

# Home Learning – **Week 2** – Amethyst Class

Please remember:

- Take as much care and pride in your work at home as you do in school.
- Set out your work with an underlined date, an underlined title and a clear topic.
  - Keep your books and journal tidy and away from food and drink.
  - Only use black pen or pencil to do your work in.
- **THANK YOU** for your continued hard work and thank you to parents for their support.

# Online Lessons



Some lessons this week are going to be live, online.

To access Music and Spanish lessons you will need to create an account on Microsoft Teams – this is free.

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/free>

To access Dance and Drama lessons you will need to either download Zoom onto your device, or if you are using a computer or laptop you can search Zoom on Google.

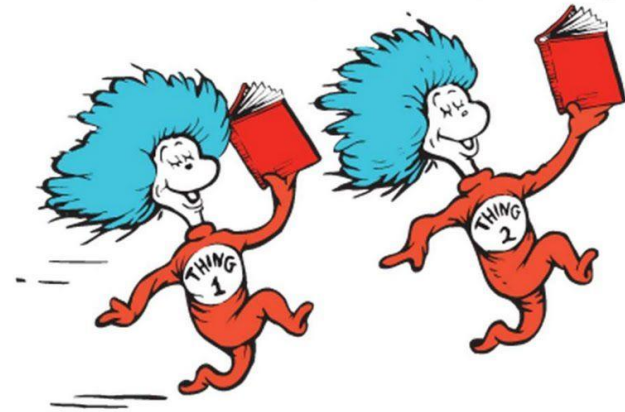
**The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 11<sup>th</sup> January 2021**

Day	Session 1		Session 2	Session 3	Session 4
Monday 11 <sup>th</sup> January	<b>Maths</b> <b>YEAR 4 – Unit 3: Addition &amp; Subtraction, Lesson 3</b> <b>YEAR 5 – Unit 4: Graphs and tables, Lesson 4</b>		English	Reading <b>Independent Reading</b>	Research Projects <b>Continue from last week</b>
Tuesday 12 <sup>th</sup> January	<b>Maths</b> <b>YEAR 4 – Unit 3: Addition &amp; Subtraction, Lesson 4</b> <b>YEAR 5 – My Maths</b>	<b>Drama</b> <b>Live Lesson with Andrew</b>	English	Music <b>ONLINE LESSON 12:30 – 13:15PM</b>	RE
Wednesday 13 <sup>th</sup> January	<b>Maths</b> <b>YEAR 4 – Unit 3: Addition &amp; Subtraction, Lesson 5</b> <b>YEAR 5 – Unit 4: Graphs and tables, Lesson 5</b>		English	Science	Spanish <b>ONLINE LESSON 1:30 – 14:15PM</b>
Thursday 15 <sup>th</sup> January	<b>Maths</b> <b>YEAR 4 – Unit 3: Addition &amp; Subtraction, Lesson 6</b> <b>YEAR 5 – Unit 4: Graphs and tables, End of Unit Check</b>		Guided Reading	Dance <b>Live Lesson with Rebecca</b>	RE
Friday 16 <sup>th</sup> January	<b>Maths</b> <b>YEAR 4 –</b> <b>YEAR 5 – Unit 5: Multiplication and division, Lesson 1</b>		English	Reading <b>Comprehension</b>	Wellbeing Friday

# Monday 11<sup>th</sup> January

Make sure you read today!

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



## Lesson 2: Two-way tables

→ pages 93–95

1. a)

	Spots	Stripes	Solid black
Square	///	//	/
Triangle	//	/// /	/
Star	///	//	//

b)

	Spots	Stripes	Solid black	Total
Square	3	2	1	6
Triangle	2	6	1	9
Star	3	2	2	7
Total	8	10	4	22

Please use these answers to mark your Maths work from last week!

c) 8 shapes have spots.

I worked this out by looking at the total of the spots column.

2. a)

	Girl	Boy	Total
Brown	3	10	13
Blue	7	5	12
Total	10	15	25

b) 13

c) 4

d)  $\frac{10}{25}$  or  $\frac{2}{5}$ .

3. a)

	Rabbits	Guinea Pigs	Hamsters	Total
Petz R Us	24	15	49	88
Animals	52	17	26	95
We Love Pets	28	51	13	92

b) We Love Pets

c) Animals

d) 275

4. a)

	Walk	Cycle	Car	Other	Total
Boys	7	3	4	1	15
Girls	8	1	3	0	12
Total	15	4	7	1	27

b) 11

c) Mrs Dean is correct because double 15 is 30, which is greater than 27.

**Reflect**

Answers will vary. Children should appreciate that two-way tables are used to show data against two criteria.

## Lesson 3: Interpreting line graphs (I)

→ pages 96–98

1. a) 2 pm  
b) 20  
c) 20, 7, 10, 25, 0  
d) 18  
e) The pool was closed (though children might suggest other reasons).
2. a) Day 7  
b) 390 (approximately)  
c) 210 (approximately)  
d)  $340 \text{ km} + 285 \text{ km} + 410 \text{ km} = 1,035 \text{ km}$   
e) The graph starts at 180 km as the shortest distance travelled is 190, so you don't need to show 0–180 km.
3. 60 (approximately)

### Reflect

Explanations will vary. Children should explain that they would need to identify the time on the horizontal axes and then look vertically upwards to see what temperature the graph shows at this point. To work out the value of the temperature, they will need to look horizontally to read the temperature from the vertical axis.



Please use these answers to mark your Maths work from last week!

# Session 1 – Maths (Year 5)

Please complete this  
in your journal.



## Interpreting line graphs 2

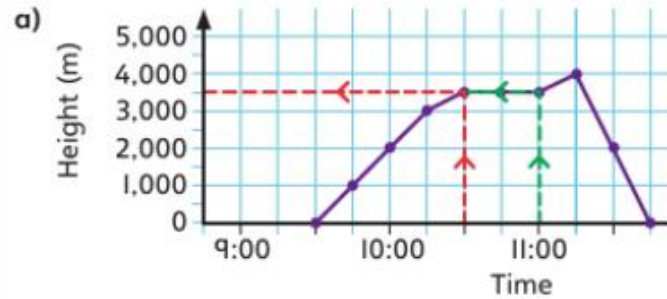
Discover



- 1 a) What is the height of the helicopter at 10:30 am?  
How long does the helicopter stay at this height?
- b) How long does the helicopter flight last?



## Share



I drew a line up from 10:30 am and across to the height. The height is half-way between 3,000 and 4,000 metres.

I highlighted the graph where it shows the helicopter flying at 3,500 metres. This is a horizontal line.



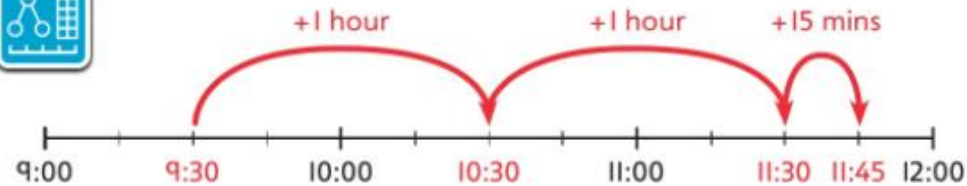
The height of the helicopter at 10:30 am is 3,500 metres.  
The helicopter stays at this height from 10:30 am to 11:00 am.  
This is half an hour or 30 minutes.



Now check your discover!  
Did you get the correct answer?



b) The helicopter flight starts at 9:30 am. The flight finishes at 11:45 am.



The helicopter flight lasts 2 hours and 15 minutes or  $2\frac{1}{4}$  hours.

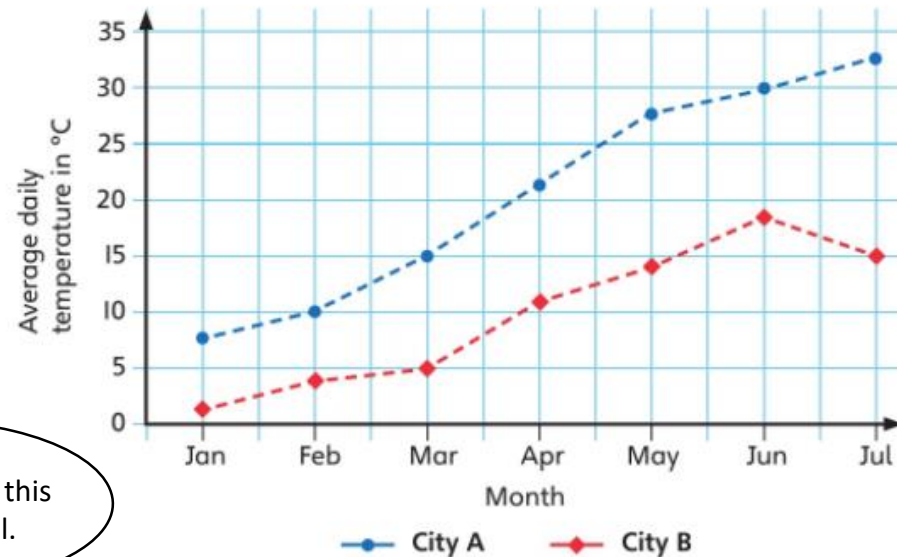


## Think together

A **dual line graph** shows two sets of information on the same graph.



