

YEAR 5 WEEKLY LEARNING MAT 12

MATHS ZONE

Keep your times table knowledge in check! Collect points on Maths shed <https://www.mathshed.com/en-gb>

White rose maths
<https://whiterosemaths.com/homelearning/year-5/>
 Summer Term - Week 6 (w/c 1st June)
 Lesson 2 - Multiply mixed numbers by integers
 Lesson 3 - Fractions of an amount
 Worksheets below learning mat. Answers are attached at the end of the mat but only look at them when you are ready to mark!

Click to play the multiplication game and then choose your times tables. <https://mathsframe.co.uk/en/resources/resource/566/Maths-Squirrel-Jump>

Practise your formal method for these multiplication calculations.

- 1) $10435 \times 5 =$
- 2) $34202 \times 8 =$
- 3) $19912 \times 11 =$
- 4) $67522 \times 12 =$

ENGLISH ZONE

Read the information sheet about the criminal justice system attached below. Once you have read all the information use your skimming and scanning skills to complete the question sheet.

Discuss the text with an adult/sibling/friend:

Were you surprised by any of the information you read?

What do you think is the difference between a serious or non-serious crime?

Are you missing your friends?

Imagine you have been invited to Downing Street to meet the Prime Minister and deliver a speech about why friends matter.

Write your own powerful Friends Matter speech ready for your visit.

Use the example speech from the website where you will learn 'How to write a persuasive speech' to help you.

How to write a persuasive speech

Follow the activities on this page to learn how to write an effective speech.

<https://www.bbc.co.uk/bitesize/articles/znvxt39>

Make sure you try and include AFOREST in your speech to make it persuasive.

TOPIC ZONE

Try the BBC Y5 daily lessons <https://www.bbc.co.uk/bitesize/dailylessons>

Bitesize

Try Oak National Academy lessons <https://www.thenational.academy/online-classroom>



Have a go at the school games 'Stay in work out' challenge by playing a round of snowball fight. The information sheet for the game is attached below. This can be played indoors or outdoors and you will need a partner. Good luck!

Visit the link <http://www.switchedonkids.org.uk/> to learn about electrical safety. Work through 'What is electricity?' and 'Electrical safety in your home' before using the 'Fun and learning' section to play some games or learn more. Can you design a poster to share what you have learned?



Have a go at this crime and punishment themed jigsaw! Right click to turn each piece around. A big picture of the jigsaw is attached below. <https://www.jigsawplanet.com/?rc=play&pid=1de8ba3232c8>

Can you share your learning on your class page?



Keep your eye on the school blog for more fun activities to keep you busy!

Multiply mixed numbers by integers

1 Complete the calculations.

a) $4 \times 1\frac{1}{5}$

$4 \times 1 = \square$

$4 \times \frac{1}{5} = \square$

$\square + \square = \square$



b) $4 \times 2\frac{1}{5}$

$\square \times 2 = \square$

$4 \times \square = \square$

$\square + \square = \square$



c) $4 \times 2\frac{2}{5}$

$\square \times \square = \square$

$4 \times \square = \square = \square$

$\square + \square = \square$



d) $4 \times 2\frac{2}{3}$

$\square \times \square = \square$

$\square \times \square = \square = \square$

$\square + \square = \square$



2 Complete the multiplications.

a) $3 \times 8\frac{2}{7} = \square$

d) $4 \times 6\frac{3}{19} = \square$

b) $2 \times 12\frac{2}{11} = \square$

e) $2\frac{2}{25} \times 12 = \square$

c) $6\frac{2}{11} \times 4 = \square$

f) $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

3 One bag of potatoes weighs $1\frac{3}{4}$ kg.

How much do 5 bags of potatoes weigh?


 kg

4 Complete the calculations.

a) $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = \square$

b) $4\frac{3}{7} \times 5 = 20 + \square = \square$

c) $8 \times 2\frac{5}{12} = \square + \square = \square$

d) $7 \times 3\frac{1}{5} = \square + \square = \square$

e) $4\frac{2}{9} \times 8 = \square + \square = \square$

f) $11 \times 4\frac{3}{10} = \square + \square = \square$

5

$5 \times 3\frac{2}{11}$ is equal to
 $3 \times 5\frac{2}{11}$



Do you agree with Ron? _____

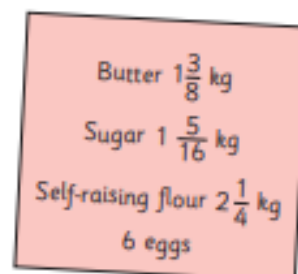
Explain why.

