Year 5 - Learning from Home Schedule Overview: Term 3 Week 8

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Zoom Session (Whole Grade) Maths	Morning Routine SOTD Writing Reading Hip Hop (10:50am – 11:30am) Maths Library	Morning Routine SOTD Writing Reading Fitness (11:05am – 11:45am) Maths Optional Task: Word Search

Morning Session

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Read the text on 'Volcanoes' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'breach' and 'mantle' to your vocabulary suitcase.	**Morning Routine** Read the text on 'Shield Volcanoes' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'viscous' and 'fragment' to your vocabulary suitcase.	**Morning Routine** Read the text on 'Cinder Cone Volcanoes' and synthesise important information into your student knowledge organiser. **Vocabulary** Play TABOO for the words 'volcano' and 'lava'.	**Morning Routine** Read the text on 'Composite Volcanoes' and synthesise important information into your student knowledge organiser. **Vocabulary** Play TABOO for the words 'magma' and 'crust'.	**Morning Routine** Complete the 'Volcanoes' challenge grid or log on to Kahoot with your class to complete the Week 7 Retrieval Quiz. **Vocabulary** Play TABOO for the words 'active' and 'slope'.
SOTD Focus: Simple sentence with subject and predicate.	**SOTD** Focus: Simple sentence with subject and predicate.	**SOTD** Focus: Simple sentence with subject and predicate.	**SOTD** Focus: Simple sentence with subject and predicate.	**SOTD** Assessment: Write a simple sentence with a subject and predicate.
Writing Use your schema or the information from your morning routine knowledge organiser to write topic sentence for a body paragraph for a shield, cinder cone or composite volcano	**Writing** Use the morning routine knowledge organiser to write a 'cause and effect' sentence for the body paragraph you started on Monday.	**Writing** Use the morning routine knowledge organiser to write another 'cause and effect' sentence for the body paragraph you started on Monday. You could also include an example of the volcano you chose.	**Writing** Use your schema or the morning routine knowledge organiser to write an example or linking sentence or concluding sentence (body paragraph 3 only) for the body paragraph you have been working on.	**Writing** Combine all your sentences from your writing this week to create your body paragraph. Edit your paragraph, publish it neatly or send it to your teacher on GC.

Middle Session

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Read and synthesise the facts into your morning routine knowledge organiser	**Guided Reading** Read and synthesise the facts into your morning routine knowledge organiser	**Guided Reading** Read and synthesise the facts into your morning routine knowledge organiser	**Guided Reading** Read a literacy pro text at your level.	**Guided Reading** Complete a literacy pro test on the text you read yesterday. Aim to achieve 8/10.
Maths **Warm-Up:** Complete Monday's Maths Mentals **Investigation:** Complete the addition and subtraction number fact triangles. Then, make your own number triangles. ***OPTIONAL* – Problem-solving activity 1 (extension):** Complete the word problem, following the '5 steps for word problems' guide	**Maths** **Warm-Up:** Complete Tuesday's Maths Mentals **Investigation:** Complete the multiplication and division wheels, depending on your level (or push yourself and complete them all!) ***OPTIONAL* – Problem-solving activity 2 (extension):** Complete the word problem, following the '5 steps for word problems' guide	**Maths** **Investigation:** Read the information about adding fractions with common denominators and watch the video. Complete the questions. ***OPTIONAL* – Problem-solving activity 3 (extension):** Complete the NAPLAN practice question	**Maths** **Investigation:** Read the information about subtracting fractions with common denominators and watch the video. Complete the questions. ***Extension:*** Can you simplify the fractions? **Bonus Task:** Complete the fraction pyramids. ***OPTIONAL* – Problem-solving activity 4 (extension):** Complete the NAPLAN practice question	**Maths** **Investigation:** Complete the fraction and decimal graph and fill in the number line, depending on your level (or you can try to challenge yourself and give them all a go!) ***OPTIONAL* – Problem-solving activity 5 (extension):** Complete the word problem, following the '5 steps for word problems' guide

Afternoon Session

Monday: History **What will Earth look like in the future?** Imagine you were asked to make a time capsule to tell future people about the natural environment of the Earth today. Make a list of six things you would put in the time capsule. Include drawings and state what the object tells about the history of the Earth's environment.	**Tuesday: Science** **A Little Ray of Sunshine** There are two sources of light which are: natural and artificial. Looking at the list, identify which sources of light it would be. **Natural** sources of light include the sun, stars, fire, and electricity in storms. **Artificial** sources of light include lamps, light bulbs and electricity discharged by gas.
Wednesday: Whole Grade Zoom Session **Time:** 11:00am – 11:30am **Dress Code**: Wear one colour head to toe **What**: Awards will be handed out for the best dressed! https://nsweducation.zoom.us/j/62059067325?pwd=MUhXcnVyV3FZTkh5M1VlaGl3KzZLUT09 **Meeting ID:** 620 5906 7325 **Passcode:** 880040	**Thursday: Library Session** **Activity 1:** Reading World Scavenger Hunt **Activity 2:** Create your own bookmark (Bring it back to school with you!) **Activity 3:** Complete 'My Ideal World' activity
Hip Hop Session – Thursday **Time:** 10:50am – 11:30am https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09 **Meeting ID:** 884 8630 9655 **Passcode:** 506086	**Fitness – Friday** **Time:** 11:05am – 11:45am https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09 **Meeting ID:** 884 8630 9655 **Passcode:** 506086
Typing Practice Practise your typing skills! During the week, choose 5 different games to complete. These games will help you with your typing speed. https://www.education.com/games/fifth-grade/typing/	**NAPLAN Practice** Complete the 'Year 5 Conventions of Language' Make sure you press 'standard test' https://pages.assessform.edu.au/pages/year-5-conventions-of-language

Monday 30th August 2021

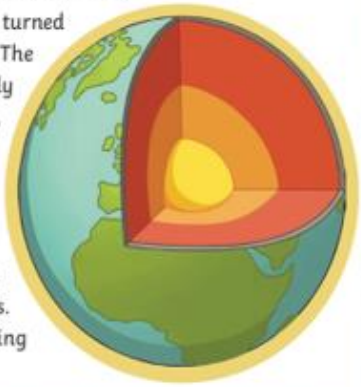
Literacy (Morning Session)

Morning Routine – Read the following text on volcanoes and synthesise important information into the student knowledge organiser below. You will need the knowledge organiser for all morning routine and reading activities in week 8. So, keep it neat and close by.

Volcanoes

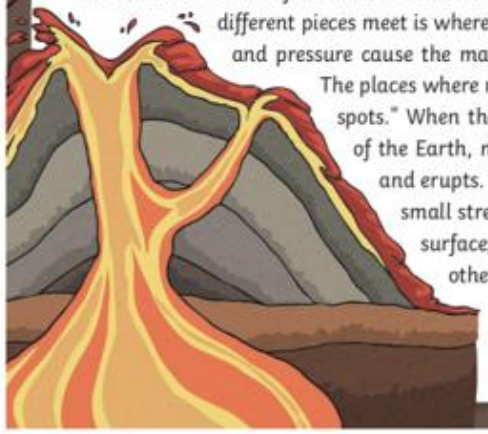
What is our Earth made of?

Deep inside the Earth, our planet is made of four different layers. Geologists believe as the Earth formed, heavier materials sank to the middle of the Earth and lighter materials stayed on the outside. The two deepest layers of the Earth are called the "core." The inner core is a solid, dense, and heavy layer made of up of iron and nickel. It is extremely hot and can reach temperatures of up to 10,000°F! The outer core is a liquid layer made up of molten iron and nickel. It is so hot in the outer core that the metals in this layer have turned into liquid. The third layer is called the "mantle." The mantle is the thickest layer. It is approximately 1,802 miles thick. It is made of solid magma, which is made of molten rock and minerals. When a volcano erupts, magma escapes. The final layer of the Earth is the "crust." This is a very thin layer. It is only about 20 to 50 miles thick. It is not a single, smooth layer, but instead broken into many different pieces, called plates. These pieces can rub against each other causing friction and pressure.



How are volcanoes formed?

The intense heat and friction created in the different layers cause a constant change in the Earth. The crust of the Earth is broken into different pieces. The gaps where these different pieces meet is where magma and gases escape. The high heat and pressure cause the magma to rise to the surface of the Earth. The places where magma heats up and rises are called "hot spots." When there is a gap or a weak spot in the crust of the Earth, magma can break through to the surface and erupts. This eruption can be explosive or a single small stream. When magma breaks through to the surface, it is then called lava. Cinders, ash, and other gases also escape during this eruption. As lava cools, it builds up, creating the steep slopes of mountains we associate with volcanoes.



Millions of people around the world live close to active volcanoes that can erupt at any time. Many of the world's volcanoes are located in a string around the Pacific Ocean, called the Ring of Fire. A large part of the danger of volcanic eruption is the lava that spews from the top of the mountain. However, the volcanic ash and gases that explode from the volcano can cause severe health problems and harm. Volcanic ash can travel hundreds of miles and contaminate water supplies, damage machinery, reduce visibility, and make it hard to breathe. In 79 B.C.E. Mount Vesuvius erupted near the Roman city of Pompeii. Many of the citizens living near the volcano were buried under the tons of volcanic ash and debris that fell from the sky from the eruption. At the same time, volcanoes can also have many benefits to the local environment. When volcanoes erupt, many minerals are also ejected. These minerals can help plants and can make the soil surrounding the volcanoes very rich and fertile.

Volcanoes – Student Knowledge Organiser

What are volcanoes?

- *A volcano is an opening in the earth's crust.*

Interesting Facts

- *There are more than 1500 potentially active volcanoes around the world.*

Vocabulary (Shield Volcanoes)		Vocabulary (Cinder Cone Volcanoes)		Vocabulary (Composite Volcanoes)	
effusive		*explosive*		*stratovolcano*	

Shield Volcanoes

- *Shield volcanoes have non-explosive eruptions.*

Cinder Cone Volcanoes

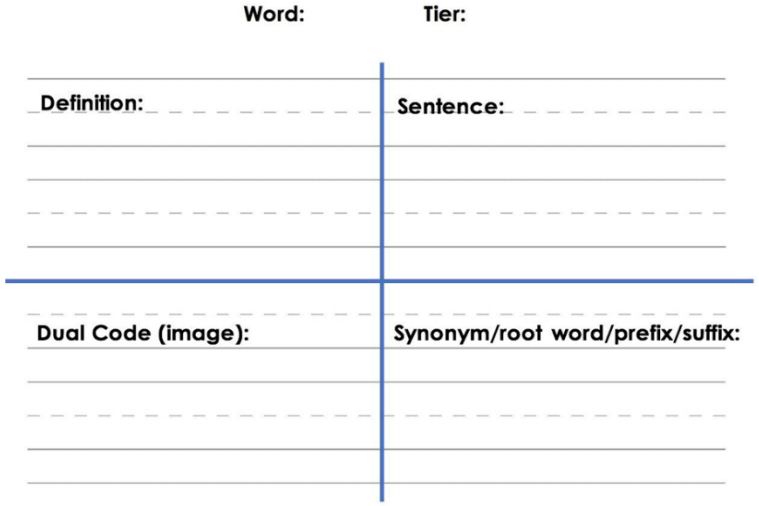
- *Cinder cone volcanoes are made up of cinders called scoria.*

Composite Volcanoes

- *When composite volcanoes erupt, the lava is slow and sticky.*

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.



Add the following words to your vocabulary suitcase:

- breach
- mantle

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

SOTD – Focus: Simple Sentence

Learning Intention: We are learning to write a simple sentence with a subject and predicate.

Success Criteria: I can:
Write a main clause
Include a subject
Include a predicate
Use correct beginning and end punctuation

Simple Sentence: *Contains a main clause, a subject and a predicate.*

Subject: *The person, animal or thing that is doing an action.*

Predicate: *The part of the sentence that contains the action or verb.*

Modelled: The magma escapes through vents.
Subject: The magma
Predicate: escapes through vents.

Your Turn: complete the sentence below.

The magma heats up …

Writing

This week, you will write a series of sentences that will make up one body paragraph for your informative text on volcanoes.

First! Draw your 'landforms' block planner with all the correct shorthand symbols.

Today's task is to write a topic sentence that will introduce your first paragraph. You can choose to do your body paragraph on any type of volcano, but it must remain the same for the whole week. On Friday, you will submit your completed body paragraph to your teacher or publish it neatly.

Topic sentence: *Your topic sentence is the first sentence of your body paragraph. It introduces what your paragraph is about.*

Example of a topic sentence for a shield volcano:
Shield volcanoes have a broad, flattened dome-like shape created by layers of hot and runny lava flowing over its surface and then cooling.

Write your topic sentence below.

Guided Reading

Mauna Loa is a **'shield'** volcano. Read the information on Mauna Loa and shield volcanoes and add any information to the knowledge organiser from morning routine.

Mauna Loa

Volcanoes

Mauna Loa is one of five volcanoes that form the Island of Hawaii (the US state) in the Pacific Ocean.

Its highest point is 4170m high.

Mauna Loa rises from the sea floor, and its height from its base to its summit is 9170m. This is greater than the height of Mount Everest.

It last erupted in 1984 and since the 1840s it has erupted at least 30 times.

It erupts every 5 to 30 years.

Mauna Loa means 'long mountain' in Hawaiian.

Did You Know...?
It is the world's largest active volcano if you include the portion that lies beneath the sea!

Shield Volcanoes

Shield volcanoes are bowl or shield-shaped in the middle. When they erupt, the lava is quite runny and it travels for long distances down the side of the volcano before cooling down. This lava forms long, gentle slopes which look like a warrior's shield.

