

# Year 5 Autumn Homework Pack

## Earth and Beyond

Over the Autumn term, Year 5 homework will be to create a topic project all about Space. To promote taking responsibility for your own learning as you get older, this homework is designed to give a greater choice and to allow you to complete work that interests you personally. We have given a list of suggested tasks associated with Space. To complete this project, you will need to complete tasks from a range of curriculum areas. You will have enough time for each piece of work, so we do expect for it to be detailed and well presented. You are allowed to complete the tasks in any way that interests you and if you have any fantastic ideas that are not on the list, please ask your teacher so that they can advise you.

### Spelling

Don't forget to learn your spellings each week.

### DATE SET:

Friday 15<sup>th</sup> September 2023

### DATE DUE:

Wednesday 20<sup>th</sup> December 2023

### Reading

Remember to read 5 times a week and record it in your reading record-and bring it in each morning!

### Here are the tasks that you must complete:

Draw or paint a picture of something space related - Art

Make a 3D model of an item from space (planet, Rocket, stars etc.) – DT

Research who landed on the Moon. Create a fact file – History

Imagine you are an astronaut. Write a letter to your family – English

Make a google slides presentation about the solar system – Computing

Write a song about space and record yourself singing it – Music

Create a poster showing the names and relative sizes of the planets in the solar system – Science

### Now choose one or all of these (if the tasks above are completed):

Create a limerick to help remember the order of the planets (English).

Create a cartoon strip about an alien landing on Earth or Doctor Who discovering a new planet (English and Art).

Visit a Science museum/ Sci-fi exhibition – take photos and write about what you learnt (Science)

Dress up as an astronaut and create a fact file about yourself on a poster (English and Topic)

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### Week 1 -3 : Number and place value

From this week, we will be learning to read, write and compare numbers up to 1000000. We will also be making patterns and rounding. *You can help your child by creating more examples to ensure they have a good understanding.*

Count and then write the numbers in numerals and in words.

(a)

10 000	10 000	1000	1000	1000	100	100	100	100	100	100	10
10	10	10	1	1	1	1	1	1	1	1	1

(a) The digit  is in the ten thousands place.  
 The digit  is in the hundreds place.  
 The digit  stands for three thousand.  
 The digit  stands for 70.

**13 579**

Circle the larger number and fill in the blanks.

**302 586**                      **286 579**

is greater than .

is less than .

Fill in the blanks with < or >.

(a) 678 234  701 234

(b) 102 006  120 006

Use all the digits below to make three 6-digit numbers. Each number must be greater than 500 000 but less than 1 000 000. Complete the tables.

Use all the digits below to make three 6-digit numbers. Each number must be greater than 500 000 but less than 1 000 000. Complete the tables.

3	4	1	5	2	4	2	3	0
4	3	1	6	1	2	4	1	5

(a) The numbers are:  
 ,  ,

(b) Arrange the numbers in ascending order.  
 Use the 'less than' sign, <.  
 <  <

(a)

Number	10 000 more	20 000 more	30 000 more
678 900	688 900	698 900	708 900
432 555			
594 032			
884 640			

This table shows how many cans of drink a factory produced over 6 weeks.

	Number of cans
Week 1	256 389
Week 2	302 561
Week 3	284 677
Week 4	357 618
Week 5	415 037
Week 6	399 512

How many cans of drink were produced?

(a) Give your answer to the nearest 10 000.

Week 1

Week 4

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### Week 4-5: Addition and subtraction within 100000

From this week, we will be learning to add and subtract within 100000. *You can help your child by creating more examples to ensure they have a good understanding.*

<p>Find the difference.</p> <p>(a) <math>35\,000 - 14\,000 =</math> <input style="width: 100px;" type="text"/></p> <p>(b) <math>48\,000 - 5000 =</math> <input style="width: 100px;" type="text"/></p> <p>(c) <math>770\,000 - 9000 =</math> <input style="width: 100px;" type="text"/></p>	<p style="text-align: center;">Subtract.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>(a) <math display="block">\begin{array}{r} 1\,4\,7\,0\,0\,0 \\ - 2\,1\,0\,0\,0 \\ \hline \end{array}</math></p> </td> <td style="width: 50%; text-align: center;"> <p>(b) <math display="block">\begin{array}{r} 2\,9\,8\,0\,0\,0 \\ - 2\,4\,0\,0\,0\,0 \\ \hline \end{array}</math></p> </td> </tr> </table>	<p>(a) <math display="block">\begin{array}{r} 1\,4\,7\,0\,0\,0 \\ - 2\,1\,0\,0\,0 \\ \hline \end{array}</math></p>	<p>(b) <math display="block">\begin{array}{r} 2\,9\,8\,0\,0\,0 \\ - 2\,4\,0\,0\,0\,0 \\ \hline \end{array}</math></p>
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### Week 6-9: Multiplication and division.

From this week, we will be learning to find common factors, find prime, square and cube numbers. We will be learning to multiply and divide by 10, 100 and 1000. We will be learning to multiply using formal method. *You can help your child by creating more examples to ensure they have a good understanding.*

