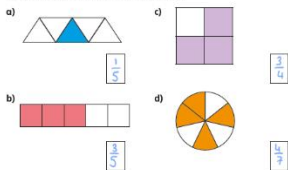
## Lesson 2

As this is an assessment, your work will be marked by the teacher.

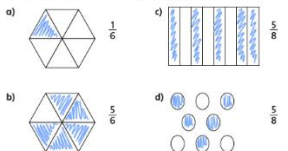
## Lesson 3

#### What is a fraction?

- 1 What fraction of each shape is shaded?



- 2 Shade each diagram to represent the fractions.

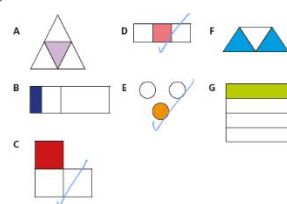


- 3 Circle the unit fractions.



How do you know which are unit fractions?

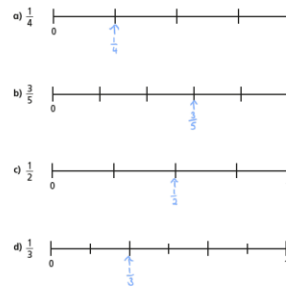
- 4 a) Tick the shapes with one third shaded.



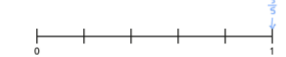
- b) Complete the sentences to describe the shapes with one third shaded.

There are 3 equal parts altogether.  
1 out of 3 equal parts is shaded.  
1/3 of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of 5/5 on the number line.

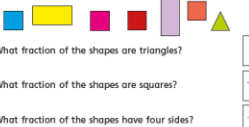


What do you notice?

- 7 Draw four different representations of 3/4.



- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?  
b) What fraction of the shapes are squares?  
c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.  
1/5 are squares, 2/5 are triangles, 3/5 have more than 3 sides.

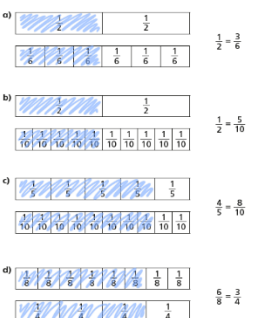


Compare shapes with a partner.  
What is the same about your shapes? Is anything different?

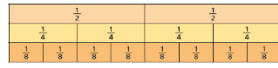
## Lesson 4

#### Equivalent fractions (1)

- 1 Shade the bar models to represent the equivalent fractions.

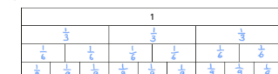


- 2 Use the fraction wall to complete the equivalent fractions.



$$\begin{aligned} \text{a) } \frac{1}{2} &= \frac{2}{4} & \text{c) } \frac{2}{4} &= \frac{4}{8} & \text{e) } \frac{6}{8} &= \frac{3}{4} \\ \text{b) } \frac{1}{2} &= \frac{4}{8} & \text{d) } \frac{2}{8} &= \frac{1}{4} & \text{f) } \frac{4}{8} &= \frac{1}{2} \end{aligned}$$

- 3 a) Label the fractions on the fraction wall.



- b) Use the fraction wall to complete the equivalent fractions.

$$\begin{aligned} \frac{1}{3} &= \frac{2}{6} = \frac{3}{9} & \frac{2}{3} &= \frac{4}{6} = \frac{6}{9} \\ \frac{3}{9} &= \frac{6}{9} = \frac{9}{9} = 1 \end{aligned}$$

- 4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) $\frac{5}{10}$ is equivalent to $\frac{4}{6}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Write your own equivalent fractions statements.  
Ask a partner to say if they are true or false.

- 5 Are the statements always, sometimes or never true? Circle your answer.

Draw a diagram to support your answer.

- a) The greater the numerator, the greater the fraction.

always sometimes never  
eg.  $\frac{4}{5} > \frac{1}{2}$  BUT  $\frac{1}{2} > \frac{3}{5}$

- b) Fractions equivalent to one half have even numerators.

always sometimes never  
eg.  $\frac{1}{2}$  (odd numerator)  $\frac{2}{4}$  (even numerator)

- c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

eg.  $\frac{1}{2}$   
No matter how many parts it's split into, the number shaded (numerator) will be half the total parts (denominator)



## Lesson 5

**Equivalent fractions**

1. Shade the shapes to show the equivalent fractions.

a)  $\frac{1}{4} = \frac{3}{12}$

b)  $\frac{3}{4} = \frac{9}{12}$

c)  $\frac{1}{6} = \frac{2}{12}$

d)  $\frac{5}{6} = \frac{10}{12}$

2. Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$

3. Sort the fractions into the groups.

Equivalent to  $\frac{1}{4}$

Equivalent to  $\frac{1}{3}$

4. Complete the equivalent fractions.

a)  $\frac{1}{2} = \frac{3}{6}$  d)  $\frac{3}{4} = \frac{6}{8}$  g)  $\frac{2}{3} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{10}{14}$  e)  $\frac{3}{4} = \frac{12}{16}$  h)  $\frac{2}{5} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{16}$  f)  $\frac{3}{4} = \frac{9}{12}$  i)  $\frac{2}{3} = \frac{10}{15}$

5. Describe the pattern in part g), h) and i) to a partner.

Find three ways to make the fractions equivalent.