Maths (Middle Session)

Do you see the alliteration? Monday's Maths Mentals

Maths Mentals - Monday

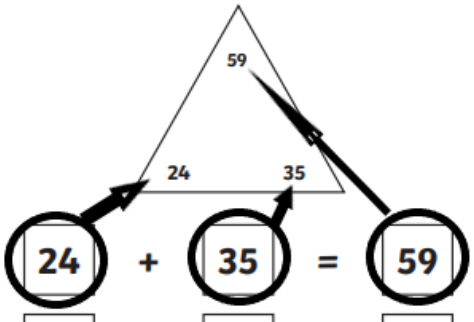
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

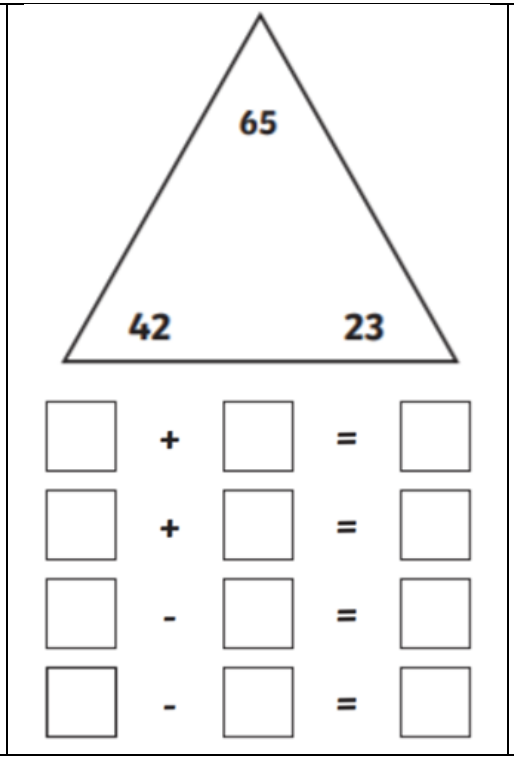
	Questions	Answers
1.	0.6 + 0.9 =	
2.	2.8 + 4.3 =	
3.	8.5 - 3.2 =	
4.	10.9 - 5.8 =	
5.	545 + 352 =	
6.	735 + 245 =	
7.	865 - 362 =	
8.	1244 - 245 =	
9.	20 x 5 =	
10.	36 x 5 =	
11.	Which of these fractions is equivalent to half? 5/10 4/7 6/8 3/5 5/8	
12.	Write down the number ninety-seven though and fifty-four	
13.	Fill in the missing number. 5091= 4080 + _____	
14.	What is the next number in this pattern? 3.3, 3.6, 3.9, _____	
15.	What is the repeated gap in the pattern? +3 +0.3 +0.03	
16.	Which number has a greater value? 6.79 or 6.079	
17.	Write these numbers from least to greatest. 6.35 6.03 6.035	
18.	What number does this expanded notation represent? 8 + 0.2 + 0.04 = _____	
19.	What is a1/4 of 50?	
20.	A plane journey takes 4 ½ hours. James sets off at 6:50pm. What time will he arrive?	
Time =		**Score =**

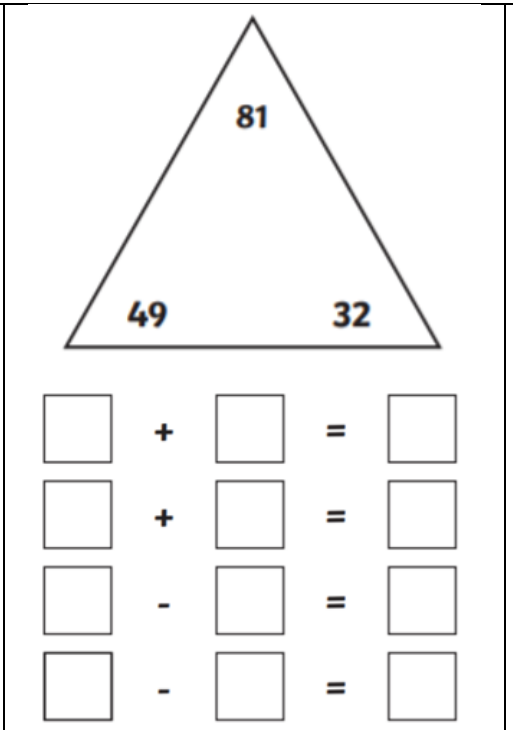
Investigations – Addition and Subtraction

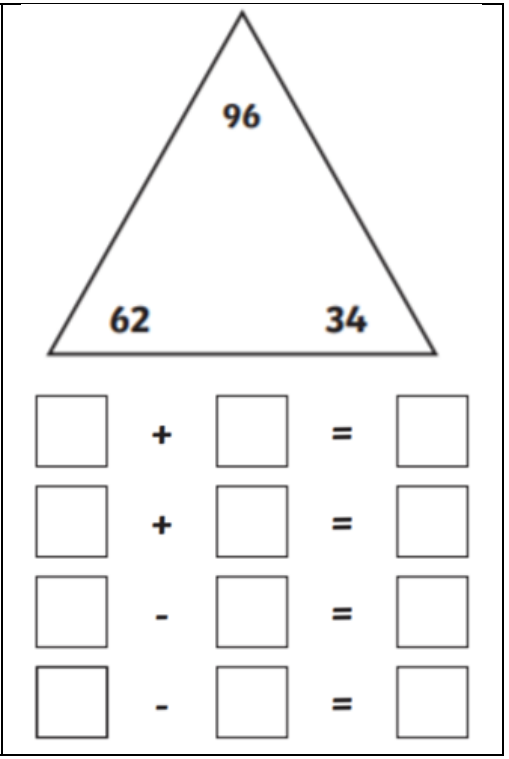
Activity: Addition and Subtraction Fact Families – For each set of numbers, write four different addition and subtraction facts.

This triangle shows you how to complete facts.



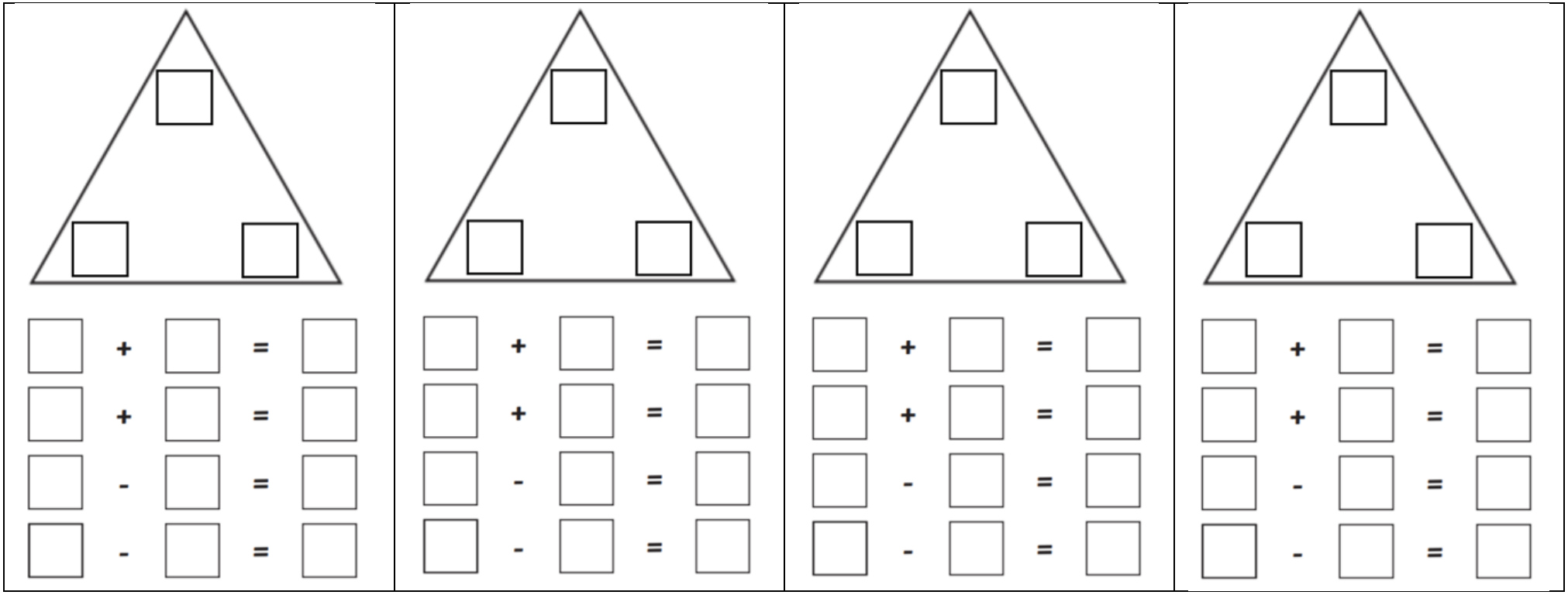






Now, can you write your own numbers?

You will need to include three numbers within the triangle and they all MUST add or subtract, like you have done above. Make sure to make them interesting!



OPTIONAL **- Problem-Solving (Extension Activity)**

Complete problem-solving activity 1 below.

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! ❑ Read ❑ Understand ❑ Choose a Strategy ❑ Use Strategy ❑ Check	Alisha has $18.35 in her purse. Her father gives her $5 pocket money. She buys a book for $7.99 and a bag for $13.49. How much will she have left? Naomi says Alisha has $1.87 left. Jack says Alisha has $3.13 left. Who is correct and what mistakes have been made?  What other errors might be made? 

HSIE (Afternoon Session)

Learning Intention: We are learning about how people change the natural environment.
Success Criteria: I can -

- Show my understanding of the ways people have changed the natural environment
- Create my own time capsule

What will the Earth look like in the future?

The Earth has changed a lot since it was formed and it will continue to change for millions of years.

We don't really know what the Earth was like a long time ago but scientists and geographers can suggest what it was like.

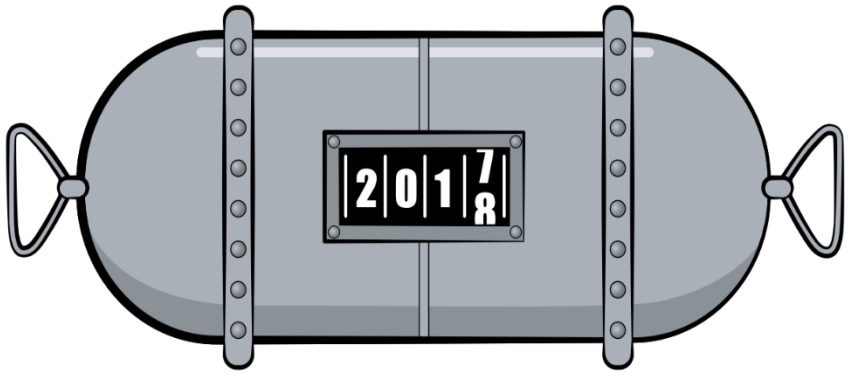
A time capsule is used to pass on information to future people. Objects are put into the capsule and a date is set for it to be opened. People in the future can look at the objects and understand more about the past.

1

a Imagine you were asked to make a time capsule to tell future people about the natural environment of the Earth today. Your capsule is not very big, about the size of a tool box, so you need to think carefully about what could go inside.

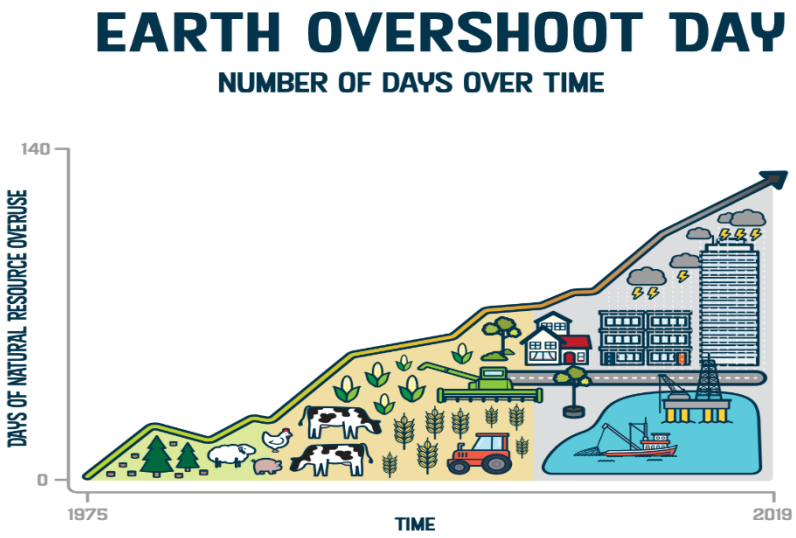
b Make a list of six things you would put in a time capsule to give information to people in the future about the natural environment of the Earth today.

Include a drawing or image and state what the object tells about the history of the Earth's environment.



c Set a date for your time capsule to be opened in the future.

Future generations will thank you.


EARTH OVERSHOOT DAY
NUMBER OF DAYS OVER TIME
140
0
DAYS OF NATURAL RESOURCE OVERUSE
1975
2019
TIME


CHANGING PLANET
Past, Present, Future

Tuesday 31st August 2021

Literacy (Morning Session) Did someone say Tuesday?

Morning Routine - Read the following text on Shield Volcanoes and synthesise important information into your student knowledge organiser (see table from Monday).

Shield Volcano

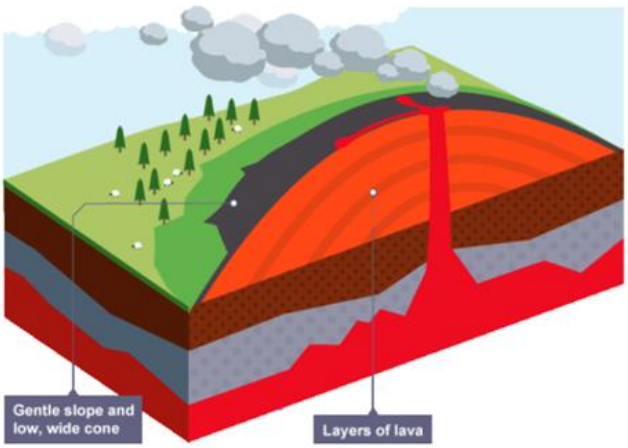
Shield volcanoes get their name from their shape. Although shield volcanoes are not steep, they may be very large. Shield volcanoes are common at spreading centres or intraplate hot spots.