<p>(a) <math>2 \times 10 =</math> <input style="width: 50px;" type="text"/></p> <p><math>2 \times 100 =</math> <input style="width: 50px;" type="text"/></p> <p><math>2 \times 1000 =</math> <input style="width: 50px;" type="text"/></p>	<p>(b) <math>19 \times 10 =</math> <input style="width: 50px;" type="text"/></p> <p><math>19 \times 100 =</math> <input style="width: 50px;" type="text"/></p> <p><math>19 \times 1000 =</math> <input style="width: 50px;" type="text"/></p>	<p><math>3796 \times 4 =</math> <input style="width: 100px;" type="text"/></p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td><math>3000 \times 4 =</math> <input style="width: 80px;" type="text"/></td></tr> <tr><td><math>700 \times 4 =</math> <input style="width: 80px;" type="text"/></td></tr> <tr><td><math>90 \times 4 =</math> <input style="width: 80px;" type="text"/></td></tr> <tr><td><math>6 \times 4 =</math> <input style="width: 80px;" type="text"/></td></tr> <tr><td style="border-top: 1px solid black;"><math>3796 \times 4 =</math> <input style="width: 80px;" type="text"/></td></tr> </table>	$3000 \times 4 =$ <input style="width: 80px;" type="text"/>	$700 \times 4 =$ <input style="width: 80px;" type="text"/>	$90 \times 4 =$ <input style="width: 80px;" type="text"/>	$6 \times 4 =$ <input style="width: 80px;" type="text"/>	$3796 \times 4 =$ <input style="width: 80px;" type="text"/>																																								
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This timetable shows the train schedule from Liverpool Street to Cheshunt between 16:00 and 16:59 on Mondays to Fridays.

Northbound towards Cheshunt Mondays to Fridays										
Liverpool Street	16:00	16:03	16:15	16:18	16:21	16:30	16:33	16:45	16:48	16:52
Bethnal Green	16:03	16:06	16:18	16:21	16:24	16:33	16:36	16:48	16:51	
London Field	16:07		16:22		16:28	16:37		16:52		16:59
Hackney Downs	16:09	16:10	16:24	16:25	16:30	16:39	16:40	16:54	16:55	17:01
Rectory Road	16:12		16:27		16:33	16:42		16:57		17:03
Edmonton Green	16:26		16:41		16:47	16:56		17:11		17:17
Cheshunt			16:56							17:32

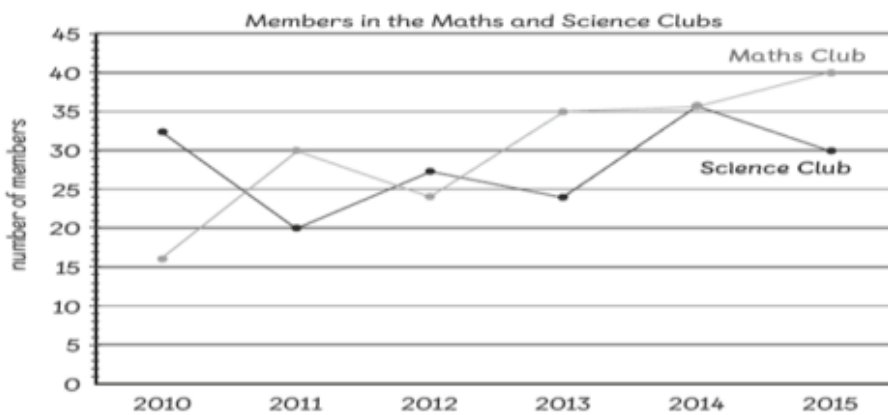
**1** Charles takes a train from Bethnal Green at 16:48. What time will he arrive at:

(a) London Field?

(b) Rectory Road?

(c) Edmonton Green?

This line graph shows the number of members of a Maths club and a Science club from 2010 to 2015.



**1** How many members were in the Maths Club in:

(a) 2011?

(b) 2014?

Remember to practice your time tables weekly. How fast can you answer them?

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<b><i>Week beginning:</i></b> <b><i>18/09/23</i></b>	<b><i>Week beginning:</i></b> <b><i>25/09/23</i></b>	<b><i>Week beginning:</i></b> <b><i>2/10/2023</i></b>	<b><i>Week beginning:</i></b> <b><i>9/10/2023</i></b>
Parliament Persuade Physical Prejudice Privilege Profession Programme Pronunciation Queue Recognise	Recommend Relevant Restaurant Rhyme Rhythm Sacrifice Secretary Shoulder Signature Sincere	Sincerely Soldier Stomach Sufficient Suggest Symbol System Temperature Thorough twelfth	Variety Vegetable Vehicle Yacht Accommodate Accompany According Achieve Aggressive Amateur
<b><i>Week beginning:</i></b> <b><i>16/10/23</i></b>	<b><i>Week beginning:</i></b> <b><i>30/10/2023</i></b>	<b><i>Week beginning:</i></b> <b><i>6/11/2023</i></b>	
Ancient Apparent Appreciate Attached Available Average Awkward Bargain Bruise Category	Cemetery Committee Communicate Community Competition Conscience Conscious Controversy Convenience Correspond	Criticise Curiosity Definite Desperate Determined Develop Dictionary Disastrous Embarrass Environment	<b><i>We will review how well the children are doing with their spellings and update the list with the rest of the second autumn half term!</i></b>

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SPaG

**SPaG**

<u>Week 1-2</u>	<u>Week 3-5</u>	<u>Week 6-8</u>	<u>Week 9</u>	<u>Week 10-12</u>		<u>Week 13</u>	<u>Week 14</u>
Find out the meanings of the following words: Modal verb, Relative pronoun, Relative clause, parenthesis , bracket, dash	Add brackets to the sentence : <i>She finally came to my party three hours late and gave me the biggest hug!</i>	Add a semi-colon to the sentence below: <i>I went to the shoe shop today I bought loads of trainers.</i>	Add a dash to the sentence. <i>The chocolate cake was sitting on the countertop yummy!</i>	Prefix dis re over mis	Word play approve behave charge	The pillow, that was filled with feathers, was very uncomfortable.	Revisit the task you found most difficult. Do you know understand it?
	Can you write your own sentences using brackets?	Can you write your own sentences using semi colons?	Can you write your own sentences using a dash?	Can you think of other words that have the prefix above?		Use relative clauses beginning with who, which, where, when whose, that in a sentence.	