Year 5 Homework – Owls Class

Here are the Year 5 expectations for homework.

Homework books and reading records must be brought to school every Monday!

Year	Reading	Spelling	Maths
5	Reading practice daily for 15-20 minutes (children record comments in reading records) Parents sign once a week please. Mr Young will check these on Mondays.	Spellings practice 10 minutes daily.	Maths calculations practice working on key instant recall facts (KIRFs) 10 minutes 3x weekly.

Spellings (Y5 statutory)

Autumn term		**Spring term**		**Summer Term 1st half term**	
accompany	**convenience**	**communicate**	**equipment**	**government**	**occupy**
according	**correspond**	**competition**	**exaggerate**	**guarantee**	**occur**
achieve	**criticise**	**conscience**	**excellent**	**harass**	**possession**
aggressive	**disappear**	**conscious**	**existence**	**hindrance**	**separate**
ancient	**category**	**definite**	**explanation**	**immediate**	**temperature**
apparent	**cemetery**	**dictionary**	**especially**	**knowledge**	**weight**
attached	**critic**	**desperate**	**experiment**		
available	**community**	**determined**	**experience**		
amateur	**bargain**	**disastrous**	**familiar**		
average	**bruise**	**equipped**	**forty**		
awkward	**curiosity**	**embarrass**	**foreign**		
business	**controversy**	**environment**	**frequently**		

The best way to learn them is to pick four spellings and practise those, then when you've got those add in a couple more. When you've got those as well, stop doing the original four and add in a couple more and keep going like that. But, every week or so test yourself on the previous ones – can you still remember them? If you can, carry on; if not just pop them back in again. We will test them in school, not to get a score, but just to help us find out which ones we've got (we'll pink those here) and which ones we need to keep practising (we'll green those). Try to get through at least the first two columns before the Christmas holiday, then the next two columns before the Easter holiday, then the final two columns in the first part of summer, so we can then consolidate.

Maths - KIRFs (Key instant recall facts)

Children should practise KIRFs for 10 minutes, three times a week, The Home Learning book can be used to record practise, but children may also prefer to use TTRS or other online activities. Please note that weekly practice will not be marked, but all homework books must still be brought into school every Monday.

Key instant recall fact	Top tips
Times tables and the related division facts (**Focus on these ones first. Particularly Autumn term**). Make sure to keep practising ion Spring and Summer!	Learning multiplication and division facts is all about practice and confidence! You can support your child by: • **Spotting patterns** (e.g. 10s always end in 0, 5s end in 0 or 5) • **Using songs, games or apps** to make it fun • **Quizzing little and often** — in the car, at dinner, or during a walk • **Linking division to multiplication** (e.g. If 5 × 4 = 20, then 20 ÷ 5 = 4) • **Times Tables Rock Stars** – your child's login is on the cover of their Learning Log https://ttrockstars.com • **Topmarks Hit the Button** – fast-paced and fun! https://www.topmarks.co.uk/maths-games/hit-the-button • **BBC Bitesize Times Tables** – clear explanations and games https://www.bbc.co.uk/bitesize/topics/zqbg87h

Finding factor pairs of numbers (based on your ability to do times tables)	**What Are Factor Pairs?**
	1. **Two numbers that multiply together** to make another number are called a *factor pair*.
	  ○ Example: 2 × 6 = 12 → (2, 6) is a factor pair of 12.
	2. **Every number has at least one pair**: (1, the number itself).
	  ○ Example: 1 × 12 = 12.
	3. **Factors come in pairs** – a small number × a bigger number.
	  ○ Example: 3 × 4 = 12 → (3, 4) is another factor pair.
	4. **You only need to check up to halfway** (the square root) because after that the pairs repeat.
	  ○ For 12, you only check up to 3, because the pairs start repeating after that.
	5. **Practise with times tables** – use them to spot factor pairs quickly.
	  ○ Say a times table out loud (e.g. 3 × 4 = 12). If it makes your number, you've found a factor pair.

Square numbers up to 12^2 and their square roots (based on your ability to do times tables)	**Square Numbers & Square Roots** 1. A **square number** is a number multiplied by itself. o Example: 5 × 5 = 25 → so 25 is a square number. 2. A **square root** is the number you multiplied to get the square number. o Example: √25 = 5. 3. Square numbers always make a **perfect square shape** (e.g. 4 × 4 = 16 dots in a 4-by-4 square). 4. The first 12 square numbers are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. 5. Square roots are the "opposites" of squaring. o Example: 7^2 = 49 and √49 = 7.
Prime numbers up to 30 (based on your ability to do times tables)	**Prime Numbers (to 30)** 1. A **prime number** has only **two factors**: 1 and itself. o Example: 7 → factors are 1 and 7. 2. If a number has more than two factors, it's **not prime** (it's called composite). o Example: 12 → factors are 1, 2, 3, 4, 6, 12. 3. The number **1 is not prime** (it only has one factor). 4. The prime numbers up to 30 are: **2, 3, 5, 7, 11, 13, 17, 19, 23, 29.** 5. **2 is the only even prime**. All other even numbers have more factors
Converting metric units, e.g. 1m = 1000mm	**Converting Metric Units** 1. **Metric units are based on 10s**, so you multiply or divide by 10, 100, or 1000. 2. **Length** → millimetres (mm), centimetres (cm), metres (m), kilometres (km). o 10 mm = 1 cm, 100 cm = 1 m, 1000 m = 1 km. 3. **Mass (weight)** → grams (g), kilograms (kg), tonnes (t). o 1000 g = 1 kg, 1000 kg = 1 t. 4. **Capacity (liquid)** → millilitres (ml), litres (l). o 1000 ml = 1 l. 5. To convert: **Bigger → smaller = multiply.** **Smaller → bigger = divide.** o Example: 3 m = 300 cm (multiply by 100). o Example: 2500 g = 2.5 kg (divide by 1000).
Decimal number	**Decimal Number Bonds to 10**

bonds to 1 and 10	1. **Number bonds to 10** are pairs of numbers that add up to 10.
	   o Example: 7 + 3 = 10.
	2. With **decimals**, it's the same idea — the two numbers must still total 10.
	   o Example: 7.5 + 2.5 = 10.
	3. Think of it as **10 – the first number = the partner**.
	   o Example: 10 – 4.7 = 5.3.
	4. Use what you know from whole number bonds.
	   o Example: If 6 + 4 = 10, then 6.2 + 3.8 = 10.
	5. Line up decimals **carefully** (tenths under tenths, hundredths under hundredths) when adding or subtracting.