- 1 This dual line graph shows the average daily temperature in two cities.



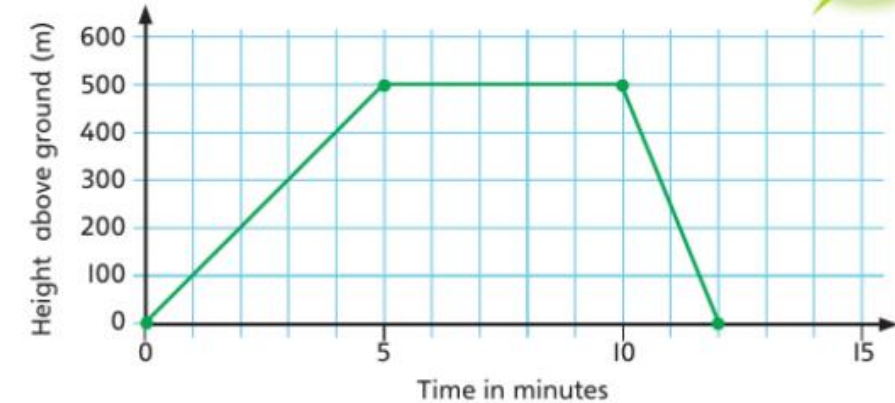
Please complete this in your journal.

- a) What is the temperature in City A in March?  °C
- b) What is the temperature in City B in June?  °C
- c) In April, how many degrees warmer is it in City A than in City B?  
In April, City A is  °C warmer than City B.
- d) Which city is warmer?  
City  is warmer.

Explain to your partner how the graph shows this.

- 2 Toshi and Jen are flying a drone.

Here is a graph that shows the journey of the drone.



Which of the following statements are true? Explain your reasons.

- The drone starts from the ground.
- For the first 5 minutes, the drone's height increases by 100 metres every minute.
- When it reaches 500 metres the drone flies at this height for 7 minutes.
- The drone returns to the ground after 15 minutes in the air.

I will check the start and finish times and the heights after each minute to find the increase in height and to see how long the drone stays at the same height.

The graph line will tell me how long the drone stayed at the same height and if the height increased at the same rate.



# Activity Time

Turn to your Power Maths practice book and complete pages 99 – 101.



**CHALLENGE**

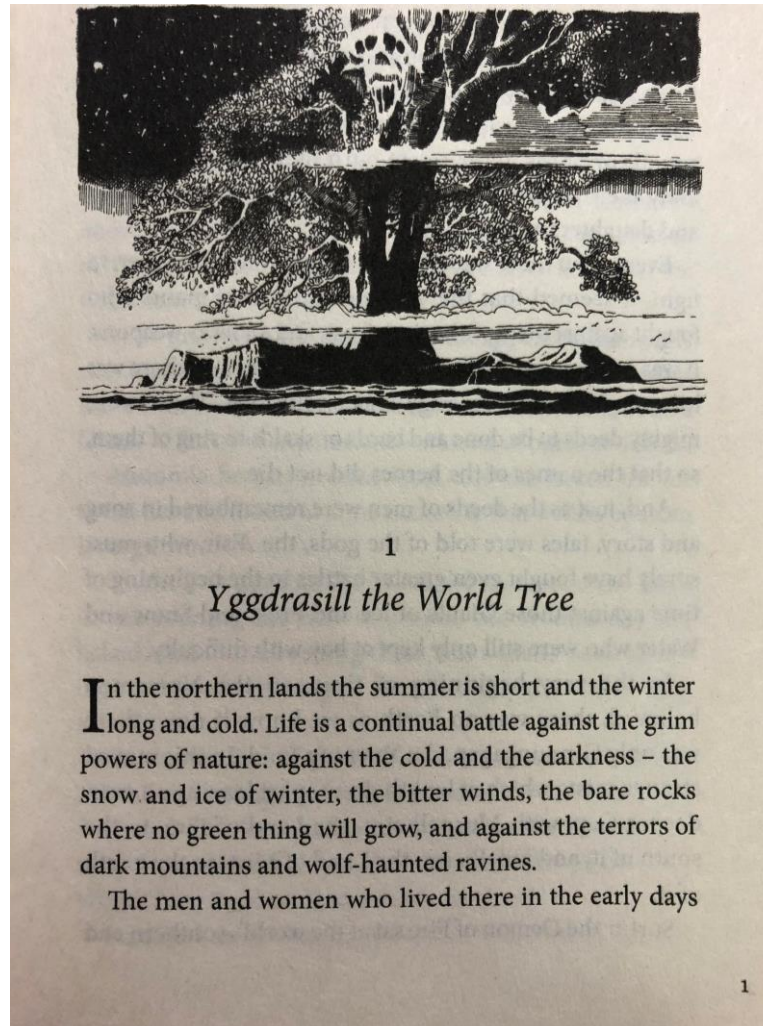
Please complete this  
in your journal.



<https://kids.classroomsecrets.co.uk/resource/year-5-line-graphs-maths-challenge/>

# Session 2 - English

Please read.



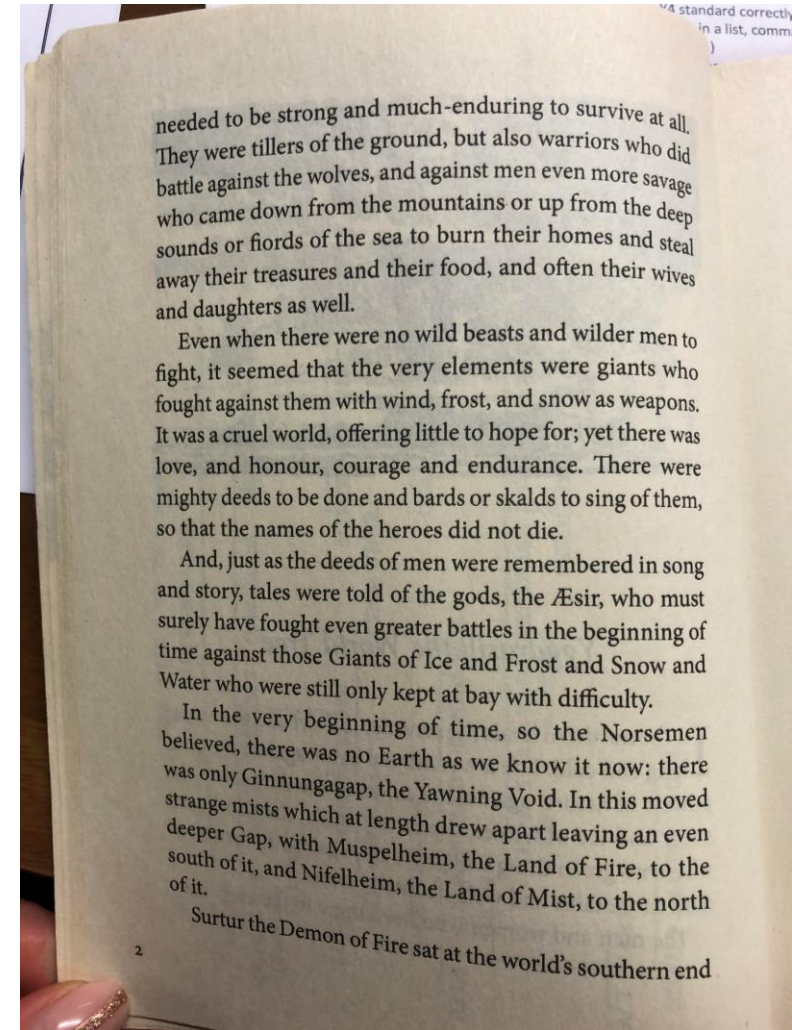
1

## *Yggdrasill the World Tree*

**I**n the northern lands the summer is short and the winter long and cold. Life is a continual battle against the grim powers of nature: against the cold and the darkness – the snow and ice of winter, the bitter winds, the bare rocks where no green thing will grow, and against the terrors of dark mountains and wolf-haunted ravines.

The men and women who lived there in the early days

1



2

The Vikings believed that human beings inhabited Middle Earth alongside dwarfs and giants. Above Middle Earth lived the Gods of Asgard and below world tree called 'Yggdrasil' and each depended on this tree.

Imagine how big this tree would be!