Mauna Loa Volcano in Hawaii is the largest shield volcano on Earth with a diameter of more than 112 kilometres (70 miles). The volcano forms a significant part of the island of Hawaii.

The lava that creates shield volcanoes is fluid and flows easily. The spreading lava creates the shield shape. Shield volcanoes are built by many layers over time and the layers are usually of very similar composition. The low viscosity also means that shield eruptions are non-explosive.

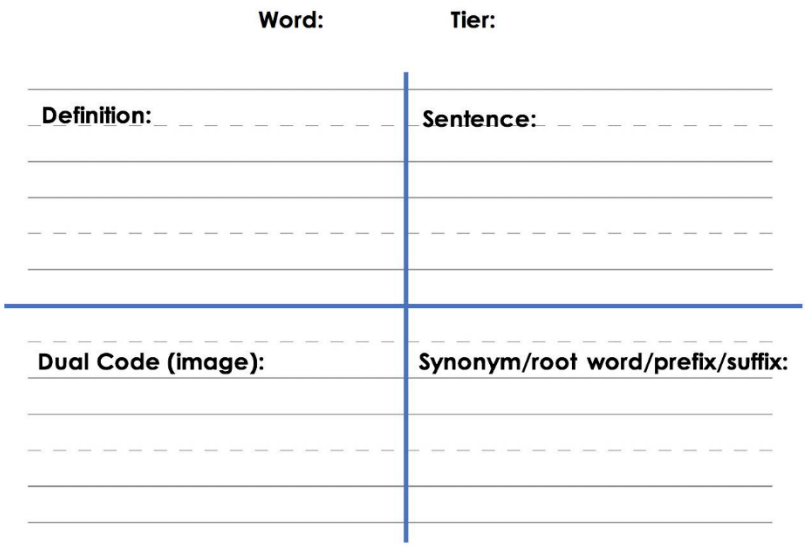
Shield volcanoes are found on constructive plate margins, where two plates move away from one another. Shield volcanoes have the following characteristics:

- **basic lava**, which is non-acidic and very runny
- gentle sides as the lava flows for long distances before it solidifies
- no layers, as the volcano just consists of lava
- less violent eruptions
- shorter periods between eruptions



Vocabulary

Organise the following in your vocabulary suitcase for each word today.



Add the following words to your vocabulary suitcase:

- viscous
- fragment

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

SOTD – Focus: Simple Sentence

Learning Intention: We are learning to write a simple sentence with a subject and predicate.

Success Criteria: I can:

- Write a main clause
- Include a subject
- Include a predicate
- Use correct beginning and end punctuation

Simple Sentence: *Contains a main clause, a subject and a predicate.*

Subject: *The person, animal or thing that is doing an action.*

Predicate: *The part of the sentence that contains the action or verb.*

Modelled: The earth's crust is broken into different pieces.
Subject: The earth's crust
Predicate: is broken into different pieces.

Your Turn: complete the sentence below.

Millions of people live near …

Writing

This week, you are writing a series of sentences that will make up one body paragraph for your informative text on volcanoes. Yesterday we wrote the topic sentence and today we will put together a cause and effect sentence.

Cause and effect sentences:

Cause and effect sentences can show how one thing can affect another.

A cause is the reason something happened.

An effect is what happened as a result.

Signal words help identify the cause and effect. Examples are therefore, as a result, because, so, and for this reason.

First!
Draw your 'landforms' block planner with all the correct shorthand symbols.

Example of a cause and effect sentence.

When magma is very hot and runny, gases can escape easily.

cause effect

Write your cause and effect sentence below:

SUBORDINATING CONJUCTIONS

after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

Guided Reading

Mt. St Helens is a **'cinder cone'** volcano. Read the information on Mt. St Helens and cinder cone volcanoes and add any information to the knowledge organiser from morning routine.

Mount St. Helens

Volcanoes

Mount St. Helens is located in the United States.

Its highest point is 2549m high.

It last erupted in 2008. Before that, an eruption in 2005 created an 11 000m plume of ash and steam.

The volcanic eruption caused by this volcano on May 18th 1980 destroyed 250 homes and 185 miles of highway.

Did You Know...?
Mount St. Helens is fairly young because it formed only 40 000 – 50 000 years ago.

Composite Volcanoes

These volcanoes have steep sides and are made up of lots of layers of volcanic rock. The magma found in these volcanoes is quite sticky. It clogs up the passage that it has to pass through. Pressure is built inside the volcanic chamber and this results in the volcano erupting violently.

Maths (Middle Session) - Give it your absolute best!

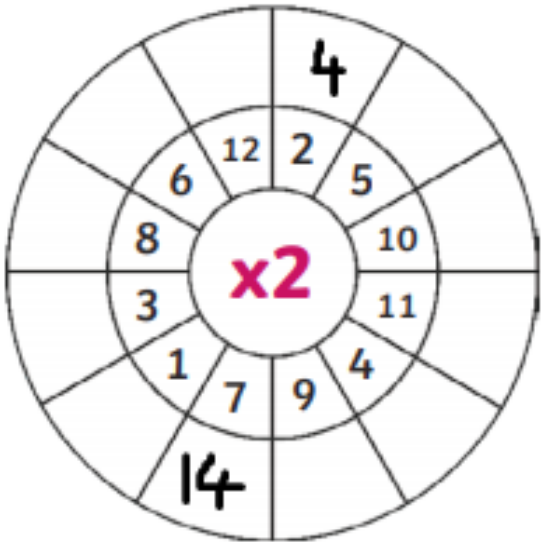
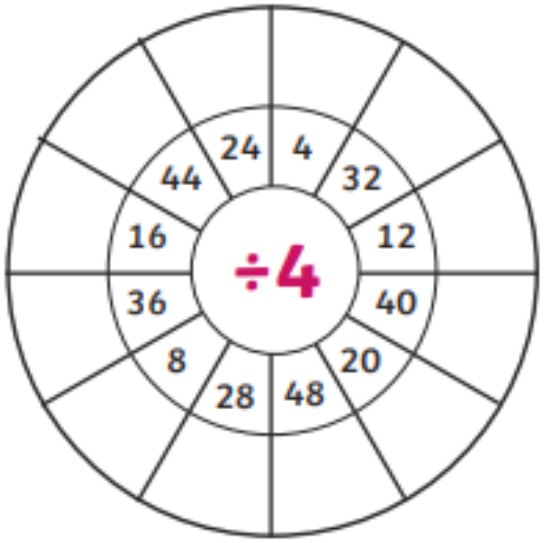
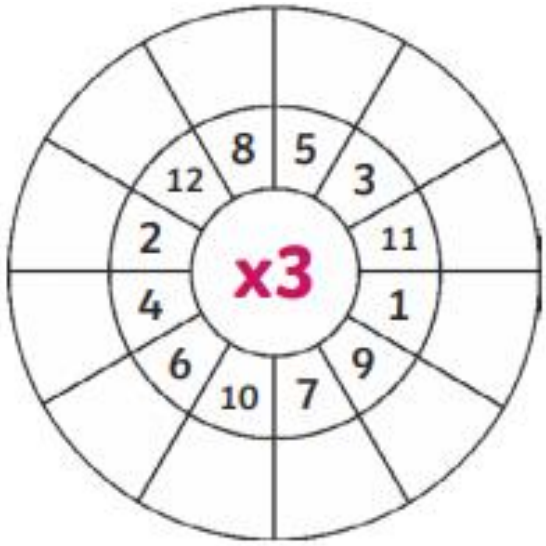
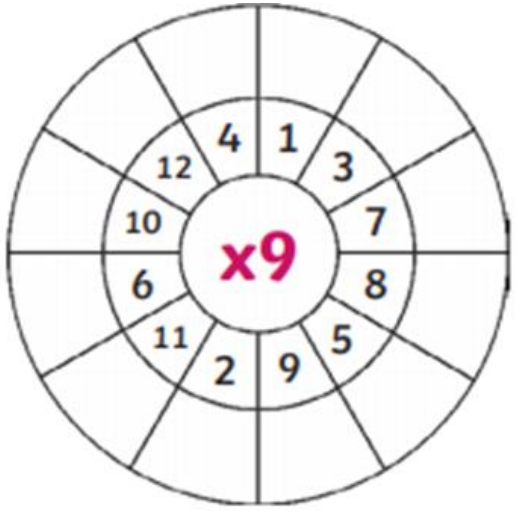
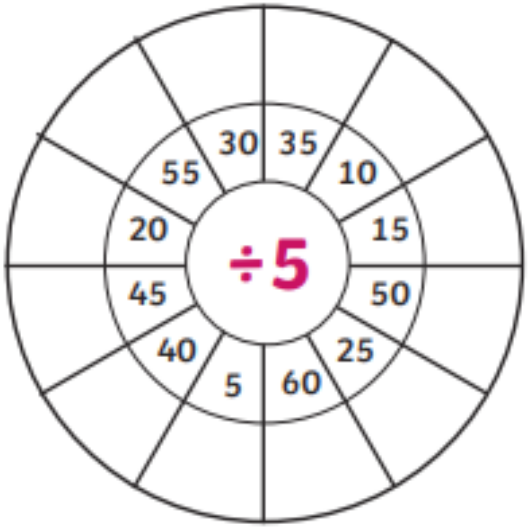
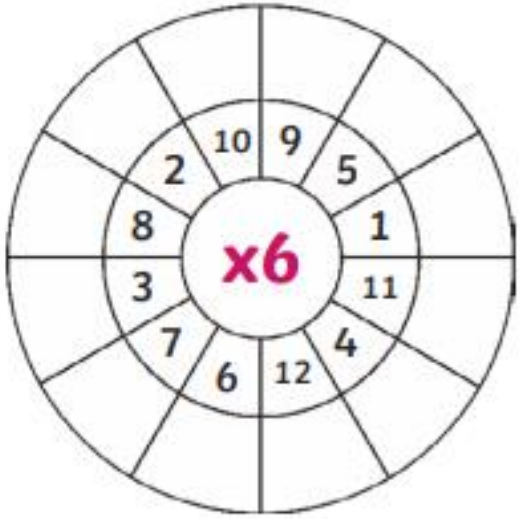
Maths Mentals - Tuesday

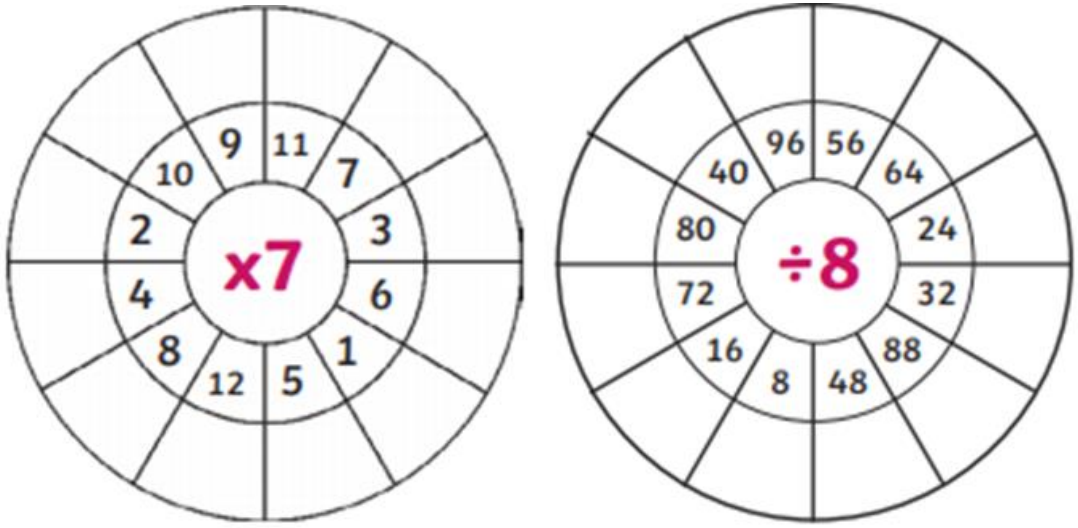
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	120 ÷ 3 =	
2.	380 ÷ 2 =	
3.	15.7 + 12.7=	
4.	35.2 + 20.7 =	
5.	1738 + 1037 =	
6.	4850 + 2275 =	
7.	12 x 4 =	
8.	42 x 4 =	
9.	15 x 4 =	
10.	65 x 4 =	
11.	Which fraction below is equivalent to a third? 4/5 1/4 3/12 6/17 9/3	
12.	Write down the number six thousand four hundred and sixty-eight.	
13.	Fill in the missing number. 7364 = 7004 + _____	
14.	What is the next number in this pattern? 2.5, 3.0, 3.5, _____	
15.	What is the repeated gap in the pattern? +5 +5.5 +0.5	
16.	Which number has a greater value? 17.4 or 17.04	
17.	Write these numbers from least to greatest. 14.008 14.8 14.08	
18.	What number does this expanded notation represent? 6 + 0.9 + 0.04 = _____	
19.	What is a 1/2 of 624?	
20.	In a class of 30 students, 2/5 of the children are boys. How many boys are in the class?	
Time =		**Score =**

<u>Investigations</u> – Multiplication and Division

Complete the wheel by multiplying or dividing the number in the middle. Thinking about the level you work at for multiplication and division, start in Row One and move through to Row 3.

Row 1	  
Row 2	  

Row 3	

OPTIONAL **- Problem-Solving (Extension Activity)**

Complete problem-solving activity 2 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! ❑ Read ❑ Understand ❑ Choose a Strategy ❑ Use Strategy ❑ Check	A squad of 20 footballers are each given three new pairs of boots. Each pair has 16 studs. How many studs are there altogether? 

