

## **Year 5 & 6 Homework - Week 2**

**\*\*Homework is due in on Wednesday 28<sup>th</sup> April, please complete it in your red homework books and hand it in on time. \*\***

### **WORDS OF THE WEEK:**

**For the words below, please find out the definition and create sentences using the words.**

*Hasty*

*Majestic*

### **Spelling:**

**A spelling test will be done on the Friday, so please learn the spellings below. Write the definition and create a sentence for each word below.**

equipment

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

## **SUNFLOWER PROJECT**

*'And your Lord revealed to the bees; Build your hives in mountains, trees and what they build. Then eat from every fruit and follow your Lord's enslaved paths...'*

*"The Earth is green and beautiful, and Allah has appointed you his stewards over it. The whole Earth has been created a place of worship, pure and clean. Whoever plants a tree and diligently looks after it until it matures, and bears fruit is rewarded."*

In light to these beautiful sayings, highlighting the importance of bees amongst other creatures, taking care of our environment, and the children studying the book 'Holes' in English, we have launched a sunflower project for year 5&6.

It is a **competition** to see who can grow a sunflower at home to save the bees, and measure to see if your sunflower is growing the tallest.

Students will be provided with the seeds and will therefore be expected to complete their **ongoing** homework for this project across this term, given different activities to complete every week.

**Good luck to you and your sunflower plants year 5& 6!**

## YEAR 5 & 6 MATHS:

In Maths this week, Year 5 & 6 have been learning to multiply decimals with integers. Please complete the questions in the pages below.

### YEAR 5+6 WORKSHEET:

- Use the place value counters to multiply 1.212 by 3  
Complete the calculation alongside the concrete representation.

Tens	Ones	Tenths	Hundredths	Thousandths
	1	0.1 0.1	0.01	0.001 0.001
	1	0.1 0.1	0.01	0.001 0.001
	1	0.1 0.1	0.01	0.001 0.001

- A jar of sweets weighs 1.213 kg.  
How much would 4 jars weigh?



- Rosie is saving her pocket money. Her mum says,

“Whatever you save, I will give you five times the amount.”

If Rosie saves £2.23, how much will her mum give her?

If Rosie saves £7.76, how much will her mum give her? How much will she have altogether?

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Which is bigger, 0.1, 0.01 or 0.001? Why?

How many 0.1s do you need to exchange for a whole one?

Can you draw a bar model to represent the problem?

Can you think of another way to multiply by 5? (e.g. multiply by 10 and divide by 2).

Whitney says,

When you multiply a number with 2 decimal places by an integer, the answer will always have more than 2 decimal places.



Do you agree?  
Explain why.

Fill in the blanks

$$\begin{array}{r} 3.45 \\ \times \quad \quad \square \\ \hline 0.30 \\ \square.40 \\ 1\square.00 \\ \hline \square\square.\square\square \end{array}$$

Chocolate eggs can be bought in packs of 1, 6 or 8

What is the cheapest way for Dexter to buy 25 chocolate eggs?



1 chocolate egg  
52p



6 chocolate eggs  
£2.85



8 chocolate eggs  
£4

# ENGLISH

Both Year 5 & 6 – Please read the text below, and answer the reading comprehension questions.

## The Industrial Revolution

The Industrial Revolution was a period in Britain's history which took place from the late 1700s to the late 1800s. During this time, Britain found itself rapidly moving from a predominantly agricultural way of life to one which was far more industrialised.

### What Was Life like before the Industrial Revolution?

Prior to the Industrial Revolution, most people in Britain lived on farms; they raised their own livestock and grew their own produce.

The fastest mode of transportation was by horse-drawn cart and only a small percentage of the population lived in large towns.

In addition to this, crafts, such as pottery and weaving, were completed at home by individuals and families.



### What Made the Industrial Revolution so Successful?

While many historians debate the exact reasons for the success of the Industrial Revolution, there were several defining factors. Firstly, several key inventions were created during this period which led to many tasks suddenly becoming a lot easier. For example, James Watt perfected the previous work of Thomas Newcomen to create an efficient steam engine. Previously, machines had relied on water power therefore they could only be built near bodies of water. Now, with the new steam engine fuelled by coal, factories could be built all over the country.

Furthermore, canals, railways and roads were developed. Due to the vast improvement in transport links, a trip from London to Manchester (which would have taken four days in 1700) took only four hours by 1880! This also meant that produce, textiles and coal could now be transported across the country at a far greater speed.



### Important Inventions

Alongside the steam engine, there were a number of other key inventions during the Industrial Revolution. In 1764, the spinning jenny was invented. It was a machine that weaved cotton into cloth far quicker than a person could manage to do so on their own. To further transport links, the first route on the London Underground was built in 1863 and, by 1885, Karl Benz had invented the first motorised car.



The origin of the name of the spinning jenny is unknown but has led to much speculation. Some people believe that the inventor had a family member named Jenny who inspired the invention. Others have guessed that 'jenny' was a slang term for an engine or generator.



### What Was Life like during the Industrial Revolution?

Everyday life in Britain changed dramatically during the Industrial Revolution. Before the steam engine, most goods were made by hand. However, the introduction of steam power now made it possible to invent machines which were much faster at working than people were. As a result, large factories were built and people moved from working at home to working long shifts in dirty, noisy and dangerous conditions.

During this time, there were fewer laws to protect people and children as young as five years old would be sent to work in factories. People were no longer living in small rural communities. Instead, the majority now lived in large, industrialised towns. These towns were often overcrowded and were filled with pollution from the nearby factories. To afford their workers somewhere to live, factory owners built cheap houses; these were often very close together and rarely had running water.





### **Rights for Child Workers**

Young children who worked in factories were often subjected to incredibly dangerous conditions. Because of this, the government introduced a Factory Act in 1833. This act said that any child working in a factory had to be given two hours of schooling each day. The act also stated that children under the age of nine were not allowed to work in a factory and that all children were forbidden from working at night. Although children were now receiving an education, children between the ages of nine and thirteen were still allowed to work up to nine hours per day.

By the late 1800s, the steam engine meant that lots of Britain's goods were now made in large factories. Soon, the invention of the telephone and the introduction of a widespread sewer system would lead Britain into a new era of technological revolution.

### The Industrial Revolution Questions

1. Draw four lines to match each event with the impact it had on Britain.

There was a vast improvement in transport links.
James Watt perfected the design of the steam engine.
The spinning jenny was invented.
The government introduced a Factor Act.

Factories could now be built in places away from water.
Cotton could now be turned into cloth far quicker.
Children who worked in factories were given two hours of schooling.
Produce could be transported across the country at a far greater speed.

2. During the Industrial Revolution, why did houses have to be built so quickly? Tick one.

- because the builders were needed for other jobs  
 because there were lots more people needing houses  
 because children were now working in the factories  
 because giant factories were being built over the old houses

3. Look at the first paragraph. Find and copy one word which means the same as 'mainly'.

4. Name one factor which led to the Industrial Revolution's success.

5. Fill in the missing words.

Children between the ages of \_\_\_\_\_ and \_\_\_\_\_ could work for up to nine hours per day.

6. The government's Factory Act gave working children two hours of schooling each day. Do you think that this was fair? Explain your answer.

7. During the Industrial Revolution, many jobs that were usually completed by people began to be completed by machines instead. How do you think this made people feel? Explain your answer.

8. Would you like to have lived during the Industrial Revolution? Tick one.

Yes                      No

Explain your answer fully using references from the text.

9. What similarities are there between life during the Industrial Revolution and life today?

10. Explain how the government's Factory Act could have changed to further improve the lives of children.