## *Yggdrasill*

In Norse mythology, the great ash tree 'Yggdrasill' links together the three levels of the universe: Asgard, Midgard and Jotunheim.

The first root of the tree is embedded in Asgard which is the home of the Gods and Goddesses. Odin's hall 'Valhalla' is in Asgard. Odin is the Great Allfather (the ruler of all the Gods).

The second root stretches to Middle Earth which is home to both the humans and dwarfs (Midgard) and the giants (Jotunheim).

The third root reaches to Niflheim - the world of the dead which is a region of caves and mist below Middle Earth. It is guarded by the Goddess of the Underworld 'Hela'.

Midgard is connected to Asgard by a rainbow bridge named 'Bifrost'.

A giant serpent surrounds Middle Earth - its name is Jormungand. The serpent is the son of half giant and trickster 'Loki'.

Please read.

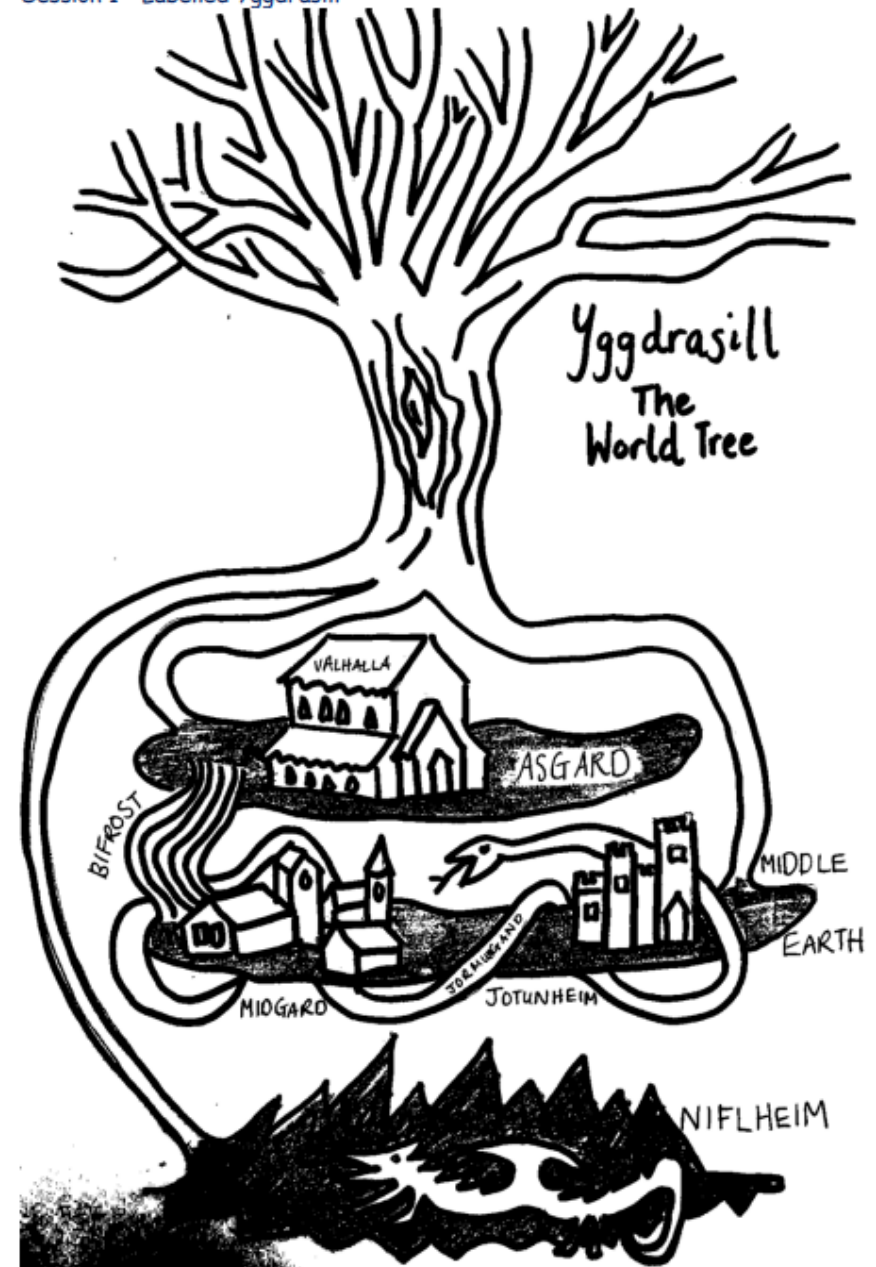
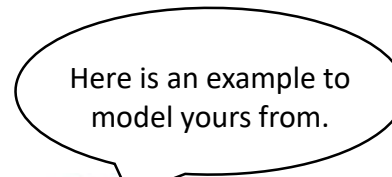
The text describes the tree and the Norse lands.

Can you make note of the important details about the tree.



# Activity Time

Have a go at drawing and labelling your own tree.



# Session 3 – Reading

Half an hour independent reading – log on to Oxford Reading Buddy or Bug Club.

Each time you finish a book, create a book review in your journal.



# Session 4 - Topic

We have been investigating a history-based question; '**Who are The Egyptians?**' We have been exploring where they lived, learning about some of the famous tourist sites in Egypt and developing our atlas skills.

Your activity is to create a research project titled 'Who are The Egyptians?' ready to show and present to the class when we are back in school.

- Projects to choose from:

- A Booklet/ fact file
- A PowerPoint presentation

- Prompt questions:

- List some significant Egyptian inventions
- What were the names of the Egyptian rulers?
- How did they prepare a body for burial? Why did they do this?




Tuesday 12<sup>th</sup>  
January

Make sure you read today!

Today you are  
**You,**  
that is truer  
than **true.**  
there is no one alive  
who is **Yover**  
than **You.**  
-Dr. Seuss

# Session 1 – Maths (Year 5)

<input type="checkbox"/> Task or activity	Type	Created	Completed	Start	Due	Feedback
<input type="checkbox"/> <a href="#">Line graphs</a>		07/01/21	0/11	12/01/21	<u>13/01/21</u>	Task not started
<input type="checkbox"/> <a href="#">Line graphs and two-way tables</a>		07/01/21	0/11	12/01/21	<u>13/01/21</u>	Task not started



In today's Maths lesson you will need to log onto My Maths and complete your set tasks.

If you don't score 70% or more, please have another go.

# Drama Session

Live ZOOM lesson with Andrew.

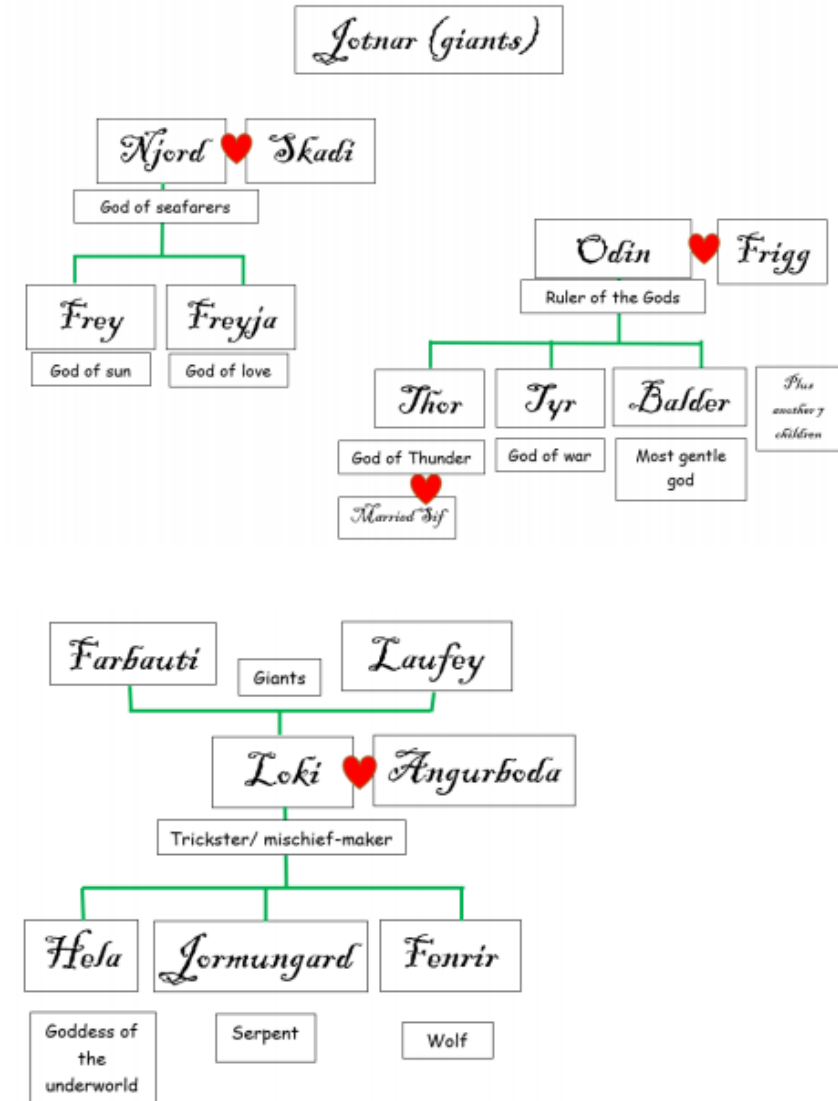
Invitations to Zoom lesson will be given via Class Dojo.

