

Punctuation and Grammar

In Year 5, children begin to deepen their understanding of sentence structure.

Main and Subordinate clauses

Main Clause: Is a part of a sentence that makes sense by itself and contains a subject (something performing an action) and a verb.

I stayed at home

Subordinate Clause: is a part of a sentence which adds more information but needs more information to make sense by itself.

because it was cold

Relative Clauses

A relative clause is a special type of subordinate clause that gives more information about a noun.

The teacher, who seemed to really enjoy maths, began to solve the puzzle.

In this sentence, the noun is 'teacher' and the underlined section is the relative clause. The relative clause here tells us more about the teacher.

Relative Pronouns

Relative clauses begin with 'relative pronouns', they refer to a noun mentioned in the sentence.

Relative pronouns include: who, whom, which, what, whose, where, when, what and that.

Adverbs of Possibility & Modal Verbs

In Year 5, children continue to deepen their understanding of word classes.

Verbs: Doing or being words.

She ran towards the boat.

Adverbs: Describe a verb or an adjective.

She quickly ran towards the boat.

Adverbs of Possibility: These are a form of adverb. They tell us how certain something is to happen. Adverbs of Possibility include: certainly, definitely, maybe, possibly, perhaps and obviously.

Modal Verbs: Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. The most common modal verbs include: will, might, could, can, shall, ought to, may and must.

A little extra...

Here are some useful websites that you can use with your child to support their learning:

- NRICH
- www.nrich.maths.org

A whole host of mathematical problem solving activities. One to certainly get the brain ticking!

- Thinking Blocks -
www.mathplayground.com/thinkingblocks.html

Challenges that use the 'Singapore Bar Model' - a cutting edge approach to mathematical reasoning.

- IXL - www.uk.ixl.com

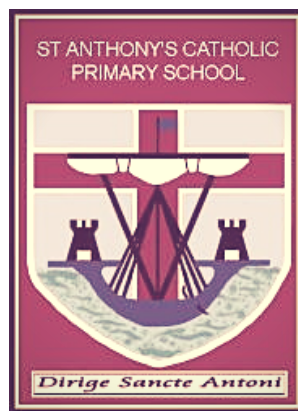
Thousands of challenges to consolidate children's mathematical skills.

- 2 Stars and a Wish -
www.2starsandawish.com

Comprehension and writing activities based on popular songs.

- Primary Homework Help -
www.primaryhomeworkhelp.co.uk

Everything in the Primary Curriculum explained.



Love to learn,
learn to love...

Parents' and Carers'
Year 5

Homework Guide

Writing Decimals as Fractions and Vice Versa

In order to write any decimal number (that is less than one) as a fraction, we simply put the digits that come after the decimal point over 10, 100 or 1000 and so on.

If the number has 1 digit after the decimal point we will put it over 10. So:

0.4 becomes $\frac{4}{10}$

If the number has 2 digits after the decimal point we put it over 100. So:

0.56 becomes $\frac{56}{100}$

If the number has 3 digits after the decimal point we put it over 1000. So:

0.302 becomes $\frac{302}{1000}$

We can convert fractions that have a denominator of 10, 100 or 1000 into decimal numbers by writing 0. followed by the digits of the numerator. So:

$\frac{36}{100}$ becomes 0.36

Factors and Multiples

Factors: The factors of a number are any numbers that will divide into it exactly. For example, the factors of 10 are, 1, 2, 5 and 10.

Factor Pairs: Are two numbers which multiply together to make another number. The factor pairs of 14 are: 1×14 ; and 2×7 .

Common Factor: Is a factor shared by two numbers. The common factors of 10 and 15 are 1 and 5.

Highest Common Factor (HCF): Is the factor of the greatest value shared by two or more numbers. The HCF of 10 and 15 is 5.

Multiples: Are the numbers in another number's timetable. So the multiples of 5 are: 5, 10, 15, 20 and so on.

Lowest Common Multiple: Is the multiple of the least value shared by two or more numbers. The LCM of 3 and 4 is 12.

Maths

Multiplying and Dividing by 10, 100 and 1000

Multiplication: In order to multiply by 10, 100 and 1000, we shift all of the digits in our number to the left. The amount of times that we move our number to the left is determined by the number we are multiplying by.

If we multiply by 10 we shift our number to the left once.

$$\begin{array}{r} \text{T H O . t h th} \\ 5 . 6 1 \end{array} \times 10 = \begin{array}{r} \text{T H O . t h th} \\ 5 6 . 1 \end{array}$$

If we multiply by 100 we shift our number left twice.

$$\begin{array}{r} \text{T H O . t h th} \\ 5 . 6 1 \end{array} \times 100 = \begin{array}{r} \text{T H O . t h th} \\ 5 6 1 \end{array}$$

If we multiply by 1000 then we shift our number left three times.

$$\begin{array}{r} \text{T H T H O . t h th} \\ 5 . 6 7 \end{array} \times 1000 = \begin{array}{r} \text{T H T H O . t h th} \\ 5 6 7 0 \end{array}$$

Division: In order to divide by 10, 100 and 1000 we shift all of the digits in our number to the right, much like multiplication but in the opposite direction. The amount of times that we move our number right is determined by the number we are dividing by.

$$\begin{array}{r} \text{T H O . t h th} \\ 5 . 6 1 \end{array} \div 10 = \begin{array}{r} \text{T H O . t h th} \\ 0 . 5 6 1 \end{array}$$

Simplifying Fractions

In order to simplify fractions we first find the Highest Common Factor of the numerator (top of the fraction) and the Denominator (bottom of the fraction) and divide both by this factor, so:

$\frac{15}{25}$ Factors of 15 = 1, 3, 5 and 15
Factors of 25 = 1, 5 and 25

As we can see, the Highest Common Factor is 5. Now we divide both the numerator and the denominator by their HCF.

15 divided by 5 = 3
25 divided by 5 = 5

So this means that:

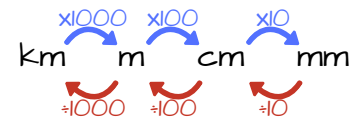
$\frac{15}{25}$ simplified = $\frac{3}{5}$

Converting Between Metric Units of Measurement

In Year 5, children learn how to convert between metric units of measurement. You can use the charts below to convert between these units.

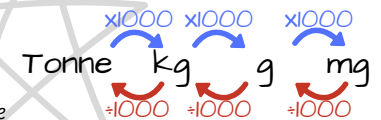
Length

10mm = 1cm
100cm = 1m
1000m = 1km



Mass

1000mg = 1g
1000g = 1kg
1000kg = 1tonne



Capacity

10ml = 1cl
100cl = 1l
1000ml = 1l