Science (Afternoon Session)

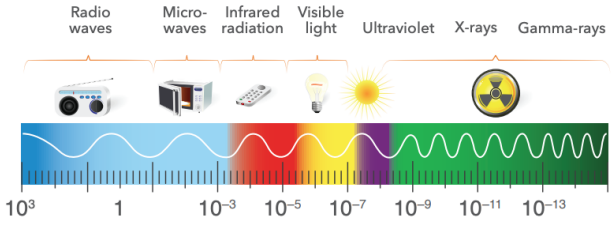
Learning Intention: We are learning about the two sources of light.
Success Criteria: I can -

- Explain the nature of light.
- Group different types of light sources into natural or artificial.

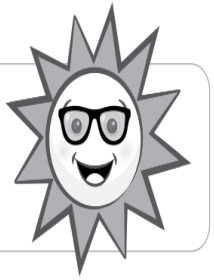
Vocabulary

light	A source of energy and a form of electromagnetic radiation. 'Visible light' – the light that our eyes can detect – is a small part of the 'electromagnetic spectrum', which also includes radio waves, microwaves, infrared, ultraviolet, x-rays and gamma rays.
ray	The path that light takes as it travels. We can see individual light rays when the light is funneled down a narrow space, such as a torch. Light rays travel in straight lines, until they interact with a new substance.
source	A place from which light is emitted.
natural	Occurring in nature without human input or interference.
artificial	Created by humans, not natural processes.
reflect	To bounce light off a surface, such as a mirror.
illuminate	To shine light onto an object.
bioluminescence	The light produced by a chemical reaction inside a living organism.

The Electromagnetic Spectrum



Light is a form of energy, like heat and sound. It is produced in nature (natural sources of light) and can also be produced by people to use when they need it (artificial sources of light).



TYPES OF LIGHT SOURCES

BYJU'S The Learning App

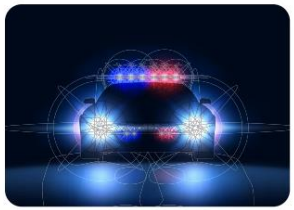
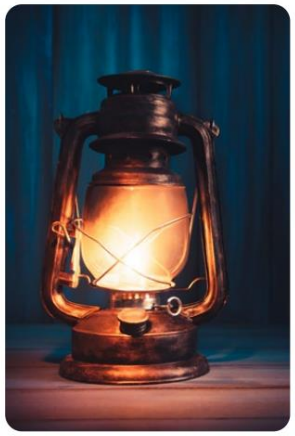
Natural Light Source

Artificial Light Source

Look at the images below of different sources of light. Write them in the table on the right, grouping them as either natural or artificial.





Natural source of light	Artificial source of light
Sun (substance burning)	Light bulb (electricity passing through)

- Sun
- Light Bulb
- Fire
- Lights in ceilings
- Thunderstorm
- Open Sign
- Car lights
- Flashlight
- Lamp
- Candle

Wednesday 1st September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on Cinder Cone Volcanoes and synthesise important information into your student knowledge organiser (see table from Monday).

Cinder Cone Volcano

The smallest, simplest, and most common type of volcano

Article by: Hobart M. King, PhD, RPG

Cinder Cone Volcano: *A photograph of Parícutin, the world's most famous cinder cone. It erupted and grew between 1943 and 1952 and is located near the city of Uruapan, Mexico. Today it is a volcano that is 1,391 feet in height and surrounded by about 90 square miles of lava flows. Photo by Brian Overcast*

What Are Cinder Cones?

Cinder cones are the smallest and the simplest type of volcano. They are the world's most common volcanic landform. As the name "cinder cone" suggests, they are cone-shaped hills made up of ejected igneous rocks known as "cinders".

These small volcanoes usually have a circular footprint, and their flanks usually slope at an angle of about 30 to 40 degrees. Most cinder cones have a bowl-shaped crater at the top.

Cinder cones are found in many parts of the world, including Australia, Canada, Chile, France, Iceland, Italy, Japan, Mexico, New Zealand, Peru, the Philippines, Russia, Turkey, and the United States.

How Do Cinder Cones Form?

Cinder cones form when molten rock known as "magma" approaches Earth's surface. The magma that forms cinder cones contains a tremendous amount of dissolved gas - and that gas is what powers a cinder cone eruption.

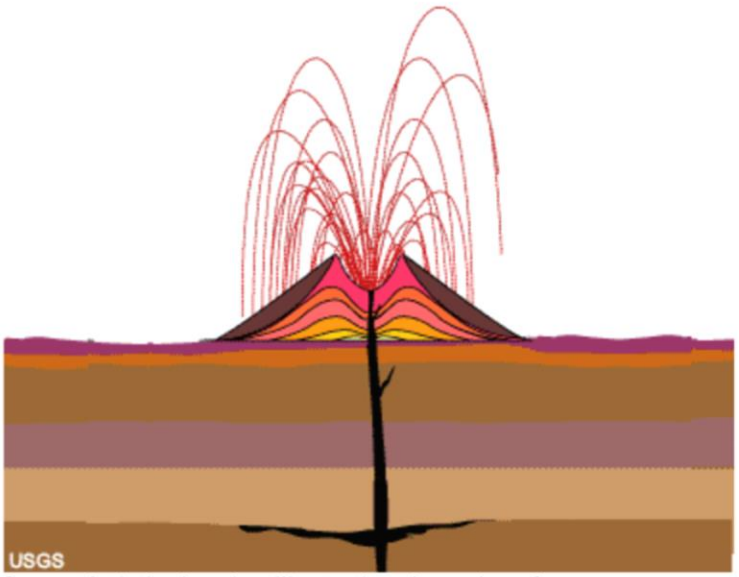
Some gas-charged magmas contain several percent volcanic gas **on the basis of weight**.

Think about that - several percent gas - on the basis of weight.

That is a tremendous amount of gas!

The molten rock cools as it flies through the air, and the cinders rain down onto the surrounding landscape. Most of the cinders land close to the vent, and these are what build the cone. Many cinder cones blast cinders a mile or more from the vent, and the wind often assists in their spread.

Cinder Cone Eruption: *A night-time view of Parícutin erupting cinders which are so hot that they are incandescent as they fly through the air - and also after they land. Photo by JSM Historical*



Scoria Cinder Cone: *Artistic drawing illustrating the subsurface magma source and layer-by-layer build-up of scoria in a cinder cone eruption. Image by USGS.*

Vocabulary

Taboo

volcano

Taboo Words

mountain
hill
lava
crust
eruption

lava

Taboo Words

hot
molten
volcano
fissure
erupt

Optional extension: Add these words to your vocabulary suitcase using the format that we have been using each week.

TABOO

How to play - You must explain the word above the line to someone without using any of the taboo words, below the line. If you use a taboo word, you are [illegible] eeds to guess what the word is. You may do actions or

[illegible]one to play with, write how you would describe the word [illegible]ithout using the taboo words.

Example: It is a word that is used to describe the consistency of the hot gooey lava that comes out of a volcano.

In the example above, the word viscous was described without using any of the taboo words below the line.

Write your explanation of 'volcano' here:

Write your explanation of 'lava' here:

SOTD – Focus: Simple Sentence

Learning Intention: We are learning to write a simple sentence with a subject and predicate.

Success Criteria: I can:

- Write a main clause
- Include a subject
- Include a predicate
- Use correct beginning and end punctuation

Simple Sentence: *Contains a main clause, a subject and a predicate.*

Subject: *The person, animal or thing that is doing an action.*

Predicate: *The part of the sentence that contains the action or verb.*

Modelled: Mount Vesuvius erupted near the Roman city of Pompeii.
Subject: Mount Vesuvius
Predicate: erupted near the Roman city of Pompeii.

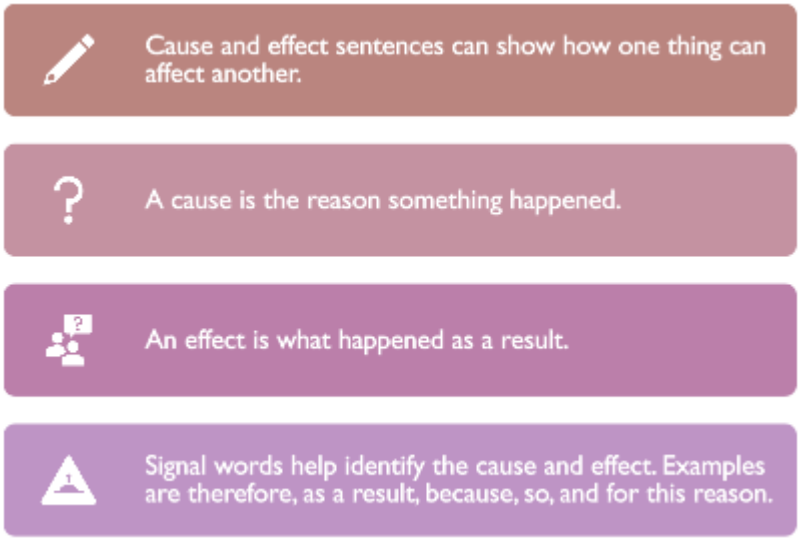
Your Turn: complete the sentence below.

Volcanic ash can …

Writing

This week, you are writing a series of sentences that will make up a one body paragraph for your informative text on volcanoes. Yesterday we wrote the topic sentence and today we will put together a cause and effect sentence.

Cause and effect sentences:



First!
Draw your 'landforms' block planner with all the correct shorthand symbols.

Example of a cause and effect sentence.

Eruptions of this type of magma are gentle because the lava flows easily.

Use the subordinating conjunctions to help you write your cause and effect sentence below.

SUBORDINATING CONJUCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

Guided Reading

Mt. Vesuvius is a **'composite'** volcano. Read the information on Mt. Vesuvius and composite volcanoes and add any information to the knowledge organiser from morning routine.

Mount Vesuvius

Volcanoes

Mount Vesuvius is located in Italy.

Its highest point is 1281m high.

Mount Vesuvius last erupted in 1944.

The most famous eruption happened in AD79. Mount Vesuvius erupted for more than 24 hours, completely burying the nearby city of Pompeii.

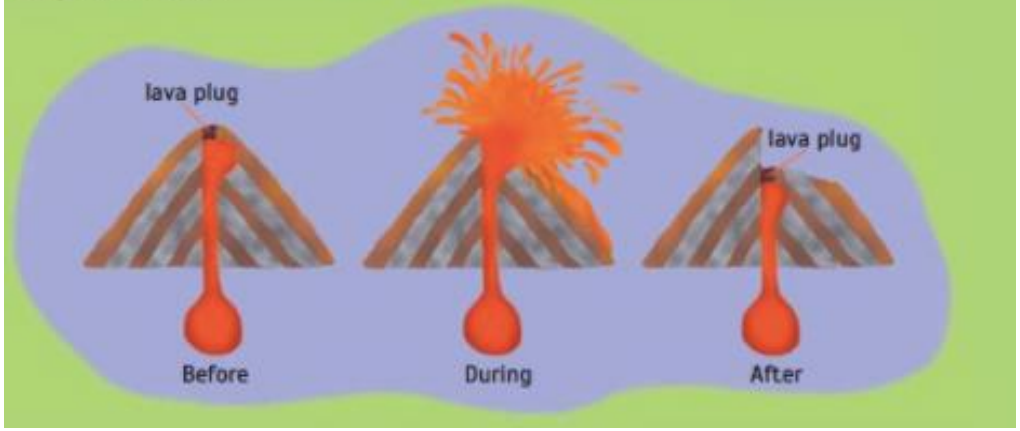
Over 3 million people live in the immediate area of Mount Vesuvius. More people live dangerously close to it than to any other volcano in the world.

Did You Know...?
It has erupted over 50 times during the last 2000 years.

Stratovolcanoes

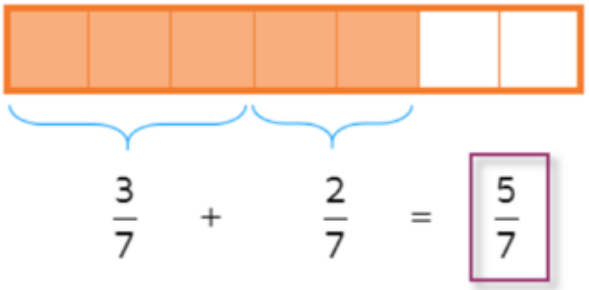
Stratovolcano magma is more viscous (thicker and stickier) than that of shield volcanoes. It can build up inside a vent, harden and plug the opening. Pressure builds from gas trapped within the magma. When the pressure becomes too great, the gas in the magma expands, blasting out the lava plug with a ferocious force. Thick lava is pulverized into smaller pieces of ash and volcanic cinders. As these fall they build a cone around the vent.

After an explosive eruption, sticky lava plugs the vent again until gas pressure builds and blows it out again. This happens repeatedly. Ash and cinders can alternate with lava flows and build up layers on the stratovolcano. Because of these layers a stratovolcano is sometimes referred to as a composite volcano.



Maths (Middle Session) - Addition of fractions with common denominators

Remember: When adding two fractions with a common denominator, you can combine them together by adding the numerators together (the top numbers). The denominator will always stay the same because the size of the equal pieces does not change when you combine the two fractions together.



Watch this video: https://www.youtube.com/watch?v=MZmENadGcK0

Task: Complete the activity, starting at Level 1 and moving through the different levels (level 1, then level 2 and finally level 3), until you have reached the question you can complete.