# Session 2 - English



Read and think about how it works and who is related.

Have you ever heard of Thor or Loki?



Key

♥ Married to  
| Children of

# Read

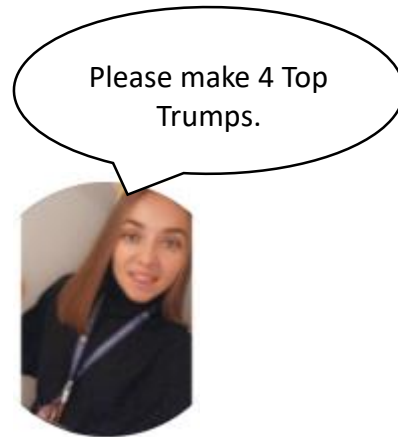
Avengers information	
	<p><b>Thor – God of Thunder</b></p> <p>Mighty Thor is a member of a virtually immortal race of super human beings who were once worshipped as the Norse Gods. The son of Odin (Lord of Asgard), Thor was raised to be a courageous warrior and a compassionate monarch. He battled the enemies of Asgard and performed amazing feats of valour and nobility. As his accomplishments grew, so did his ego. His father Odin banished him to Earth to live as a mortal and he trained to be a doctor. After nearly 10 years, Thor regained his magic hammer and his power. However, he had grown to love humankind and was determined to protect Earth. Therefore, he became the founder member of the Avengers.</p>
	<p><b>Loki – Trickster and Mischief-Maker</b></p> <p>Loki is the Asgardian god of mischief and evil. Adopted by Odin (Thor's father) after his frost giant father (Farbauti) was killed in battle, he was raised as Thor's half-brother. Loki resented Thor and vowed to destroy him. Loki is a shape-changer and a master of black magic, able to bring inanimate objects to life or endow anyone with superpowers. He can protect himself through time and space and materialise wherever he likes. Loki hates the fact that his own misdeeds created the Avengers and will try anything to defeat them.</p>
	<p><b>Balder the Brave – the God of Justice</b></p> <p>Balder the Brave was one of the Asgardians, an extra-dimensional race of beings once worshiped by the Vikings and Germans, as well as half-brother and close friend to Thor. Due to prophecies that Balder's death would help trigger the coming of Ragnarok, the destruction of Asgard and its inhabitants, Odin, his father and ruler of Asgard, commanded his wife Frigg to make Balder invulnerable to harm.</p>
	<p><b>Lady Sif – Warrior Goddess</b></p> <p>The sister of Heimdall (guardian of Asgard's rainbow bridge), Sif was one of Thor's childhood playmates and she fell in love with him when they were teenagers. While she was training to be a warrior goddess, Thor was exiled to Earth by his father Odin for nearly ten years. After Thor regained his memory, his hammer and his power, he broke up with his mortal girlfriend and remembered Lady Sif.</p>

# Activity Time

Use the information you have just read to create your own set of Top Trumps for the 4 characters.

Here is a template

You can draw your own or print this out.



Character Name

Information about the character

Picture

Qualities and ratings out of 10

A diagram of a Top Trumps card template. The card is divided into four main sections. The top section is a rectangular box labeled "Character Name". Below this is a large rectangular box labeled "Picture". To the right of the "Picture" box is a large rectangular box labeled "Information about the character". Below the "Picture" box is a section for "Qualities and ratings out of 10", which consists of four horizontal rows. Each row has a rectangular box for the quality and a small square box for the rating. Arrows point from the text labels to their respective boxes on the card template.



# Session 3 - Music

ONLINE LESSON 12:30 – 13:15PM

Please sign into Microsoft Teams on the link below.

**Music KS2 with Miss Gillespie: 12/01/21 12:30-13:15**

<https://teams.microsoft.com/l/meetup-join/19%3a6fc96ae6e49248be95cd1aa90c2bb9fd%40thread.tacv2/1610039686442?context=%7b%22Tid%22%3a%220d6de6df-c298-468c-9529-e622ff400b6c%22%2c%22Oid%22%3a%220b9004ce-b694-42b7-9c1d-590d0ba72707%22%7d>

# Session 4 – RE – Jesus, the Teacher

## The presentation of Jesus in the Temple

Mary and Joseph were faithful Jews and when Jesus was just forty days old, they travelled to the Temple in Jerusalem to present him to God as the Jewish law stated:

**‘Every first-born males is to be dedicated to the Lord’** (Lk. 2:23)

There was an old man named Simeon in the Temple. He was very close to God. God made Simeon a promise that, before he died, he would see the Messiah, the Chosen One, sent by God to be a Savior to His people.

Many people came and went everyday in the great Temple but, when Mary and Joseph entered carrying their small baby, Simeon knew that they were special. This was what he had longed to see all his life.

Simeon took Jesus into his arms, blessed him and praised God for him. He knew that Jesus would grow up to be a ‘light’ for all the people in his world. He was the long awaited Messiah. Simeon knew he had seen the Messiah. God had kept His promise.

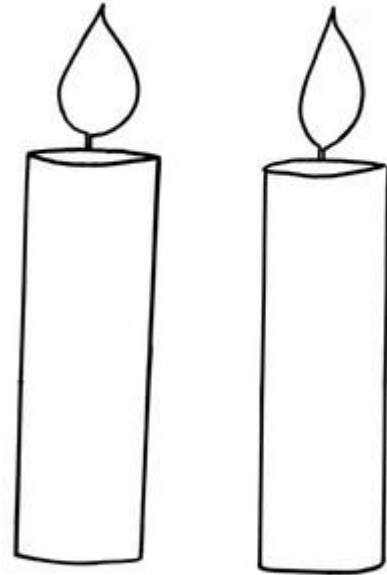


# Activity Time

Draw a large, lighted candle in the middle of your page.

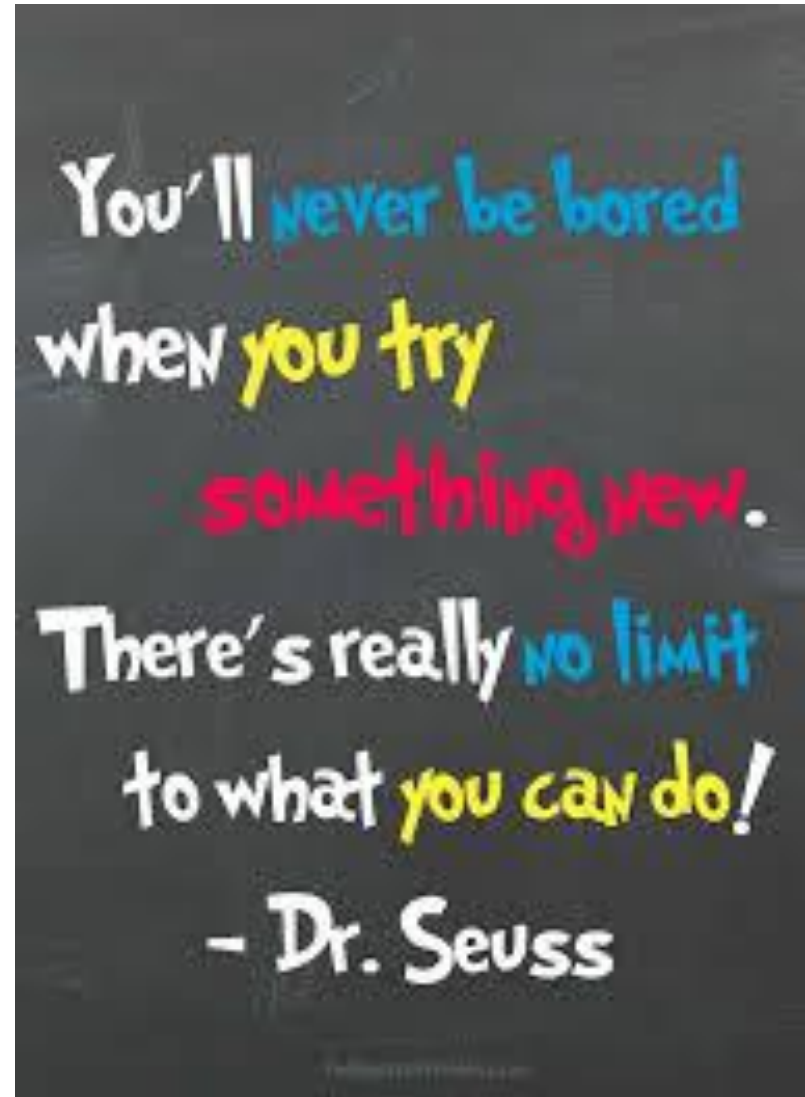
Write your thoughts for Mary, Joseph and Simeon.