6 Eva drinks $3\frac{1}{3}$ litres of water a day.

How many litres of water does she drink in a week?

 l

7 Here is a recipe for a birthday cake.



a) How much flour is needed for 3 birthday cakes?

 kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

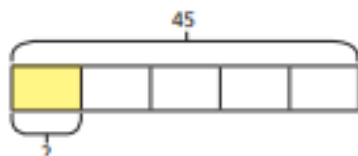
 kg

Fractions of an amount

1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find $\frac{1}{5}$ of 45

She draws this bar model.

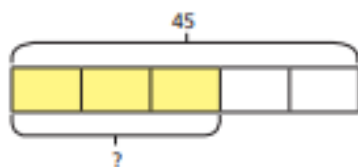


How does the bar model represent the calculation?

What is $\frac{1}{5}$ of 45?



b) Mo is trying to find $\frac{3}{5}$ of 45



How does the bar model represent the calculation?

What is $\frac{3}{5}$ of 45?



c) What is the same and what is different about Mo and Annie's questions?



2 Complete the calculations.

a) $\frac{1}{3}$ of 27 = b) $\frac{1}{3}$ of 72 = c) $\frac{1}{3}$ of 90 =

$\frac{2}{3}$ of 27 = $\frac{1}{6}$ of 72 = $\frac{2}{6}$ of 90 =

$\frac{3}{3}$ of 27 = $\frac{1}{12}$ of 72 = $\frac{3}{9}$ of 90 =

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48

32

$\frac{2}{3}$ of 48

40

$\frac{5}{6}$ of 48

30

$\frac{3}{4}$ of 48

36

- 4 Write $<$, $>$ or $=$ to compare the calculations.

a) $\frac{5}{7}$ of 56 $\frac{5}{8}$ of 56 c) $\frac{2}{3}$ of 63 $\frac{5}{8}$ of 64

b) $\frac{4}{7}$ of 56 $\frac{5}{8}$ of 56 d) $\frac{7}{10}$ of 350 $\frac{5}{7}$ of 350

- 5 165 children and adults go on a school trip.
Two thirds of the people are children.

a) How many adults are on the school trip?

b) $\frac{3}{5}$ of the children are boys.

How many boys are on the school trip?

c) $\frac{7}{10}$ of the children have an apple for lunch.

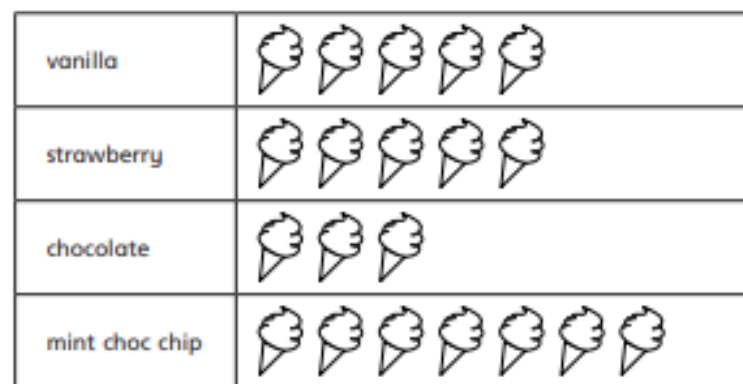
How many children do **not** have an apple for lunch?

- 6 Tick the odd one out.

$\frac{3}{4}$ of 80	$\frac{3}{8}$ of 160	$\frac{2}{3}$ of 90	$\frac{3}{4}$ of 100
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Explain your choice.

- 7 320 people were asked about their favourite flavour of ice cream.
Here is a pictogram showing the results.



a) How many people chose mint choc chip?

b) How many more people chose vanilla than chocolate?



Resource 1: Facts about the Criminal Justice System

Youth Court & Magistrates' court are the lowest courts in the country. They are at the same level because a Youth court is a type of Magistrates' court.

If you are 10 to 17 years old, you go to a Youth Court. If you are 18 years or older, all cases go to a Magistrates' Court then maybe a Crown court.

In England, the minimum age of criminal responsibility is 10. That means at 10 you can be arrested and taken to court.

In Youth Court and Magistrates' Court, 3 Magistrates listen to cases and decide punishments

Magistrates can give some punishments for non-serious crimes. If a crime is serious, it is passed to the Crown Court. A Crown Court has a judge and jury.