Level 1 - Colour in the fraction bars to find the answer

$\frac{2}{5} + \frac{1}{5} = \square$

$\frac{1}{3} + \frac{1}{3} = \square$

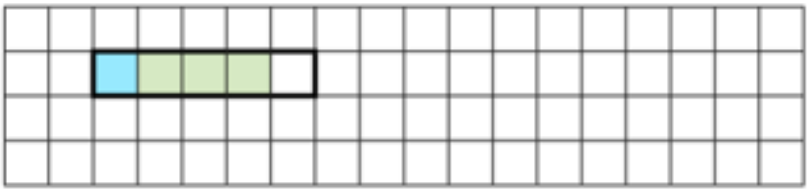
$\frac{4}{8} + \frac{3}{8} = \square$

$\frac{2}{7} + \frac{3}{7} = \square$

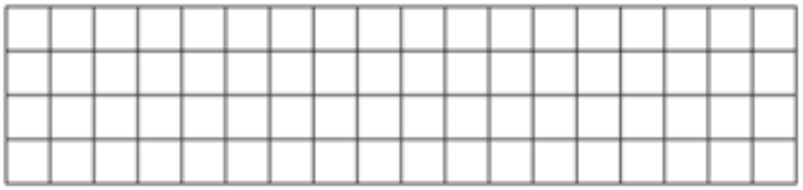
$\frac{3}{6} + \frac{1}{6} = \square$

Level 2 - Draw the fraction bar, then colour, to find the answer

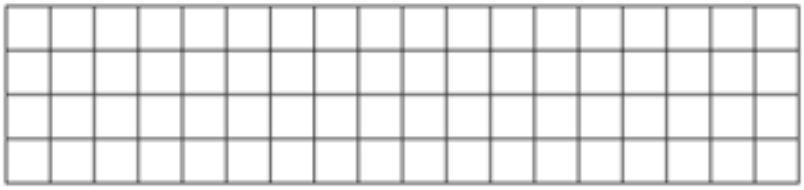
$\frac{1}{5} + \frac{3}{5} = \boxed{\frac{4}{5}}$



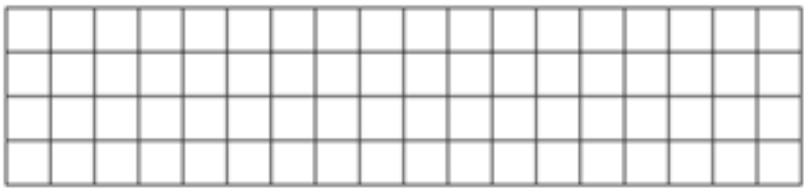
$\frac{2}{6} + \frac{3}{6} = \boxed{}$



$\frac{5}{10} + \frac{3}{10} = \boxed{}$



$\frac{2}{10} + \frac{4}{10} + \frac{3}{10} = \boxed{}$



Level 3 - Draw fraction bars to show these calculations. Give the answer as improper fractions and as mixed numbers.

$\frac{5}{6} + \frac{3}{6} =$ ☐ or ☐

$\frac{6}{8} + \frac{3}{8} =$ ☐ or ☐

$\frac{3}{5} + \frac{4}{5} =$ ☐ or ☐

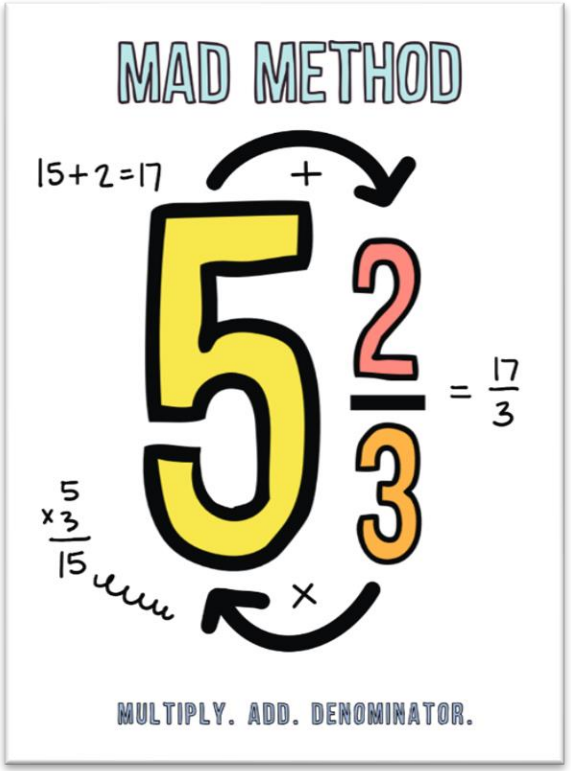
$\frac{4}{6} + \frac{5}{6} =$ ☐ or ☐

$\frac{5}{9} + \frac{7}{9} =$ ☐ or ☐

If you're not sure how to give the number as a mixed number, watch this video:

https://www.youtube.com/watch?v=KEmCZGbd4R8

Or check out this **MAD METHOD** trick!



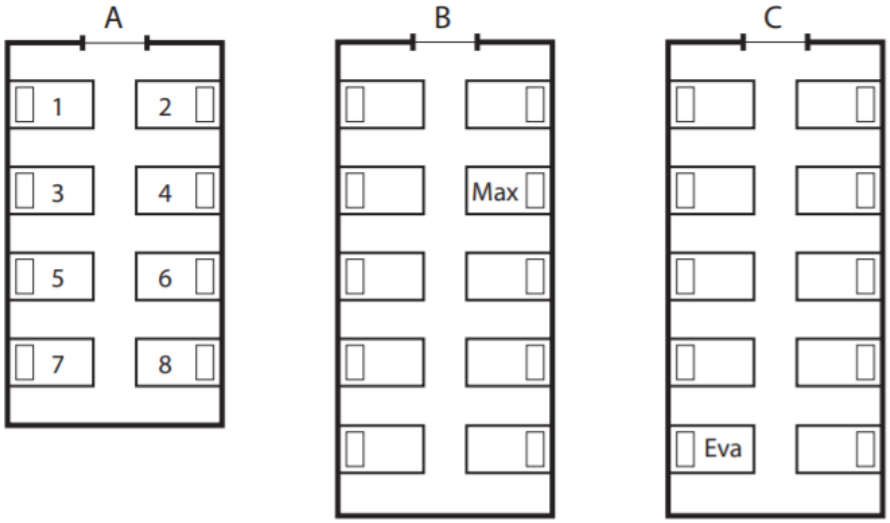
OPTIONAL **- Problem-Solving (Extension Activity)**

Complete problem-solving activity 3 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go!

- ❑ Read
- ❑ Understand
- ❑ Choose a Strategy
- ❑ Use Strategy
- ❑ Check

This plan shows the beds in three rooms at a camp.



Max sleeps in bed B4.

Which bed does Eva sleep in?

B7	B9	C7	C9
⬭	⬭	⬭	⬭

Thursday 2nd September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on Composite Volcanoes and synthesise important information into your student knowledge organiser (see table from Monday).

Composite Volcano

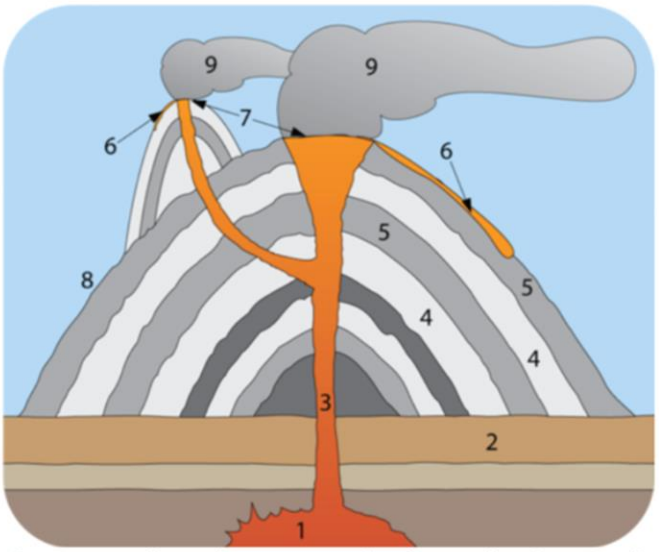
A composite volcano is formed over hundreds of thousands of years through multiple eruptions. The eruptions build up the composite volcano, layer upon layer until it towers thousands of meters tall. Some layers might be formed from lava, while others might be ash, rock and pyroclastic flows. A composite volcano can also build up large quantities of thick magma, which blocks up inside the volcano, and causes it to detonate in a volcanic explosion.

Composite volcanoes are fed by a conduit system which taps into a reservoir of magma deep within the Earth. This magma can erupt out of several vents across the composite volcano's flanks, or from a large central crater at the summit of the volcano.

Some of the most famous volcanoes in the world are composite volcanoes. And some of the most devastating eruptions in history came from them. For example, Mount St. Helens, Mount Pinatubo, and Krakatoa are just examples of composite volcanoes that have erupted. Famous landmarks like Mount Fuji in Japan, Mount Ranier in Washington State, and Mount Kilimanjaro in Africa are composite volcanoes that just haven't erupted recently.

When large composite volcanoes explode, they can leave behind a collapsed region called a caldera. These are deep, steep-walled depressions which marked the location of the volcano. And it's in this region that a new composite volcano will build back up again.

Another name for a composite volcano is a stratovolcano.



A cross section of a composite volcano reveals alternating layers of rock and ash: (1) magma chamber, (2) bedrock, (3) pipe, (4) ash layers, (5) lava layers, (6) lava flow, (7) vent, (8) lava, (9) ash cloud. Frequently there is a large crater at the top from the last eruption.

Vocabulary

Taboo

magma

Taboo Words

molten
hot
fluid
Earth's
crust

crust

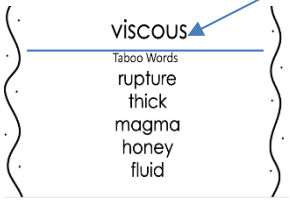
Taboo Words

outermost
shell
Earth
layer
bread

Optional extension: Add these words to your vocabulary suitcase using the format that we have been using each week.

TABOO

How to play - You must explain the word above the line to someone without using any of the taboo words, below the line. If you use a taboo word, you are out. The other person needs to guess what the word is. You may do actions or describe.
If you don't have someone to play with, write how you would describe the word in a sentence or two, without using the taboo words.



Example: It is a word that is used to describe the consistency of the hot gooey lava that comes out of a volcano.

In the example above, the word viscous was described without using any of the taboo words below the line.

Write your explanation of 'magma' here:

Write your explanation of 'crust' here:

SOTD – Focus: Simple Sentence

Learning Intention: We are learning to write a simple sentence with a subject and predicate.

Success Criteria: I can:

- Write a main clause
- Include a subject
- Include a predicate
- Use correct beginning and end punctuation

Simple Sentence: *Contains a main clause, a subject and a predicate.*

Subject: *The person, animal or thing that is doing an action.*

Predicate: *The part of the sentence that contains the action or verb.*

Your Turn: complete the sentence below.

Lava does not build up on the …

Record the subject and predicate from the sentence below.

Subject:

Predicate:

Guided Reading

Read a text on Literacy Pro within your Lexile range or a chapter book.

Writing

This week, we have been writing a series of sentences that will make up one body paragraph for an informative text on volcanoes. On Tuesday and Wednesday we wrote the cause and effect sentences and today we will put together our example and a linking sentence.

First! Draw your 'landforms' block planner with all the correct shorthand symbols.

Real life examples: This is a good place to add in an example of a volcano you have learnt about.

Example:
Mt. Pinatubo is an active stratovolcano located in the Zambales Mountains in the Philippines. It's last eruption was on June 12, 1991, resulting in the second-largest eruption of the 20th century. More than 350 people died during the eruption, most from collapsing roofs and it jostled weather patterns and dampened the effects of global warming for the next year.

Write about real life example below:

A linking sentence
All sentences in a paragraph need to relate to the main idea in the topic sentence and link to your next paragraph. It is important to use linking words to weave your sentences together to create a cohesive paragraph.

Some linking words you could use include:

- Although
- despite
- In addition
- in contrast to
- While
- similar to
- In spite of
- in addition to

Example linking sentence:
Although shield volcanoes are common, they are not the only type that are formed.

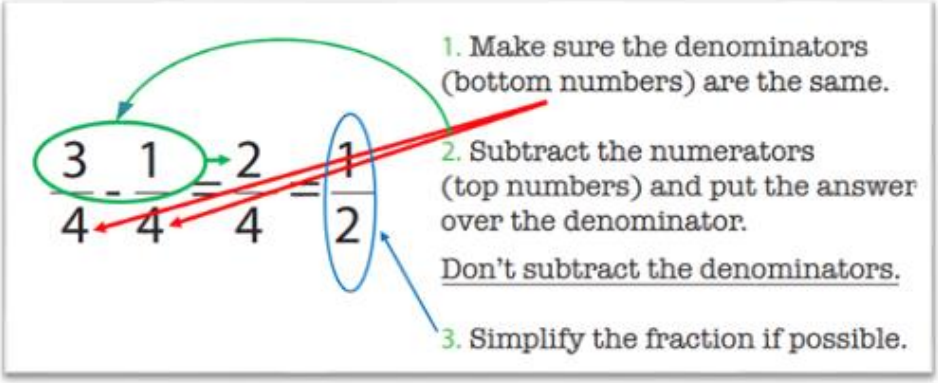
This linking sentence would relate to a body paragraph on shield volcanoes. However, it relates back to the main idea of my whole text, that there are other types of volcanoes. This will link well with my next paragraph.