Put them around the candle.



# Wednesday 13<sup>th</sup> January

Make sure you read today!



## Lesson 4: Interpreting line graphs (2)

→ pages 99–101

1. a) 22  
b) 5  
c) 3 and 11.75  
d) The balloon bursts after 10 seconds because, at this point, its height starts to drop quickly.  
e) 10
2. a) 7  
b) 7  
c) 2 pm and 5:30 pm  
d) 6  
e) 3
3. Approximately 19,500 (about 18,000 to 37,500).

### Reflect

The statement is sometimes true. Children's explanations will vary; for example:

A temperature graph could start from below zero if it were recording temperatures in winter, whereas a graph measuring the height of a hot air balloon would start at zero. This shows that some line graphs will start from zero but not all.

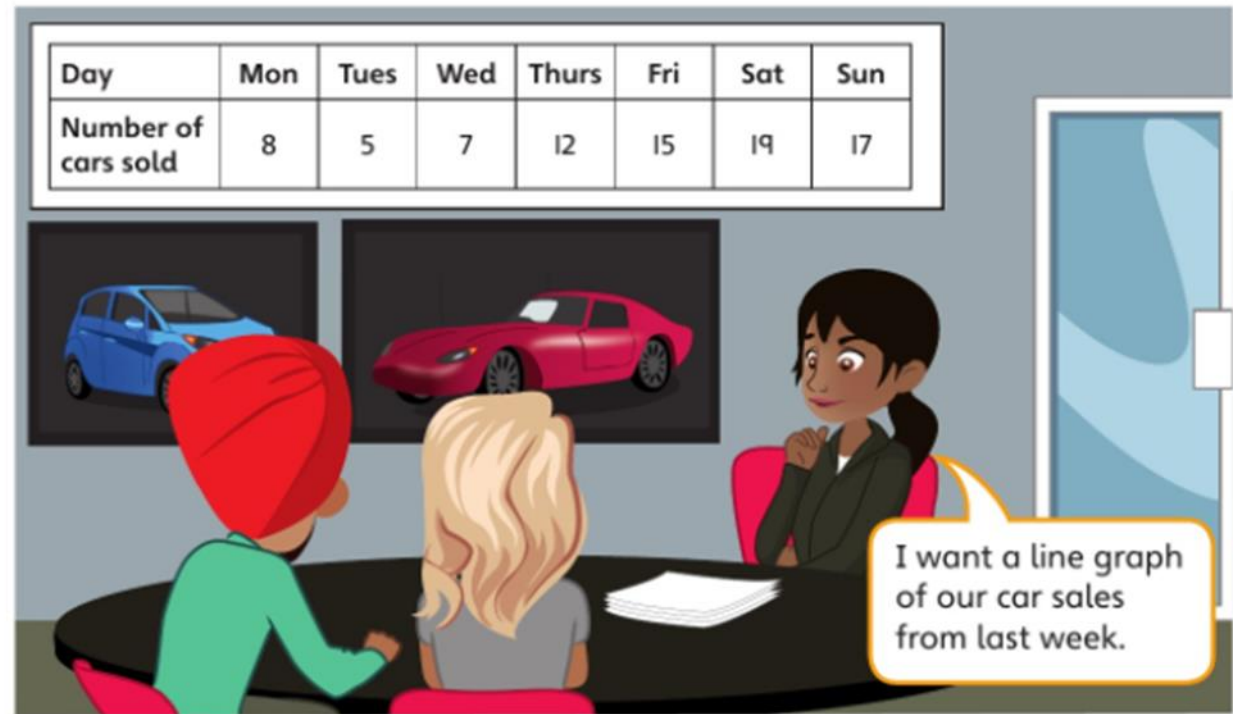


Please use these answers to mark your Maths work from yesterday!

# Session 1 – Maths (Year 5)

## Drawing line graphs

Discover



Please complete this  
in your journal.



- 1 a) The sales people have been asked to draw a line graph.  
What should they think about before they start?
- b) Draw a line graph to show the car sales data.

## Share

a)

I think the days should go on the horizontal axis and sales on the vertical axis.



Amal

We need to work out a scale for the sales. I think we should go from 0 to 20 in 2s. Otherwise the graph might be too big.

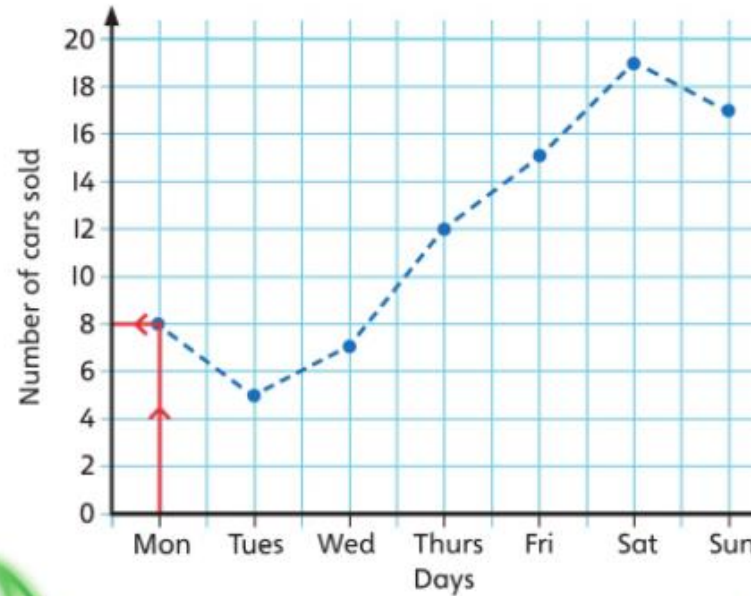


Holly

Before drawing the graph the sales people need to think about:

- what they show on each of the axes
- the scale on each of the axes.

b)



Now check your discover!  
Did you get the correct  
answer?



I drew and labelled  
the two axes first.



I plotted each point. For Monday,  
I plotted my point at 8 because  
8 cars were sold on Monday.



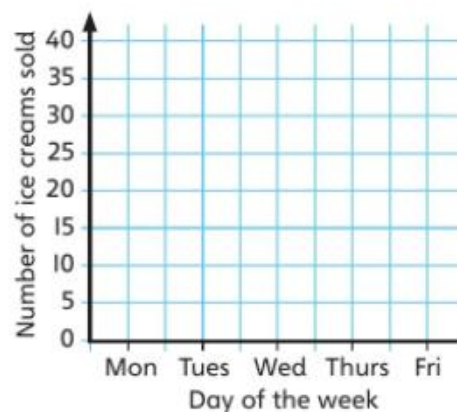


Please complete this in your journal.

## Think together

- 1 Mr Jones sells ice creams.

Day	Ice creams sold
Monday	7
Tuesday	15
Wednesday	22
Thursday	29
Friday	37



The table shows the number of ice creams he sold last week.

Plot this information on a line graph using squared paper.

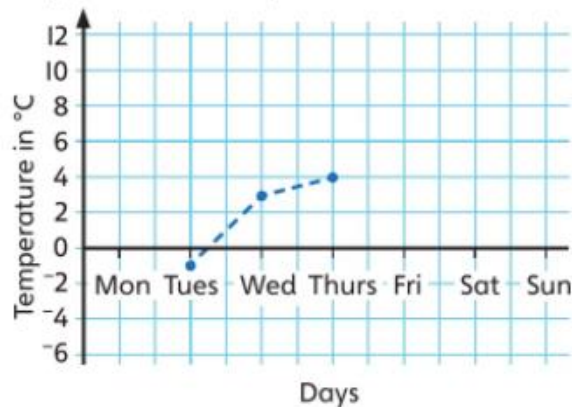
- 2 Mr Jones also measured the temperature each day last week.

The line graph shows the temperature Mr Jones measured each day.

- a) The temperature on Monday was  $-3^{\circ}\text{C}$ .

The temperature on Friday was  $11^{\circ}\text{C}$ .

Complete this graph using squared paper.