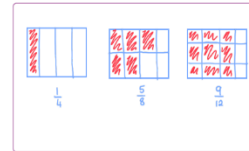
a)  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$  b)  $\frac{7}{8} = \frac{14}{16} = \frac{21}{24} = \frac{28}{32}$  c)  $\frac{1}{7} = \frac{2}{14} = \frac{3}{21} = \frac{4}{28}$

Ron is finding equivalent fractions to  $\frac{1}{4}$

$\frac{1}{4}$  is equivalent to  $\frac{5}{20}$  and  $\frac{9}{36}$

Do you agree with Ron? **NO**

Draw a diagram to support your answer.



Compare answers with a partner.

Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9} = \frac{3}{B} = \frac{2}{18} = \frac{C}{90}$

A = **1** B = **27** C = **10**

Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A} = \frac{B}{14} = \frac{12}{C}$

A + B = 13

Work out the value of C.

C = **28**

Find the value of  $\frac{1}{5} + \frac{3}{10}$

**$\frac{1}{2}$**

## English Answers

### Lesson 1

- The Luftwaffe
- Significant and momentous
- Operation Sea Lion
- 180,000
- Frustrated
- A response such as: RAF pilots were referred to as the few because there were not very many of them, especially compared to the Luftwaffe who had 2000 more planes than them.
- A response such as: If I were an RAF pilot, I would want to fly Spitfire because it was a good fighter plane which was used long after the war ended and it says in the text that it was good in a dog fight because it was agile and easy to manoeuvre.
- A response such as: I think that Hitler's invasion was not successful because he underestimated how skilful and brave the RAF were. He also underestimated the Londoner's Blitz Spirit which meant that they never gave up.

## Lesson 2

- Her fiancé / partner / lover died
- Slides – Repeating words stanza – to – stanza, usually first line.
- By repeating perhaps to begin stanzas.
- Repeat the idea things are uncertain / emphasise how much she's hoping for change
- Spring, summer, autumn, (No winter but Christmas)
- The poem progresses through the year / is in chronological order. Multiple – to show time will pass despite his death but things will not be better
- Blue, golden, white, crimson – multiple: these are the vibrant colours she hopes (doubtfully) to see again
- Negatively – as if it stole her lover.
- Time heals all wounds' / she will not feel as sad once time has passed.
- The pain is so severe that she is physically feeling smaller
- 'Conclusive' / reorientation / It 'answers' the perhaps – nothing will make that aspect better,
- Multiple responses such as: War poems are normally either overtly negative or graphic, this one is delicate.

## Lesson 5

Letter 1	Letter 2
<p><b>Areas of Strength</b></p> <p>The use of rhetorical questions: "That's normal, right?"</p> <p>The use of parenthesis: "There were lots of other children (who were crying or shouting) on the train."</p> <p>The use of fronted adverbials: "At first," "At the minute,"</p> <p><b>Areas of Development</b></p> <p>To use a wider variety of sentence types.</p> <p>To use expanded noun phrases to describe the five senses.</p> <p>To use a wider variety of relative clauses to add information.</p>	<p><b>Areas of Strength</b></p> <p>Uses an appropriate greeting and sign off "Dear Mummy and Daay" and "We all send our love"</p> <p>The use of parenthesis: "That was made by my new knife (it is a very old one really as you may see by the rust)."</p> <p>Includes the sender's address in the top right hand corner</p> <p><b>Areas of Development</b></p> <p>To use themed paragraph</p> <p>To use expanded noun phrases to describe the five senses.</p> <p>To use fronted adverbials.</p>



## Lesson 4:

15 Wellington St.

Bridgley

Nr Exeter

04.05.42

Dear Mum,

I hope you are safe and well in London.