Write your link sentence below:

Maths (Middle Session) - Subtract fractions with common denominators

How to subtract a fraction with common denominators:

To subtract fractions with the same denominator, **we leave the common denominator and only subtract the numerators.**



Watch this video - Subtract a fraction with common denominators:
https://www.youtube.com/watch?v=VTCOHFJOAA8

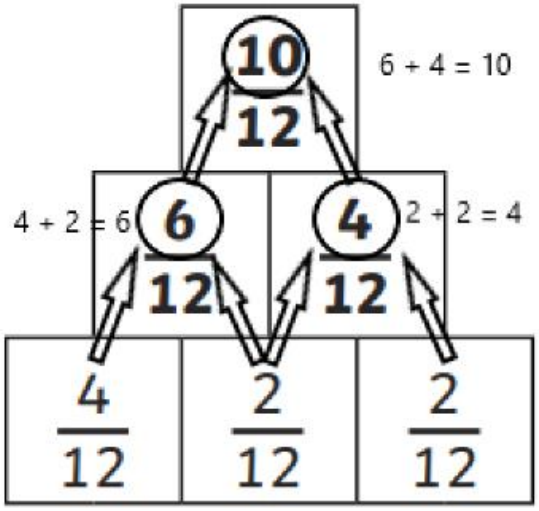
Watch this video - How to simplify fractions (extension):
https://www.youtube.com/watch?v=oFVzcnJfYkg

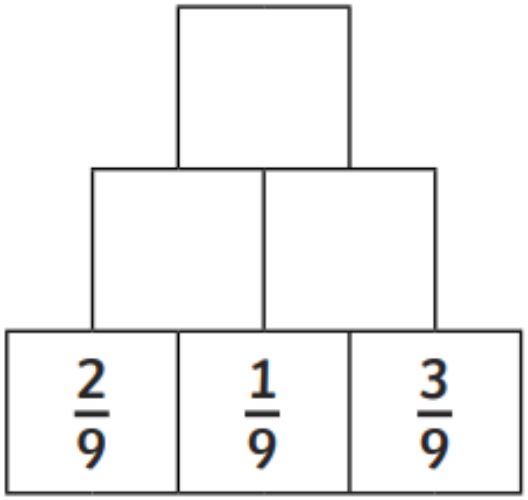
Factor: *A* ***factor*** *is a number that divides into another number exactly and without leaving a remainder.*

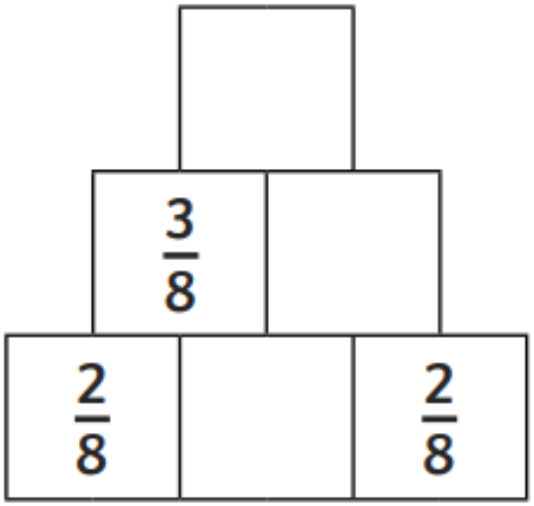
Task: Complete the questions below. You will see that all the denominators are the same, so you only need to subtract the numerators.
Extension: Please have a go at simplifying the fractions.

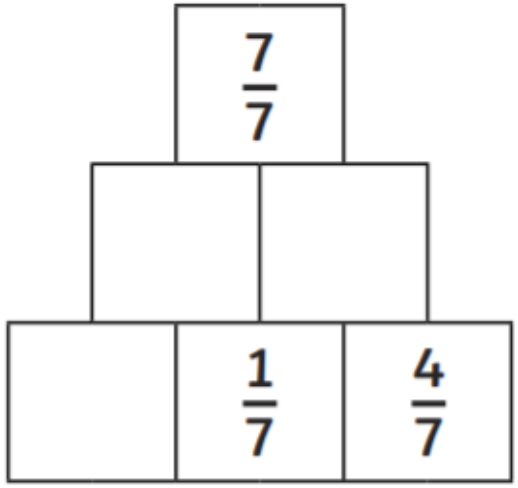
1. $\frac{14}{15} - \frac{13}{15} =$ _____
2. $\frac{6}{9} - \frac{5}{9} =$ _____
3. $\frac{95}{100} - \frac{36}{100} =$ _____
4. $\frac{7}{11} - \frac{4}{11} =$ _____
5. $\frac{30}{50} - \frac{22}{50} =$ _____
6. $\frac{6}{12} - \frac{4}{12} =$ _____
7. $\frac{14}{30} - \frac{13}{30} =$ _____
8. $\frac{19}{25} - \frac{11}{25} =$ _____
9. $\frac{8}{10} - \frac{7}{10} =$ _____
0. $\frac{9}{20} - \frac{8}{20} =$ _____
11. $\frac{4}{5} - \frac{2}{5} =$ _____
12. $\frac{18}{20} - \frac{17}{20} =$ _____
3. $\frac{12}{25} - \frac{8}{25} =$ _____
14. $\frac{86}{100} - \frac{74}{100} =$ _____
15. $\frac{48}{50} - \frac{44}{50} =$ _____
6. $\frac{17}{30} - \frac{15}{30} =$ _____
17. $\frac{17}{18} - \frac{1}{18} =$ _____
18. $\frac{14}{15} - \frac{9}{15} =$ _____

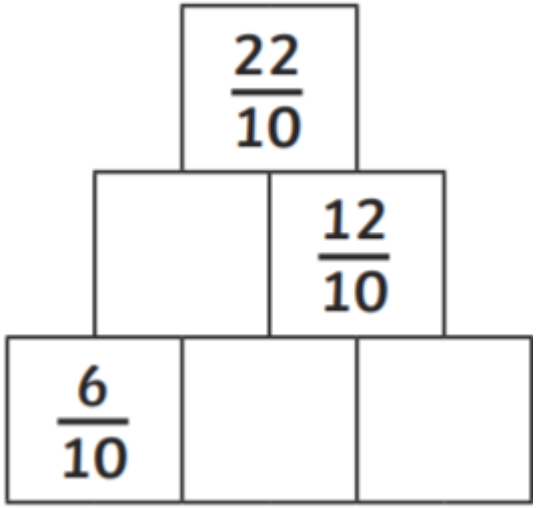
Bonus Task: Complete the pyramids by adding and subtracting fractions with the same denominator to find the missing answers to complete the steps.

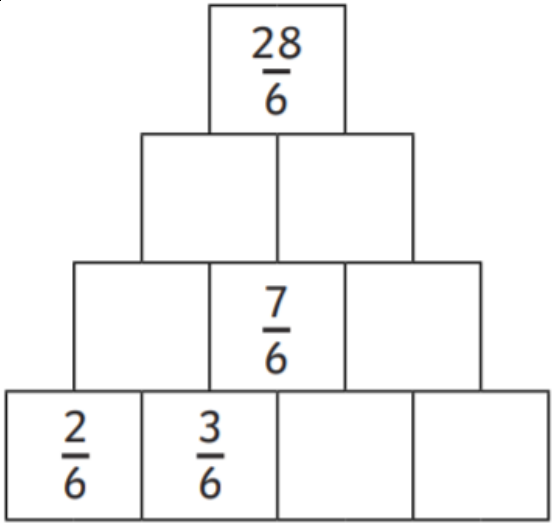












OPTIONAL **- Problem-Solving (Extension Activity)**

Complete problem-solving activity 4 below (10 minutes).

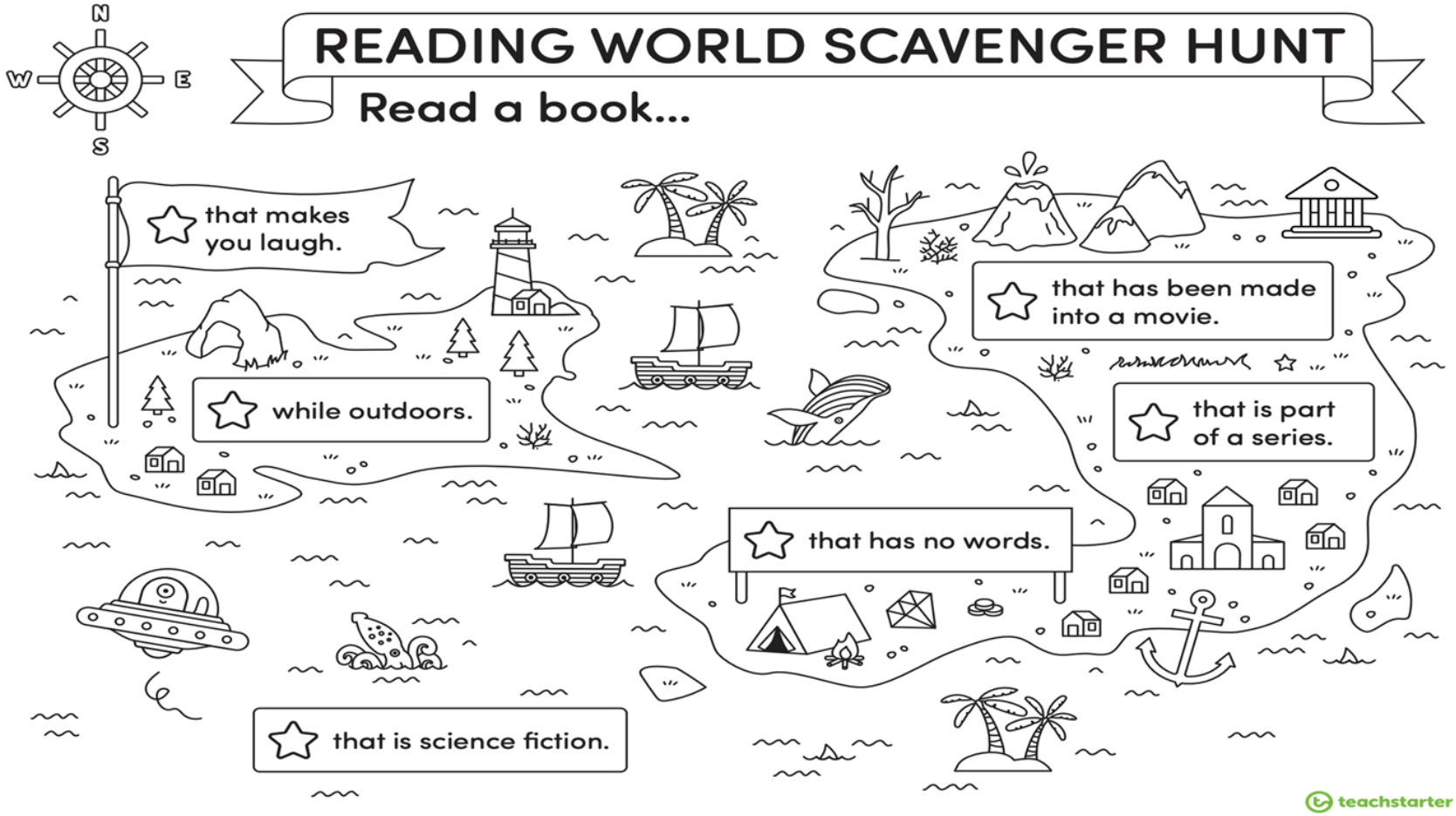
Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! ❑ Read ❑ Understand ❑ Choose a Strategy ❑ Use Strategy ❑ Check	David and Sarah both bought a T-shirt and hat. They each spent the same amount of money. David's T-shirt cost $28.90 and his hat cost $21.10. Sarah's T-shirt cost $30.95. How much did Sarah's hat cost? $19.05 ⬭ $19.15 ⬭ $20.95 ⬭ $21.10 ⬭

Library Session (Afternoon) -

Activity 1: Reading World Scavenger Hunt

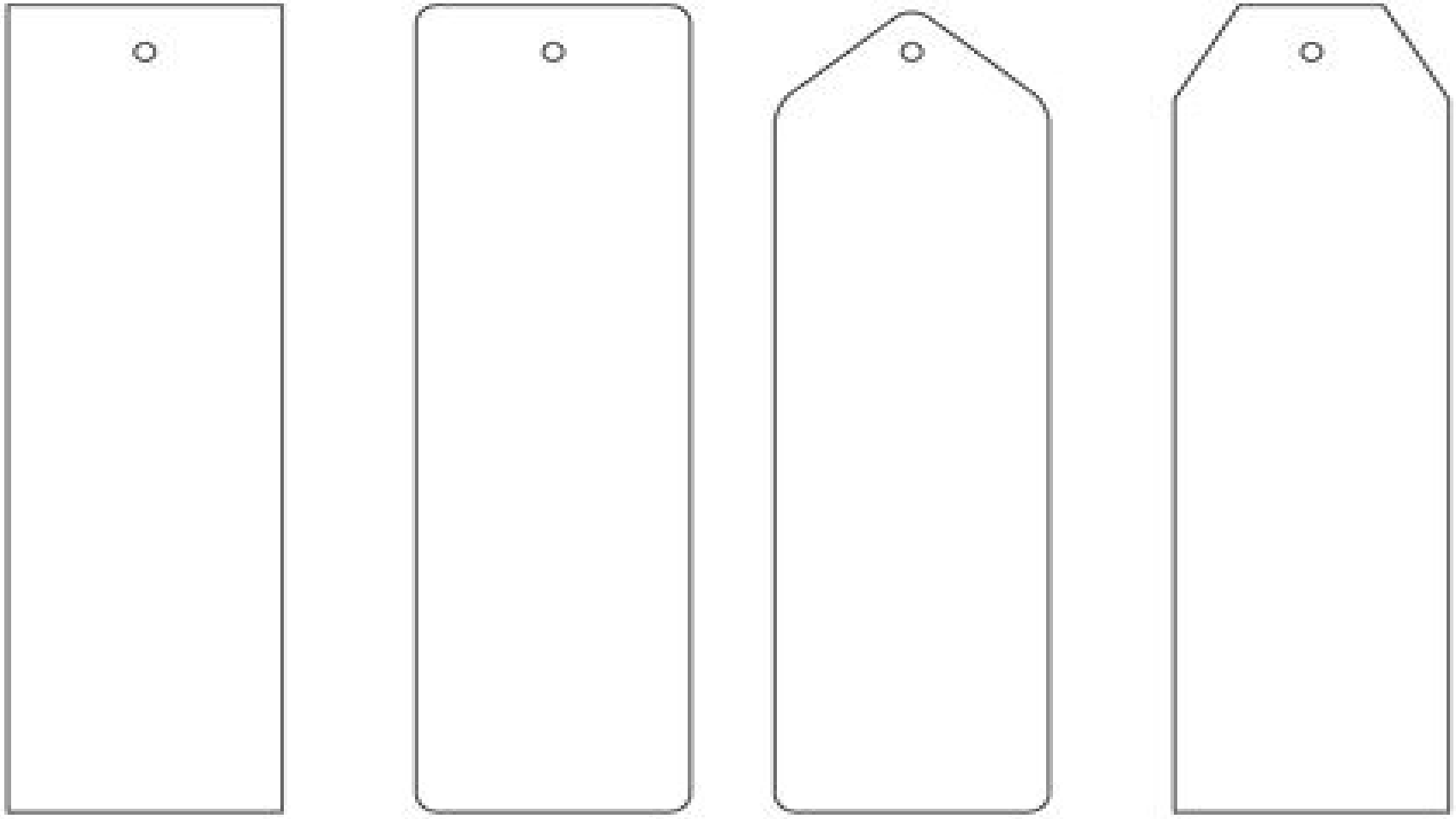
Read a book that:

- Makes you laugh
- While outdoors (Backyard)
- Science fiction (Form of fiction that deals with the impact of actual or imagined science)
- Has no words
- Has been made into a movie
- Is a part of a series



Activity 2: Create your own bookmark

Choose your own bookmark template from the below. Design it how you want and bring it back to school with you to use.