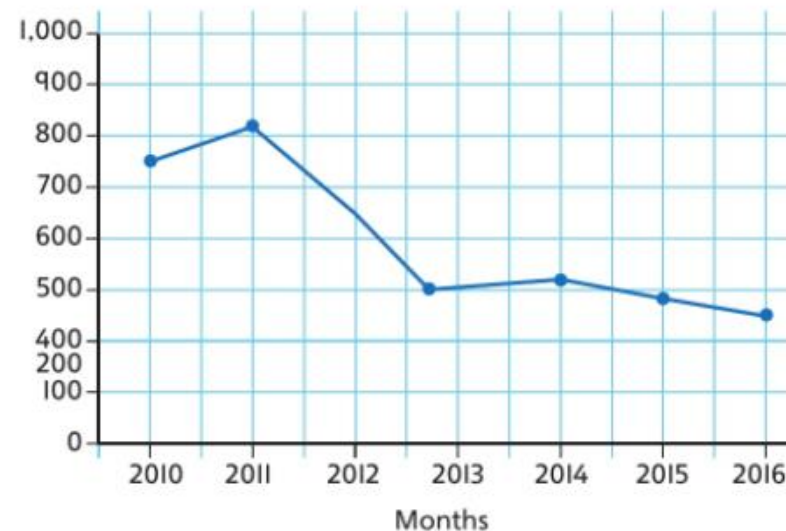


- b) Use the information on these two line graphs to compare the temperatures with the ice cream sales. What do you notice?

- 3 Danny collected some information about the population of his village and recorded it in this table.

He then drew this line graph using the information from the table.

Year	2010	2011	2012	2013	2014	2015	2016
Population	750	809	625	500	510	395	450



List all of the mistakes Danny has made in plotting and labelling his graph.



I will check whether the graph and the table show the same data.

I wonder if it is more useful to present this information in a graph or a table.



CHALLENGE


# Activity Time

Turn to your Power Maths practice book and complete pages 102 – 104.



**CHALLENGE**

On the next slide!



Please complete this  
in your journal.



# CHALLENGE

The table below shows how quickly a beaker of water was heated up using a Bunsen Burner.

Time (minutes)	Temperature (°C)
0	10
1	20
2	30
3	50
4	60
5	60
6	70
7	80
8	80
9	90
10	100

In your journal can you draw a line graph and plot this information on your graph?



# Session 2 – English – Relative Clauses

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

## Relative clauses

A relative clause can be used to give additional information about a noun.

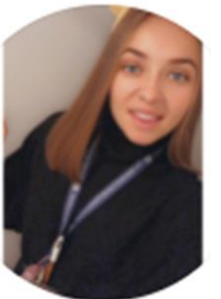
They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

For example:

**I won't stand by the man who smells of slime.**

In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.

Complete the  
quiz on Bite size



# Activity Time

Read page 15, Relative Clauses in your [BLUE KS2 English. Grammar, Punctuation and Spelling CGP Study Book](#)

Now turn to your CGP Grammar, Punctuation and Spelling CGP Targeted Question Book and complete:

Year 4 – Pages 14 – 15

Year 5 – Pages 16 - 17



# Session 3 – Science

## Science Skills

### The time of your life!

Life cycles take different lengths of time. The gestation period of an animal is the time from fertilisation of the egg to the birth of the offspring.

Find out how long the gestation of various animals takes. How could you present your data? Think of two ways. Which animal has the longest gestation period of all? Why do you think that is?



The gestation time for an African elephant is 660 days!



The gestation time for a hamster is only 16 days.





### Did you know?

Some birds, like parrots and flamingos, can live for over 80 years.



Some trees, like the bristlecone pine, can live for thousands of years!

### Looking at variables

Bird	Robin	Blackbird	Crow	Raven
Egg				
Size (mm)	20 x 16	29 x 21	43 x 30	50 x 33
Time to hatch (days)	13	14	19	20

Is there a pattern in this data?

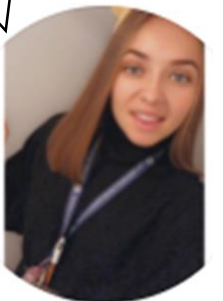
Which two variables can be linked?

Make up a general rule that links the size of the egg and the time it takes to hatch.

If you found an egg that was 60 mm long, how long might it take to hatch?

How long would an egg that was 35 mm long take to hatch?

Please read through this page and answer the questions in your journal.



# Session 4 – Spanish

ONLINE LESSON 13:30 – 14:15PM

Please sign into Microsoft Teams on the link below.

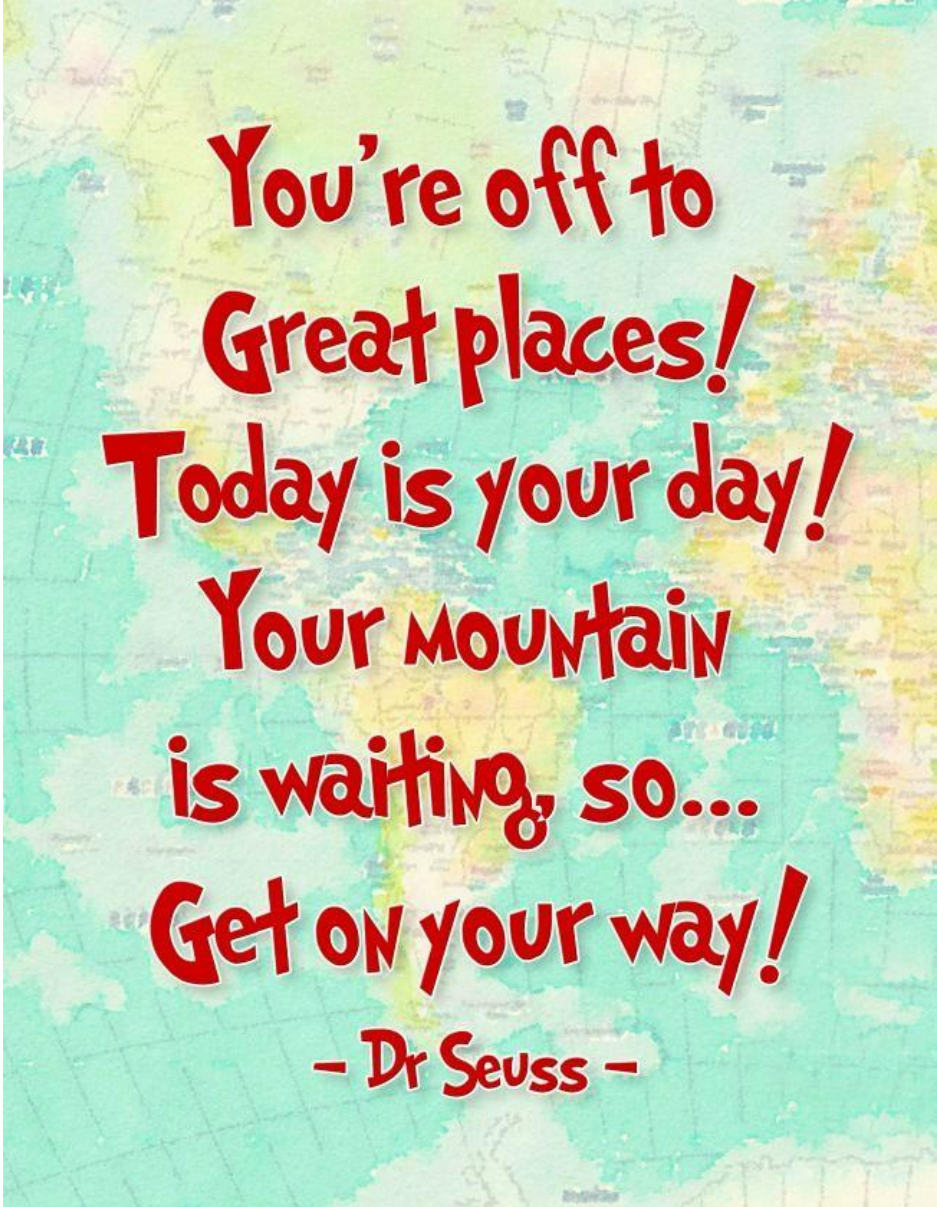
**KS2 Spanish with Miss Sheffield: 13:30-14:15**

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_YjlmMTZiOTYtNGNmYi00YzIzLWEzZTUtNjA3NmZlY2U2ODQy%40thread.v2/0?context=%7b%22Tid%22%3a%220d6de6df-c298-468c-9529-e622ff400b6c%22%2c%22Oid%22%3a%220b9004ce-b694-42b7-9c1d-590d0ba72707%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YjlmMTZiOTYtNGNmYi00YzIzLWEzZTUtNjA3NmZlY2U2ODQy%40thread.v2/0?context=%7b%22Tid%22%3a%220d6de6df-c298-468c-9529-e622ff400b6c%22%2c%22Oid%22%3a%220b9004ce-b694-42b7-9c1d-590d0ba72707%22%7d)



Thursday 14<sup>th</sup>  
January

Make sure you read today!