When I got on the train to Bridgley, I was very upset after saying goodbye. There were lots of other children (who were crying or shouting) on the train. I wanted to cover my ears - but I thought better of it. I felt a little overwhelmed so I didn't eat my lunch. Maybe that's why I felt a little queasy when I got there? We arrived at the billeting office on Thursday afternoon. I had to sit in my chair quietly and wait for someone to collect me. I felt nervous and homesick. That's normal, right? At first, waiting made me very anxious. I didn't know if anyone wanted a Londoner like me. I felt more queasy and panicked as the time passed. After what felt like hours, a man who only had a little hair and round glasses arrived. He looked very serious and I was terrified that he would shout at me, but he smiled which calmed me down a little. Afterwards, he told me to keep my chin up and come along with him.

The man's name is Mr Read and he is the schoolmaster. At the minute, I'm staying with him and his wife in a house on the top of a steep hill, on a winding country road. There are apple trees in an orchard here and the air smells like wet grass and earth. I am enjoying exploring the garden and feel relaxed now that I am here. I'm grateful that I'm staying with nice people - it's such a relief!

Tomorrow, I am going to school. There are going to be more than a hundred children there. Can you believe that?! Mr Read says there will be a lot of evacuees like me. I hope I get along well. I can't imagine what it'll be like for me if I don't I would like to do some more maths and spelling but I am not sure what the schools are like here so I will have to see. So, how's life in the city?

I miss you very much and I will write to you again soon.

Lots of love,

James

P.S. I hope to see you all soon.

	Sender's address
	Date
	Greeting
	Introduction
	Themed paragraphs
	First Person
	Slang and Conversational Language
	Fronted Adverbials
	Five Senses
	Parenthesis
	Relative Clauses
	Range of Tenses
	Appropriate Sign Off
	Rhetorical Questions
	Range of Punctuation



## Reading for productivity Answers

### Geography answers

1. When was the Fairtrade Foundation established in the United Kingdom?  
**The Fairtrade Foundation was established in 1992.**
2. What is an income?  
**An income is the money received on a regular basis for work.**
3. Why is having a regular income important?  
**It is important so that farmers and workers can plan for the future.**
4. Which is the closest definition for Fairtrade Premium?  
**Money to protect the environment farmers and workers live in.**
5. How many farmers does the Fairtrade system support?  
**Fairtrade supports 1.65 million farmers.**
6. How do you know if an item is Fairtrade?  
**To know if an item is Fairtrade, look for the Fairtrade Mark.**
7. Give examples of three Fairtrade products.  
**Answers may include any 3 products listed.**
8. There are three fact files for countries involved in Fairtrade. Which country has the highest number of farmers involved?  
**Uganda, 48048 farmers involved in Fairtrade.**
9. Why is it important that Fairtrade supports these farmers?  
**Fairtrade is important because many of these farmers depend on farming as their main source of income.**
10. Do you think Fairtrade is a good idea? Why?  
**Various answers possible. May include themes such as supporting people less well off, giving a fair price.**

### DT answers

Where does the word cake come from? **Old Norse (Viking) word kaka**

The ancient Greeks word was derived from a word meaning what? **Flat**

What is a satura? **A flat heavy cake**

Who were the first culture to show 'true baking skill?' **Ancient Egypt**

Match the cake to the civilisation

Ancient Egypt	<del>_____</del>	Fruitcakes
The Romans	<del>_____</del>	Bread sweetened with honey
The Greeks	_____	Cheesecake

How much flour was used in an immense cake mentioned by Chaucer? **13kg**



## Reading for productivity Answers

### Spanish answers

1. 13 million
2. Two million
3. rocketed
4. 138,000
5. A pet can give them company and somebody to spend time with.
6. overtaken, beaten
7. a microchip
8. c) People in England, Belgium and Holland look after their pets better than people in Spain.
9. Various answers
10. The rate of growing pets is increasing and the birth rate is decreasing

### Science answers

1. He developed the laws of motion (which became the basis of physics), a new type of mathematics and breakthroughs in optics.
2. So he could help on the farm
3. He grew up and lived mostly alone / he preferred to be alone
4. Became a professor of Mathematics, a fellow of the Royal Society and a member of parliament.
5. He was given a knighthood by Queen Anne

### Computing answers

1. Any two from: computers, smartphones, laptops, game consoles
2. The word computer was first used in 1613 to describe people who did very accurate calculations.
3. A soroban is a type of abacus still used by children in Japan.
4. Ava Lovelace
5. Codebreaker. A codebreaker deciphers messages sent in code.
6. In the 1970s
7. The Bombes were deconstructed because the work done at Bletchley Park remained top secret and keeping the machines could have revealed the secret.
8. Microsoft, Space Invaders and Apple
- 9.

	Order
The Raspberry Pi is invented.	5
The first email is sent.	3
Ada Lovelace programs the Analytical Engine.	1
Microsoft is founded.	4
Alan Turing develops the Bombe.	2