Magistrates are volunteers. They do not get paid.



YOUTH COURTS DO NOT HAVE JUDGES.



Questions

1. What is the youngest age you can be arrested and taken to court?
2. When a young person goes to court, what type of court do they go to?
3. Tell me the word that should go in the blank spot.
"A Youth Court is a type of _____ court".
4. What do we call the person who is on trial?
5. What is the oldest age you could be at Youth Court?
6. Who's in charge of a Youth Court?
7. How much do Magistrates get paid?
8. There are two types of lawyers in court. One is there to help the defendant's the other isn't. What are their names?
9. Name two things that you would find in a Crown Court but not in a Youth Court?
10. What do you call the group of people who give evidence in court? Giving evidence means telling the court what you saw or know about the crime.

#StayInWorkOut

Snowball Fight

SCHOOL
GAMES

Primary challenge card

The aim of this game is to try and clear your area of 'snowballs' by throwing them in to the other players zone. The winner is the player with the least snowballs in their court when the timer stops!

STEP

Ideas on how to adapt the activity in a national lockdown.

S



Space

- This game can be played outside or inside (if you are playing inside make sure the space is clear and free from any breakable objects!)
- Mark out a playing area and split it evenly down the middle.

E



Equipment

- Cones or other markers to show the playing area.
- If you have a net, then you can use this to split the playing area. Alternatively, you can use a rope or any other item that will make a clear, safe boundary between the zones.
- This game is best played with shuttles, but if you do not have any, you can use any other type of ball. Alternatively, you can try using bean bags, scrunched up paper or rolled up socks if you need more equipment!

T



Task

- Scatter as many shuttles as possible evenly between both sides of the playing area.
- When you hear 'GO', players can pick up 1 shuttle at a time and throw it over to the other players zone, without crossing the central line.
- At the end of the allocated time, the team with the least number of shuttles on their side of the zone wins.

P



People

- You need at least two people to play this game.
- If there is more of you, make the playing area bigger and split up into teams.

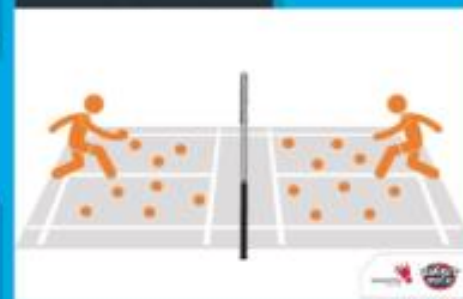
T



Time

- Start off by playing for 30 seconds. You can adjust the time to make the challenge more difficult or easier.
- Try giving one player/team a short head start if they are consistently behind.

In action



Activity video link:

For more challenge ideas go to: www.badmintonengland.co.uk/play/choose-your-court-time/virtual-activity-finder/

www.yourschoolgames.com



YOUTH
SPORT
TRUST





Multiply mixed numbers by integers

1 Complete the calculations.

a) $4 \times 1\frac{1}{5}$

$4 \times 1 = 4$

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

$4 + \frac{4}{5} = 4\frac{4}{5}$



b) $4 \times 2\frac{1}{5}$

$4 \times 2 = 8$

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

$8 + \frac{4}{5} = 8\frac{4}{5}$



c) $4 \times 2\frac{2}{5}$

$4 \times 2 = 8$

$4 \times \frac{2}{5} = \frac{8}{5} = 1\frac{3}{5}$

$8 + 1\frac{3}{5} = 9\frac{3}{5}$



d) $4 \times 2\frac{2}{3}$

$4 \times 2 = 8$

$4 \times \frac{2}{3} = \frac{8}{3} = 2\frac{2}{3}$

$8 + 2\frac{2}{3} = 10\frac{2}{3}$



2 Complete the multiplications.

a) $3 \times 8\frac{2}{7} = 24\frac{6}{7}$

d) $4 \times 6\frac{3}{19} = 24\frac{12}{19}$

b) $2 \times 12\frac{2}{11} = 24\frac{4}{11}$

e) $2\frac{2}{25} \times 12 = 24\frac{48}{25}$

c) $6\frac{2}{11} \times 4 = 24\frac{8}{11}$

f) $3\frac{1}{15} \times 8 = 24\frac{8}{15}$

What is the same and what is different about your answers?

They all contain 24 whole but the fraction is different3 One bag of potatoes weighs $1\frac{3}{4}$ kg.

How much do 5 bags of potatoes weigh?



