



Year 5 Homework Autumn 1st Week 2: 7.9.26

Please find below three English tasks and three Mathematics tasks for children to complete for their homework this week. Our recommendation is that children complete Task 1 for English and Maths on Tuesday, Task 2 for both on Wednesday and Task 3 for both on Thursday. This short, frequent style of homework will support children to consolidate their learning. Please find the answers below. The expectation is that children mark alongside parents/carers or self-mark.

Children are to hand in their homework on Monday morning, alongside their reading record.

English		
Task 1: Grammar and punctuation	Task 2: Reading comprehension	Task 3: Spellings
<u>LI: To use powerful words and sentence punctuation</u> Up-level these adjectives and put them into a sentence of your own: - big - nice - good - old - small	<u>LI: To use skimming and scanning to locate information</u> Read the following text and then answer the questions in your homework book. There is no need to copy the question. <u>Who was the Roman Goddess of Justice?</u> The Roman God of Justice was called Justitia and she holds the scales of justice. <u>Was there a Roman police force?</u> There was no police force in Roman times but they did have a group called the Vigiles. They dealt with	Please practice the spellings below and the x4 and x8 times tables for a test on Friday. asked walking useful which because different unusually interested thoughtful beautiful



criminals like thieves and enslaved people who ran away. If the Vigiles couldn't deal with some crimes, such as riots caused by angry groups of people, then they would call in Roman guards to help.

How did the Romans punish people?

The Romans designed their punishments to discourage criminals. How you were punished depended on who you were and your position in Roman society. Whipping and fines were the most common punishments. Wooden shoes were sometimes placed on the feet of prisoners, making escape difficult. For very serious crimes you could be killed by crucifixion such as revolts against the empire.

(From BBC Bitesize)

- 1) Who was the Roman Goddess for justice?
- 2) Which symbol is associated with justice?
- 3) Who did the Vigiles deal with?
- 4) Who helped the Vigiles if they were needed?
- 5) What was a common form of Roman Punishment?
- 6) How were wooden shoes used as punishment?
- 7) What was considered a serious crime?

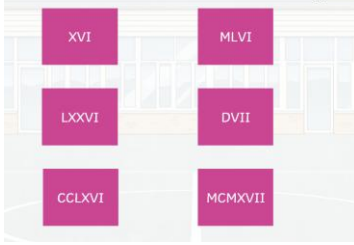


- 8) Was Roman punishment the same for everyone?
- 9) Find a word in the text above which means a 'person has committed a crime'.

Mathematics

Task 1: Fluency

Write these Roman numerals in digits.



How do say this number? Write it in numerals (using commas) and words.

M	HTh	TTh	Th	H	T	O
9	0	4	2	7	3	6

What is the value of the digit 7?

Task 2: Varied Fluency

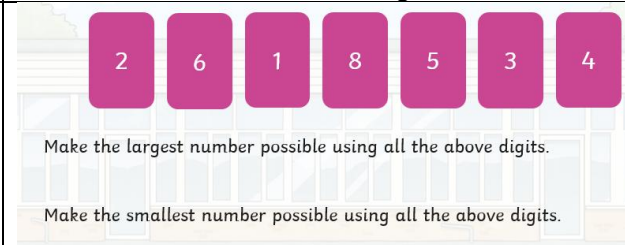
Combine the parts to identify the numbers that have been partitioned.

$$2\,000\,000 + 600\,000 + 10\,000 + 8000 + 900 + 50 + 2 =$$

$$4\,000\,000 + 150\,000 + 9000 + 800 + 62 =$$

$$7\,000\,000 + 100\,000 + 6000 + 200 + 8 =$$

Task 3: Reasoning



Make the largest number possible using all the above digits.

Make the smallest number possible using all the above digits.



Homework answers:

Grammar and Punctuation

Answers may vary – but some good examples include:

- Big – colossal, gigantic, expansive, enormous
- Nice – delicious, kind, pleasant, agreeable, amiable, friendly
- Good – excellent, superb, honest, fantastic, decent, talented
- Old – elderly, ancient, mature, aged
- Small – tiny, miniature, compact, petit, slight, trivial

Please check that a full stop and capital letter have been used and joined handwriting.

Comprehension

- 1) Justitia
- 2) Scales/ balances
- 3) criminals like thieves and enslaved people who ran away
- 4) Roman Guards
- 5) Whipping and fines
- 6) They stopped prisoners from running away/ they made it hard to escape from
- 7) Revolts against the empire/ not doing what the Roman emperor wanted



8) No, it depended on your status so rich people were treated differently

9) Criminal

Maths

Fluency

Write these Roman numerals in digits.

XVI	16	MLVI	1056
LXXVI	76	DVII	507
CCLXVI	266	MCMXVII	1917

How do say this number? Write it in numerals and words.

M	HTh	TTh	Th	H	T	O
9	0	4	2	7	3	6

9,042,736

nine million, forty-two thousand, seven hundred and thirty-six

What is the value of the digit 7?

700



Varied Fluency

Combine the parts to identify the numbers that have been partitioned.

$$\begin{array}{l} 2\,000\,000 + 600\,000 + 10\,000 + 8000 \\ + 900 + 50 + 2 \end{array} = \mathbf{2\,618\,952}$$

$$4\,000\,000 + 150\,000 + 9000 + 800 + 62 = \mathbf{4\,159\,862}$$

$$7\,000\,000 + 100\,000 + 6000 + 200 + 8 = \mathbf{7\,106\,208}$$

Reasoning

A graphic for a reasoning problem. It features a row of seven purple rounded squares, each containing a white digit: 2, 6, 1, 8, 5, 3, and 4. Below the squares is a background image of a school building with large windows. The text 'Make the largest number possible using all the above digits.' is followed by the number '8 654 321' in a light blue box. Below that, the text 'Make the smallest number possible using all the above digits.' is followed by the number '1 234 568' in a light blue box.

Make the largest number possible using all the above digits.
8 654 321

Make the smallest number possible using all the above digits.
1 234 568