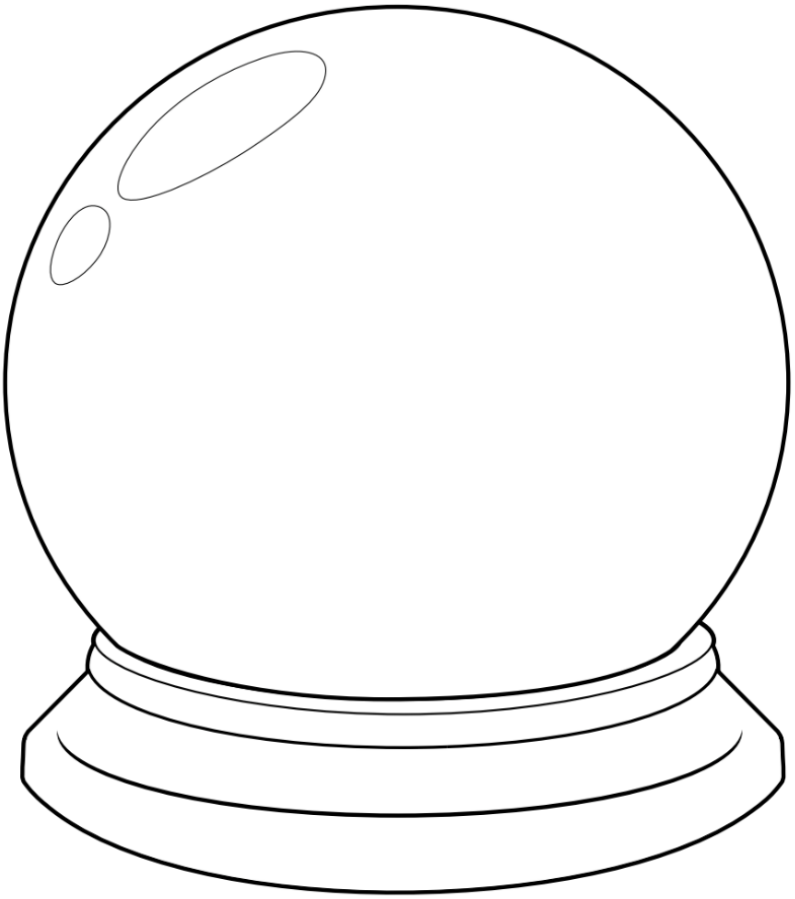
Activity 3: Complete 'My Ideal World' activity

What is your ideal world? In a couple of sentences, write down what your ideal world would be! You may use these possible sentence starts like:

- My ideal world is called …
- If I could live anywhere, I would live …
- I would like to live in a world that ...

MY IDEAL WORLD

Name: _____



_____

_____

_____

_____

_____

Friday 3rd September 2021

Literacy (Morning Session)

Morning Routine – Complete the challenge grid below or log on to Kahoot with your class to complete the Week 7 Retrieval Quiz. If completing the challenge grid below, please see colour code for number of points.

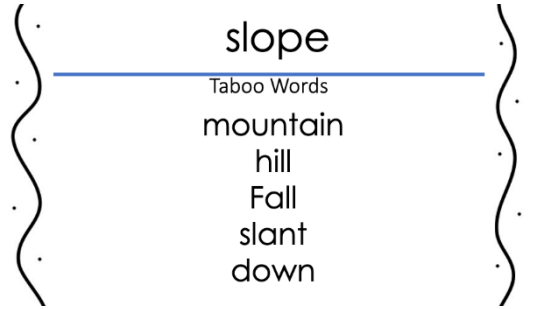
- Blue – 1 point
- Yellow – 2 points
- Green – 3 points

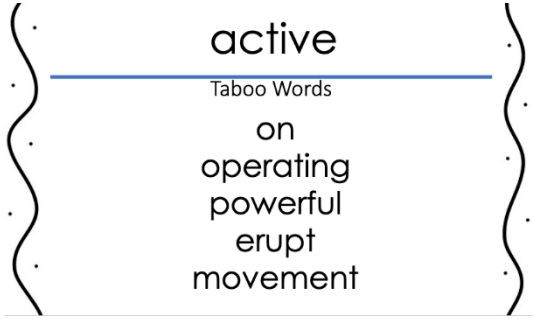
What builds up beneath the surface of the Earth?	What causes the mantle to leak out onto the surface of the earth?	Which type of volcano has non-explosive eruptions?	What is the underground passage called through which magma travels?
What is the mouth of the volcano called? *Hint: It surrounds the vent.*	Which type of volcano has steep slopes, thick and sticky lava?	What is the area in the Pacific Ocean called where 75% of the world's volcanoes are found?	Which type of volcano has a bowl-shaped hole or crater at the top?
When and where did Mount Vesuvius erupt?	What is a dormant volcano?	How many volcanoes are there in the Ring of Fire?	Volcanoes are mountains made from what?
Deep inside the Earth, what are the four different layers that make up our planet?	What is the theory called that explains why plates beneath the earth's crust are moving in different directions and speeds?	What can an erupting volcano trigger?	What is an extinct volcano?
How many potentially active volcanoes are there in the world?	What is an active volcano?	Which type of volcano has lava that travels long distances due to its gently sloping sides?	Mount Fuji in Japan is an example of what type of volcano?

Record your total point score here:

Vocabulary

Taboo

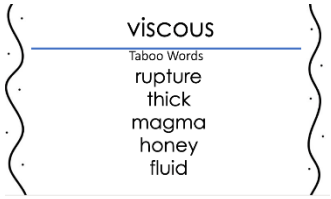




Optional extension: Add these words to your vocabulary suitcase using the format that we have been using each week.

TABOO

How to play - You must explain the word above the line to someone without using any of the taboo words, below the line. If you use a taboo word, you are out. The other person needs to guess what the word is. You may do actions or describe.
If you don't have someone to play with, write how you would describe the word in a sentence or two, without using the taboo words.



Example: It is a word that is used to describe the consistency of the hot gooey lava that comes out of a volcano.

In the example above, the word viscous was described without using any of the taboo words below the line.

Write your explanation of 'slope' here:

Write your explanation of 'active' here:

Guided Reading

Complete a Literacy Pro quiz for the book you read yesterday. Remember, your aim is to get 8/10.

SOTD – Assessment: Simple Sentence

Learning Intention: We are learning to write a simple sentence with a subject and predicate.

Success Criteria: I can:

- Write a main clause
- Include a subject
- Include a predicate
- Use correct beginning and end punctuation

Task: Write a simple sentence with a subject and predicate.

Good luck!

Writing

This week, we have been writing a series of sentences that will make up one body paragraph for an informative text on volcanoes.

You have written all the components of your paragraph. Today, you will combining all the elements, editing your paragraph and writing it neatly or typing it.

First! Draw your 'landforms' block planner with all the correct shorthand symbols.

Write your edited and published paragraph below.

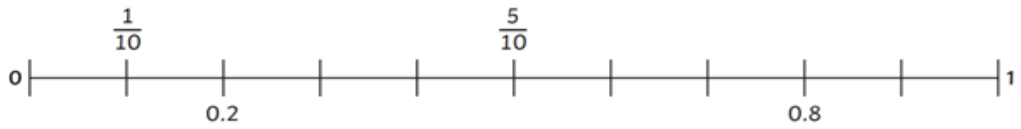
Use this checklist to edit your writing.

Check	I have checked that:
	I have a topic sentence.
	I have at least 1 cause and effect sentence.
	I have 1 real life example sentence.
	I have 1 linking sentence.
	My spelling is correct.
	My punctuation is correct.
	My writing makes sense.

Maths (Middle Session) Investigations – Fractions and Decimals

Task- Fill in the table below, then add the fraction and decimals on a number line. Start from tenths, then hundredths and see If you can challenge yourself with the mixed numbers.

Fraction	Decimal
$\frac{3}{10}$	
	0.9
	0.2
$\frac{1}{10}$	
$\frac{4}{10}$	
	0.5



Fraction	Decimal
$\frac{54}{100}$	
	0.46
$\frac{2}{100}$	
$\frac{19}{100}$	
	0.82
	0.44
$\frac{81}{100}$	

Fraction	Decimal
$3\frac{84}{100}$	
	5.36
$6\frac{12}{100}$	
$1\frac{9}{100}$	
	5.82
	3.47
$2\frac{91}{100}$	

OPTIONAL - Problem-Solving (Extension Activity)

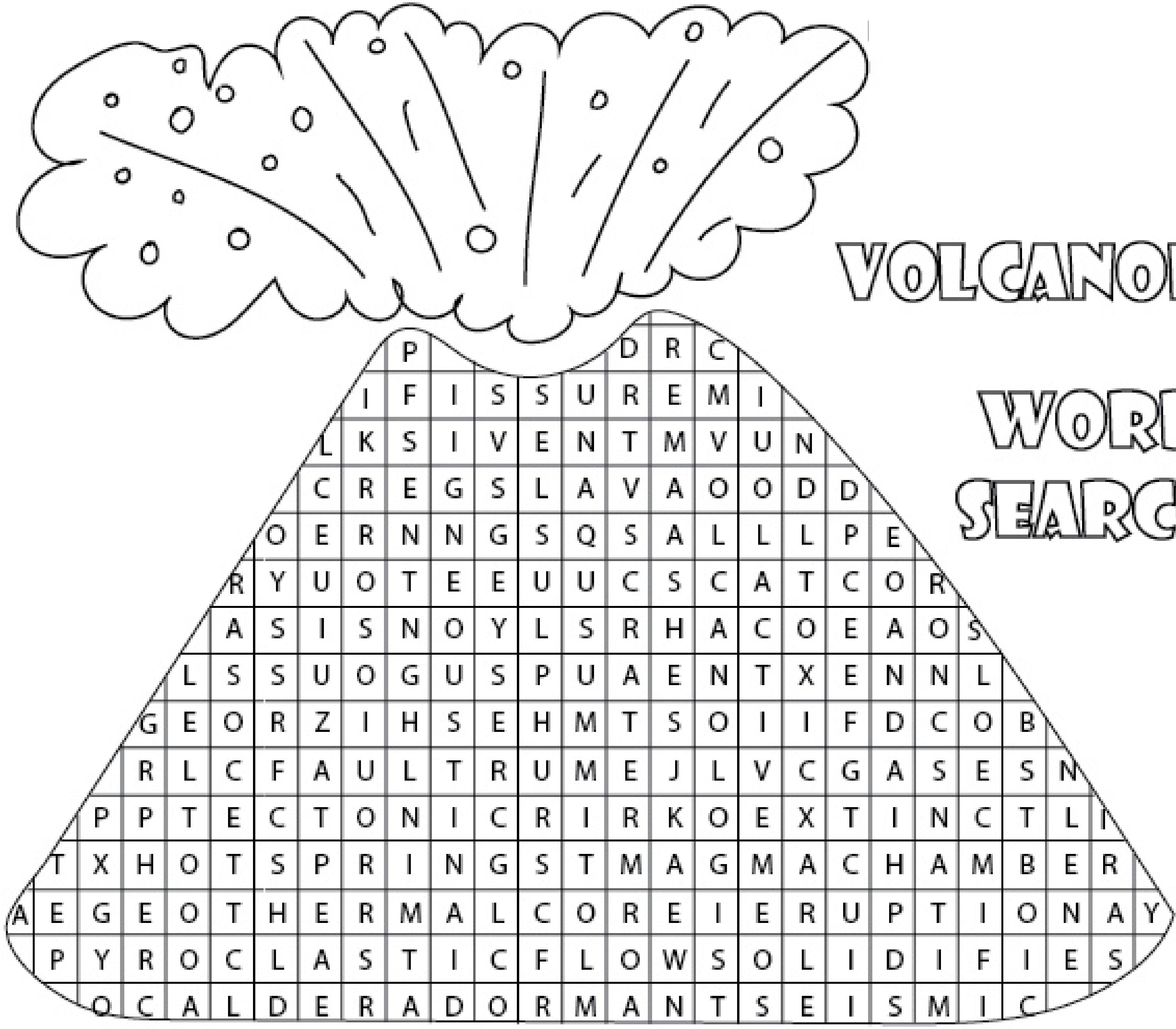
Complete problem-solving activity 5 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! ❑ Read ❑ Understand ❑ Choose a Strategy ❑ Use Strategy ❑ Check	**An eighth of a cake was left after Tom had eaten three eighths of it and Max had eaten the rest. How much did Max eat?** 

Afternoon Session -

VOLCANOES WORD SEARCH

ACTIVE
ASHES
CINDERS
CALDERA
CORE
CRATER
CRUST
DORMANT
ERUPTION
EXPLOSION
EXTINCT
FAULT
FISSURE
GASES
GEOTHERMAL
GEYSER
HOT SPRINGS
IGNEOUS
LAVA
LAYERS
MAGMA CHAMBER
MOLTEN
MUD POOL
PRESSURE
PYROCLASTIC FLOW
SEISMIC
SOLIDIFIES
SULPHUR
SUMMIT
TECTONIC
TOXIC
VENT
VOLCANO
VOLCANOLOGIST
ZONE



Year 5 Specialist Learning from Home Grid week 8

Phonics

Monday - Friday

- Look, cover, write and check the following camera words.
- Each day practise writing sentences for each camera word.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
ocean					
gone					
whose					
blood					
flood					
buy					

Write a simple sentence for each camera word. A simple sentence has a subject and a predicate.