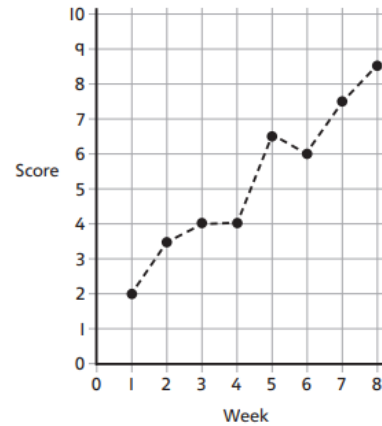


**You're off to  
Great places!  
Today is your day!  
Your mountain  
is waiting, so...  
Get on your way!**  
- Dr Seuss -

## Lesson 5: Drawing line graphs

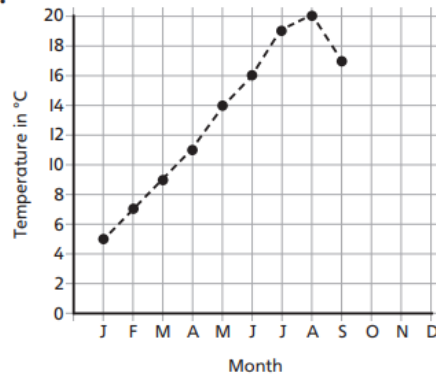
→ pages 102–104

1. a)

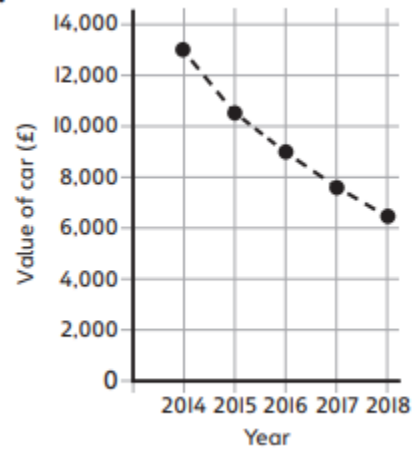


b) Week 8 = 8.5

2.



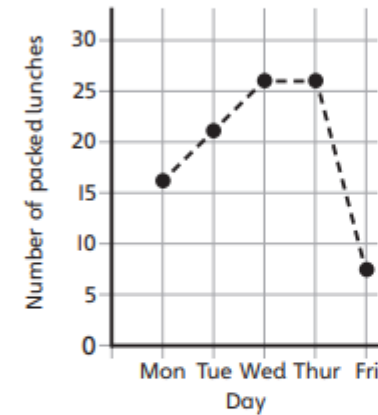
3.



4. a)

Day	Mon	Tue	Wed	Thur	Fri
Number of packed lunches	16	21	26	26	7

b) Graphs that children will draw may vary; for example:



### Reflect

Answers will vary; for example:

1. Label the axes.
2. Make sure the numbers are equally spaced along the axes.
3. Draw a dotted line when there is no measured data between points.



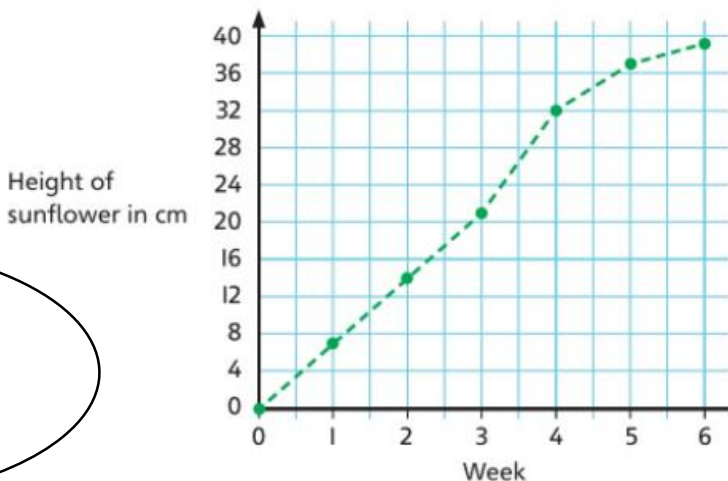
Please use these answers to mark your Maths work from yesterday!

# Session 1 – Maths

## (Year 5)

Unit 4: Graphs and tables

End of unit check



Please complete this in your journal.



- 1 What is the height of the sunflower after 2 weeks?
- A 12 cm      B 13 cm      C 14 cm      D 15 cm
- 2 How many cm does the flower grow between the start of Week 3 and the start of Week 5?
- A 16 cm      B 21 cm      C 39 cm      D 60 cm

Unit 4: Graphs and tables

100 children were asked to choose their favourite sport.

The table shows the results.

Sport	Number of children
Football	40
Hockey	17
Rounders	12
Other sports	

- 3 How many children chose other sports?
- A 0      C 41  
B 31      D I cannot work it out.
- 4 How many more children chose football than rounders?
- A 23      B 28      C 38      D 52
- 5 The table shows the number of children in a show.

	Singers	Dancers
Boys	12	23
Girls	15	14

A member of the audience says, 'Over a quarter of the children in the show are girl singers.'

Is this true or false? Explain your answer.


# Activity Time

Turn to your Power Maths practice book and complete the 'End of unit check and Power Puzzle. Pages 105-107.



**CHALLENGE**

On the next slide!



Please complete this  
in your journal.



# CHALLENGE

The table below shows the height of a plant taken over fifteen weeks.

Week	Height
1	1cm
2	1.3cm
3	2cm
4	3.2cm
5	4.5cm
6	6.2cm
7	8.2cm
8	10.4cm
9	12cm
10	13.1cm
11	13.8cm
12	14.3cm
13	14.5cm
14	10cm
15	8.5cm

In your journal can you draw a line graph and plot this information on your graph?

What was the difference in the plants height between week 1 and week 15?





# Session 2 – Guided Reading

Predict:

	<p>Odd</p> 
<p><b>A quote from the book...</b></p> <p>'Odd's mother, who was as dark as Odd's father had been fair, had been brought to the fjord on a longship from Scotland.'</p>	
	<p><b>From an interview with Neil Gaiman</b></p> <p>'Gaiman's writing blends and balances things that aren't ordinarily combined: reality and fantasy, humour and horror, the fairy tale and the novel, the personal and the cosmic.'</p>

Make predictions about the whole text based on the clue cards.

Can you write a paragraph predicting what you think the text will be about?





# Activity Time

<https://dictionary.cambridge.org/>

Use a dictionary or the online dictionary to write your own glossary, finding the definitions to these key words.

Viking, long ship, ballad, handcart, Norse, wooden dwelling.

# Session 3 – Dance

Live ZOOM lesson with Becky.

Invitations to Zoom lesson will be given via Class Dojo.

# Session 4 – RE – Jesus, the Teacher



You may want to refresh your memory and re-read Tuesday's lesson before continuing today.

## **Anna sees Jesus**

Anna was a very elderly woman who stayed in the Temple day and night, praising God. She immediately knew that this baby was the child the Jewish people had been promised. Their long wait was over. Anna gave thanks to God for letting her see the Messiah. She told everyone she met that God had remembered His promise to them.

Every year, on February 2<sup>nd</sup>, we celebrate 'The Presentation of the Lord'. We remember Simeon thanking God for Jesus, the 'Light of the World'.

# Activity Time

Imagine you are Simeon.

Write a letter or an email to your friend, Nathan, describing your experience in the Temple.

What had happened?