$8\frac{3}{4}$ kg

4 Complete the calculations.

a) $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = 13\frac{1}{3}$

b) $4\frac{3}{7} \times 5 = 20 + \frac{15}{7} = 22\frac{2}{7}$

c) $8 \times 2\frac{5}{12} = 16 + \frac{15}{3} = 19\frac{1}{3}$

d) $7 \times 3\frac{1}{5} = 21 + \frac{7}{5} = 22\frac{2}{5}$

e) $4\frac{2}{9} \times 8 = 32 + \frac{16}{9} = 33\frac{2}{9}$

f) $11 \times 4\frac{3}{10} = 44 + \frac{33}{10} = 47\frac{3}{10}$

5

$5 \times 3\frac{2}{11}$ is equal to
 $3 \times 5\frac{2}{11}$



Do you agree with Ron? No

Explain why.

$5 \times 3\frac{2}{11} = 15\frac{10}{11}$

$3 \times 5\frac{2}{11} = 15\frac{6}{11}$

6 Eva drinks $3\frac{1}{3}$ litres of water a day.

How many litres of water does she drink in a week?

$23\frac{1}{3}$ l

7 Here is a recipe for a birthday cake.



Butter $1\frac{3}{8}$ kg
Sugar $1\frac{5}{16}$ kg
Self-raising flour $2\frac{1}{4}$ kg
6 eggs

a) How much flour is needed for 3 birthday cakes?

$6\frac{3}{8}$ kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

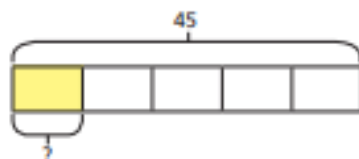
$\frac{1}{4}$ kg

Fractions of an amount

- 1 Annie and Mo are finding fractions of amounts.

- a) Annie is trying to find $\frac{1}{5}$ of 45

She draws this bar model.

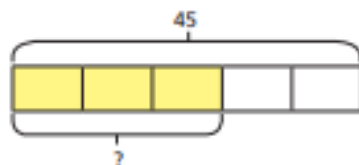


How does the bar model represent the calculation?

What is $\frac{1}{5}$ of 45?

9

- b) Mo is trying to find $\frac{3}{5}$ of 45



How does the bar model represent the calculation?

What is $\frac{3}{5}$ of 45?

27

- c) What is the same and what is different about Mo and Annie's questions?

- 2 Complete the calculations.

a) $\frac{1}{3}$ of 27 = 9 b) $\frac{1}{3}$ of 72 = 24 c) $\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 27 = 18 $\frac{1}{6}$ of 72 = 12 $\frac{2}{6}$ of 90 = 30

$\frac{3}{3}$ of 27 = 27 $\frac{1}{12}$ of 72 = 6 $\frac{3}{9}$ of 90 = 30

What patterns do you notice?

- 3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48	$\frac{2}{3}$ of 48	$\frac{5}{6}$ of 48	$\frac{3}{4}$ of 48
32	40	30	36

Hand-drawn blue lines connect the calculations to the amounts: $\frac{5}{8}$ of 48 to 30, $\frac{2}{3}$ of 48 to 36, $\frac{5}{6}$ of 48 to 40, and $\frac{3}{4}$ of 48 to 32.

- 4 Write $<$, $>$ or $=$ to compare the calculations.

a) $\frac{5}{7}$ of 56 $>$ $\frac{5}{8}$ of 56 c) $\frac{2}{3}$ of 63 $>$ $\frac{5}{8}$ of 64

b) $\frac{4}{7}$ of 56 $<$ $\frac{5}{8}$ of 56 d) $\frac{7}{10}$ of 350 $<$ $\frac{5}{7}$ of 350

- 5 165 children and adults go on a school trip.
Two thirds of the people are children.

a) How many adults are on the school trip?

55

b) $\frac{3}{5}$ of the children are boys.

How many boys are on the school trip?

66

c) $\frac{7}{10}$ of the children have an apple for lunch.

How many children do not have an apple for lunch?

33





- 6 Tick the odd one out.

$\frac{3}{4}$ of 80 $\frac{3}{8}$ of 160 $\frac{2}{3}$ of 90 $\frac{3}{4}$ of 100

Explain your choice.

Various answers

- 7 320 people were asked about their favourite flavour of ice cream.
Here is a pictogram showing the results.

vanilla	
strawberry	
chocolate	
mint choc chip	

a) How many people chose mint choc chip?

112

b) How many more people chose vanilla than chocolate?

32