1._____

2. _____

3._____

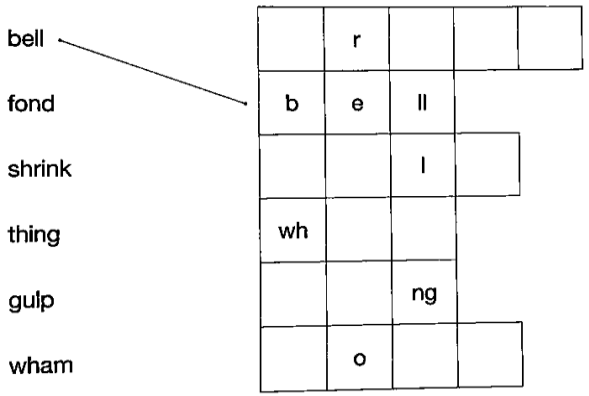
4. _____

5_____

6. _____

Tuesday

Read each word in the column on the left before you start.
Match the pairs of words and then fill in the blanks to complete the word, saying each sound as you write. Write each sound in its own box. If two letters make one sound (e.g., ng, wh, sh), write them in the same box.



- Circle and read the words that have a digraph. When two letters make one sound it is called a digraph. For example – th, ch, ng, sh, ck, wh.

Wednesday

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Read the words, then clap the syllables in each word. Each word has two syllables. For example, gob lin

hand/ball	ex/act	dust/pan
desk/top	in/sect	Con/quest
dis/gust	Com/pact	ex/pect

Year 5 Specialist Learning from Home Grid week 8

Reading

Set A

297 words

1. Colin likes tennis. He can slam the ball and put a backspin on his backhand but when he does not win he will chuck the ball into the net and stomp off.
2. Sam and Pat are twins. Sam likes to put on denim pants and an old top and muck about in mud. Pat likes to put on a satin dress and a velvet ribbon and sit very still with a good book.
3. In the spring the lemon tree has blossoms on it. When there are fresh lemons, we can pick them to have them with our fish dinner. We can whip up some lemon jam as well.
4. There is a problem with cactus plants. They prick! But if I put on thick mittens, then I can pick them up and seldom get a jab.

Set B

1. The goblin king will travel over hillocks and under rocks and by fetid swamps to get to the dragon's den. Then he will banish the dragon with his spell.
2. Greg blasts off in a rocket ship. From his ship he can see comets whiz by. He is about to land on the planet when… "Greg, come and get your snack". Greg ducks out from under the blanket and zips off to munch on his crisps and drink his milk.
3. The sun is at its zenith and it is hot as our raft bumps on the rapids. We grip our jackets and hold on. Splash! We bang into some rocks and get wet, but we don't panic. Here comes the finish line – we made it!
4. "Stan, when you finish your lesson, could you put the rubbish in the bin?" asks Mum. "Put the plastic in the red bin, and the rest in the black bin," she says. "Then you must fold the linen and put it on the shelf."

Monday – Friday

- Read the paragraphs in 'Set A and Set B' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read Set A and Set B every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Thursday

- In the 'Set A and Set B' - Underline the words that have a digraph. For example - muck
- Choose three words you underlined from the passage. Write a simple sentence using each word.
- Circle the following camera words in the story: like, and, put, his, out, on, could.

Progress Monitoring Passage 4

Penny and Poppy are sisters. Penny is two years older than Poppy. They live in a small house and so they have to share a room. This is the problem.

Penny is very neat and tidy and she hates mess. Poppy would like to be tidy but she just cannot do it. She leaves her books in piles on the floor. Her bookcase is almost empty! Her clothes are everywhere. Her wardrobe is almost empty too!

Every day Poppy promises her sister that she will tidy up. She never does. And that makes Penny really mad.

In the first week of April, Penny and Poppy had their room painted. While the room was being painted, Poppy shared a room with her little brother, Max. Penny slept over with her best friend.

Max was even messier than Poppy. Poppy got so mad when she couldn't find her school shoes.

"You're such a slob, Max!" she yelled. "I can't find my shoes because of your mess. Now I'll be late for school!"

When Penny and Poppy moved back into their shared room, Poppy cleaned up her mess. From then on she became a lot tidier and that made Penny a lot happier.

190 words

Monday and Friday

- Read the 'Progress Monitoring Passage 4' to an adult or older sibling and time yourself.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

Year 5 Specialist Learning from Home Grid week 8

Tuesday

Wordsearch

Find and circle the words in the wordsearch below. Words can go across or down. Read each word, then cross it out when you find it.

m	p	o	c	k	e	t	u	s	s
f	l	e	d	u	c	k	q	p	t
a	f	a	u	t	h	a	t	a	r
l	i	s	c	k	c	t	y	s	i
l	c	h	u	m	h	k	s	m	p
e	r	i	t	r	u	m	p	e	t
m	a	n	k	g	w	l	u	c	k
o	m	s	e	r	l	o	n	g	z
n	p	g	r	i	v	g	a	s	h
p	u	f	f	n	b	r	i	s	k

fled	shin	strip
chum	gash	pocket
grin	fall	that
trumpet	cramp	spun
duck	lemon	brisk
spasm	long	puff

Wednesday

- Read and write all the words that have a digraph in the find a word.

- Use these words to write 5 simple sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Year 5 Specialist Pack

Monday

Read the paragraph about shield volcanoes and answer the questions below.

Shield Volcanoes

Shield volcanoes are huge, gently sloping volcanoes created by hot and runny lava. When magma is very hot and runny, gases can escape easily. Eruption of shield volcanoes are gentle because the lava flows easily.

1. What is a shield volcano?

_____

2. What happens when magma is hot?

_____

_____

3. Why is the eruption of field volcanos gentle?

_____

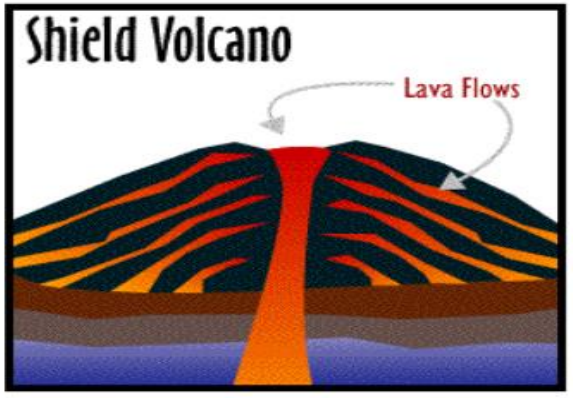
4. Draw a small diagram in the box below of a shield volcano based on the short paragraph above.

Fill in the blanks using the scaffold and the words from the word bank below.

eruptions	**shield**	**largest**	**volcano**

A volcano is a rupture in the Earth's crust where magma, hot ash, and gases from below the mountain escape into the air.

A **s_____ volcano** has long, gentle sloping sides that resemble a warrior's shield. They do not have explosive e_____; instead, a watery lava flows from the v_____ over a long period. This allows the lava to travel long distances before it cools and hardens. The shield volcano is the l_____ volcano.

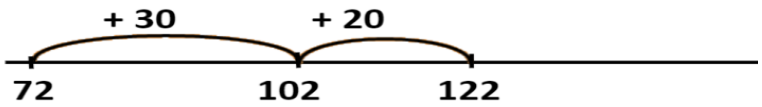


Tuesday

Complete addition problems below, by adding tens (10s) and bridging to a 100 on a number line.

72 + 50 =

30 + 20



1. 63 + 50 =

2. 75 + 40 =

Math Mentals.

Complete the following. Time yourself and write down how long it took you.

15 + 20 =	3 × 5 =	20 - 7 =	15 + 5 =
53 + 40 =	3 × 6 =	35 - 20 =	18 + 2 =
70 + 30 =	3 x 4 =	55 – 5 =	16 + 4 =

Fractions

Add the following fractions that have the same denominator.

Example:

$\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

numerator

denominator

1) $\frac{5}{12} + \frac{6}{12} =$ _____

2) $\frac{2}{9} + \frac{6}{9} =$ _____

3) $\frac{2}{11} + \frac{7}{11} =$ _____

4) $\frac{2}{9} + \frac{3}{9} =$ _____

5) $\frac{1}{5} + \frac{1}{5} =$ _____

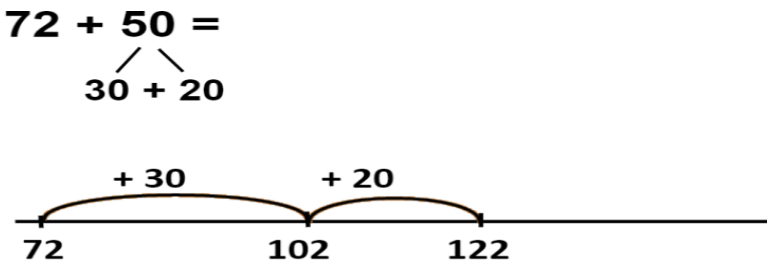
Wednesday
Read aloud and follow the set of directions on the right of the picture.

- Colour the big tree in green.
- Colour the ash cloud grey.
- Circle the volcano.
- Colour the lava orange.
- Write the word lava next to the arrow.
- Colour the trunk of the big tree brown.
- Colour the volcano in dark brown.
- Draw an X on two of the small trees.
- Draw a person running away from the volcano.

- **Use the set of directions to help you describe your picture to an adult in full spoken sentences.**

Thursday

Complete addition problems below, by adding tens (10s) and bridging to a 100 on a number line.



3. 44 + 60 =

4. 55 + 30 =

Math Mentals.

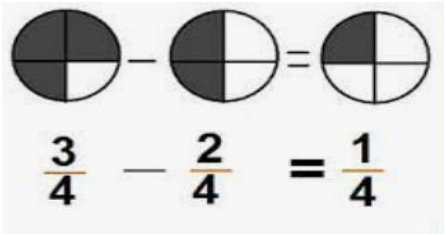
Complete the following. Time yourself and write down how long it took you.

16 +4 =	7 × 5 =	15 - 5 =	18 + 2 =
23 + 30 =	7 × 6 =	25 - 20 =	17 + 3 =
30 + 40 =	7 x 4 =	45 – 5 =	28 + 2 =

Fractions

Subtract the following fractions that have the same denominator.

Example:



1) $\frac{3}{3} - \frac{1}{3} =$ _____

2) $\frac{7}{7} - \frac{6}{7} =$ _____

3) $\frac{7}{9} - \frac{4}{9} =$ _____

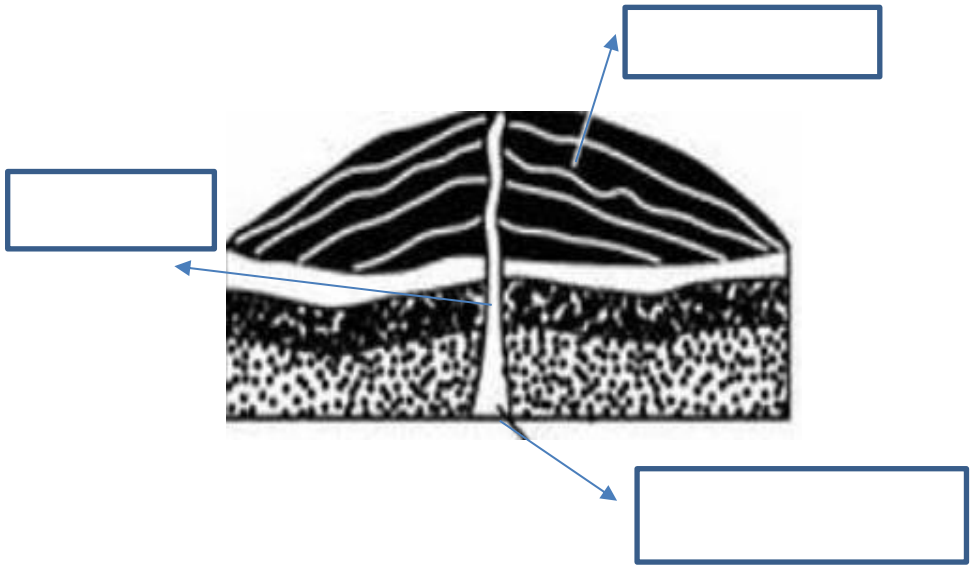
4) $\frac{4}{11} - \frac{3}{11} =$ _____

5) $\frac{8}{9} - \frac{4}{9} =$ _____

Friday

Label the shield volcano using the word bank below. Then write 3 simple sentences to describe it. Remember every sentence has a subject, predicate and end punctuation.

lava flows	magma	central vent



1. _____
2. _____
3. _____

Every sentence has a subject, predicate and end punctuation.

A shield volcano **resembles a warrior's shield.**

Subject **Predicate**

shield volcano	resembles a warrior's shield

Underline the subject and draw a square around the predicate. Then write the subject and predicate in the box below the sentence.

1. A shield volcano has long, gentle sloping sides.

2. Magma is very hot and runny.

3. The shield volcano is the largest volcano.

4. Gases escape easily.