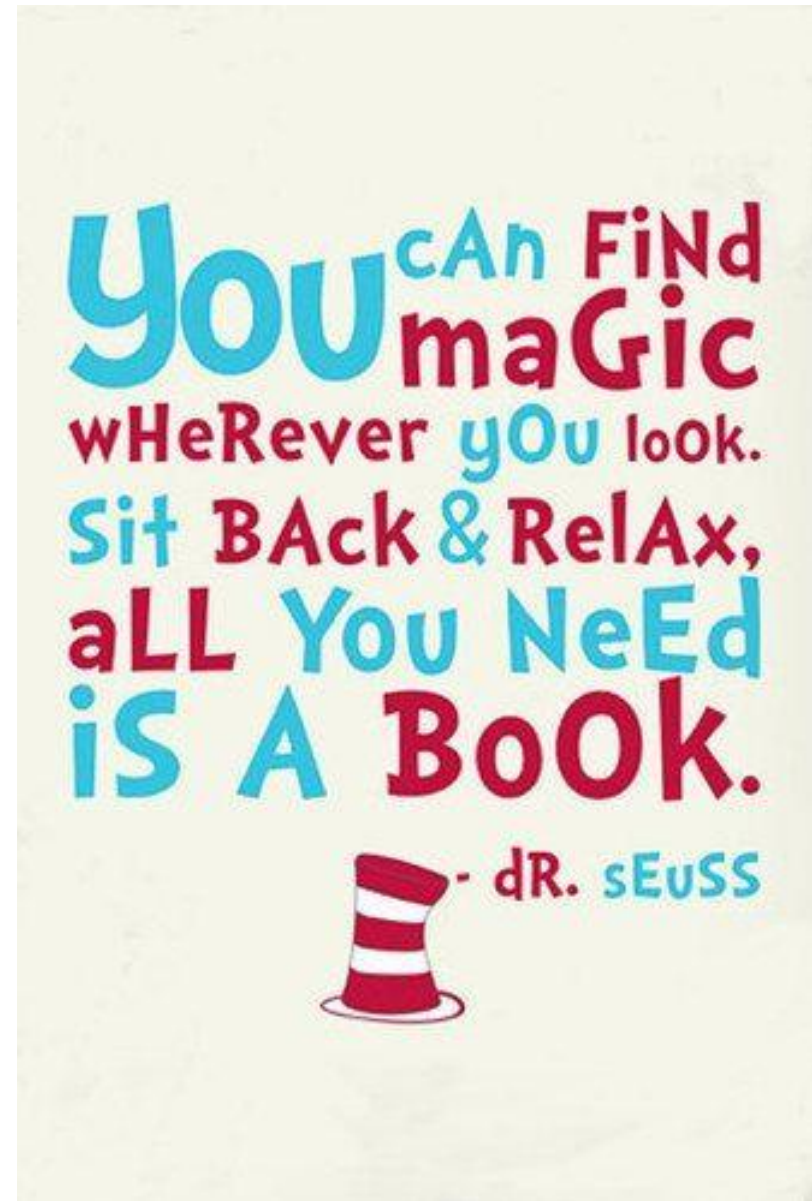
How did it make you feel?

When did it happen?

Why did it happen? (God had made a promise)

Friday 15<sup>th</sup>  
January

Make sure you read today!





Please use these answers to mark your Maths work from yesterday!

## End of unit check

→ pages 105–107

### My journal

1. a) 12–16 people because the graph shows 16 people were there at 3 pm and 12 people were there at 4 pm. (Allow approximately 14 people.)  
b) 7 pm because there are no people in the shop after that time.  
c) Answers will vary; for example:  
The shop might open at 9 am; the shop is busiest at 1 pm; there are 22 people in the shop at 12 pm; etc.
2. a) A line graph would not work because there are different types of clothes.  
b) Answers will vary; for example:  
Shorts were sold the most; swimwear was sold the least; people bought more T-shirts than trainers; etc.

### Power puzzle

	First	Second	Total
Red	34	26	60
Blue	16	74	90
Total	50	100	150

There are 58 more blue counters in the second box.



# Session 1 – Maths (Year 5)

Discover



Everyone stand on a multiple of 4.

I think 74 is a multiple of 4, because it ends in 4.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Please complete this  
in your journal.



1

a) Show all of the multiples of 4 on a 100 square.

b) Do you agree with Luis that 74 is a multiple of 4 because it ends in 4?

Explain your answer to a friend.

## Share

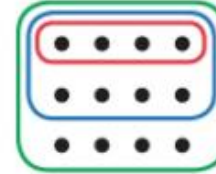


I found multiples of 4 by multiplying by 4.

You can also count in 4s.

a)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

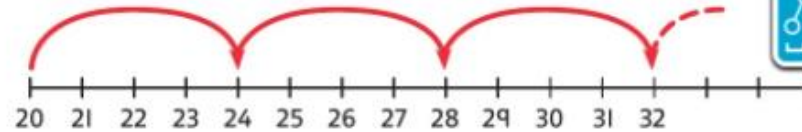


$$1 \times 4 = 4$$

$$2 \times 4 = 8$$

$$3 \times 4 = 12$$

...



b) If a number divides by 4 with no remainder, then it is a multiple of 4.

$$4 \div 4 = 1$$

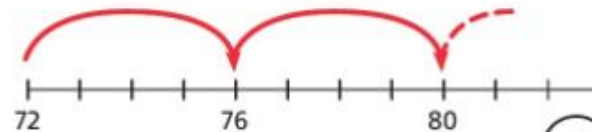
$$8 \div 4 = 2$$

$$12 \div 4 = 3$$

...

Some numbers that end in 4 are multiples of 4, such as 24, 44 and 84.

But it is not always true. For example: 14, 34, 54 are not multiples of 4.

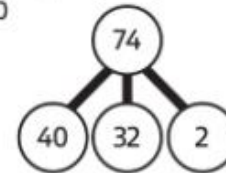


$$18 \times 4 = 72$$

$$19 \times 4 = 76$$

$$74 \div 4 = 18 \text{ remainder } 2$$

Luis is incorrect as 74 is not a multiple of 4.



$$40 \div 4 = 10$$

$$32 \div 4 = 8$$

$$\text{So } 74 \div 4 = 18 \text{ r } 2$$

Now check your discover!  
Did you get the correct  
answer?



## Think together

- 1 Using a 100 square, show all of the multiples of 2. What do you notice about the numbers that are not multiples of 2?

Multiples of 2 have \_\_\_\_\_ in the ones digit.

Numbers that are multiples of 2 are all \_\_\_\_\_.

Numbers that are **not** multiples of 2 are all \_\_\_\_\_.



I know which numbers leave a remainder when you divide by 2.

A multiple of a number is that number multiplied by another number.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 2 Using a 100 square, find all of the multiples of 5. Make a list of the multiples of 5.

Multiples of 5 have \_\_\_\_\_ in the ones digit.

Even multiples of 5 all end in \_\_\_\_\_.

Odd multiples of 5 all end in \_\_\_\_\_.

Please complete this in your journal.



CHALLENGE

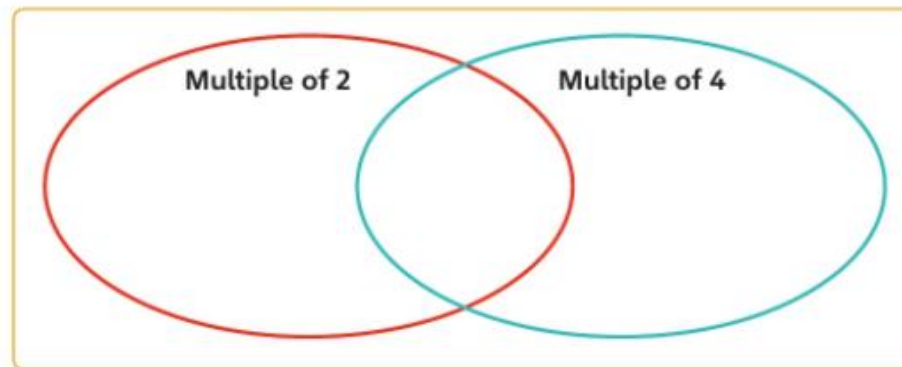
- 3 a) Find two numbers to go in each section of this table.

	Multiple of 6	Not a multiple of 6
Ends in a 6		
Does not end in a 6		

- b) 'If a number ends in a 6, then it is a multiple of 6.'

Is this always true, sometimes true or never true?

- c) Which numbers could you place in these sorting circles?



I will use a 100 square to find the patterns.

I wonder if there will be numbers in every part of the sorting circles.





# Activity Time

Turn to your Power Maths practice book and complete pages 108-110.



Please complete this in your journal.



Can you work out the missing numbers using the clues?

$$\begin{array}{r} \phantom{\times} \quad \square \square \square \square \\ \times \phantom{\square \square \square \square} 5 \\ \hline \square \square \square \square \square \\ \hline \end{array}$$

- The 4 digits being multiplied by 5 are consecutive numbers.
- The first 2 digits of the product are the same.
- The fourth and fifth digits of the answer add to make the third.

# Session 2 – English – Relative Clauses

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

# Activity Time

Can you add a relative clause to these sentences?

My teacher told me to try my best.

The boy ran down the street.

I saw the dog.

“Don’t cry”, said the girl.

The athlete won the race.

She lived in a small house.

The girl clambered over the rocks.

The wind battered the ships on the coastline.

The island was a haven of peace.

I live in Birmingham.

Before you complete this task in your journal, refresh your memory and look back to Wednesday’s English Lesson on what a Relative Clause is!



**Here is an example:**

**My teacher, who is amazing, told me to try my best.**

USE





# Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 4 – 5  
(Geocaching)

Year 5 – CGP Comprehension Book – Pgs. 4 – 5  
(An Astronaut's Guide to Life on Earth)

# Session 4 – Wellbeing Friday

Monday 18<sup>th</sup> January is Winnie the Pooh Day!

Watch the episode of Winnie the Pooh below:

<https://www.youtube.com/watch?v=kX4Up3qw9uI>



Draw a picture of your favourite character and complete a labelled character profile.

Have a **fab** weekend!  
Thank you for working so hard!

**KEEP SAFE!**