Home Learning – **Week 3** – 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.

All ONLINE LESSONS this week will be taking place on Zoom.

The links and information for these Zoom lessons will be posted on Dojo daily.

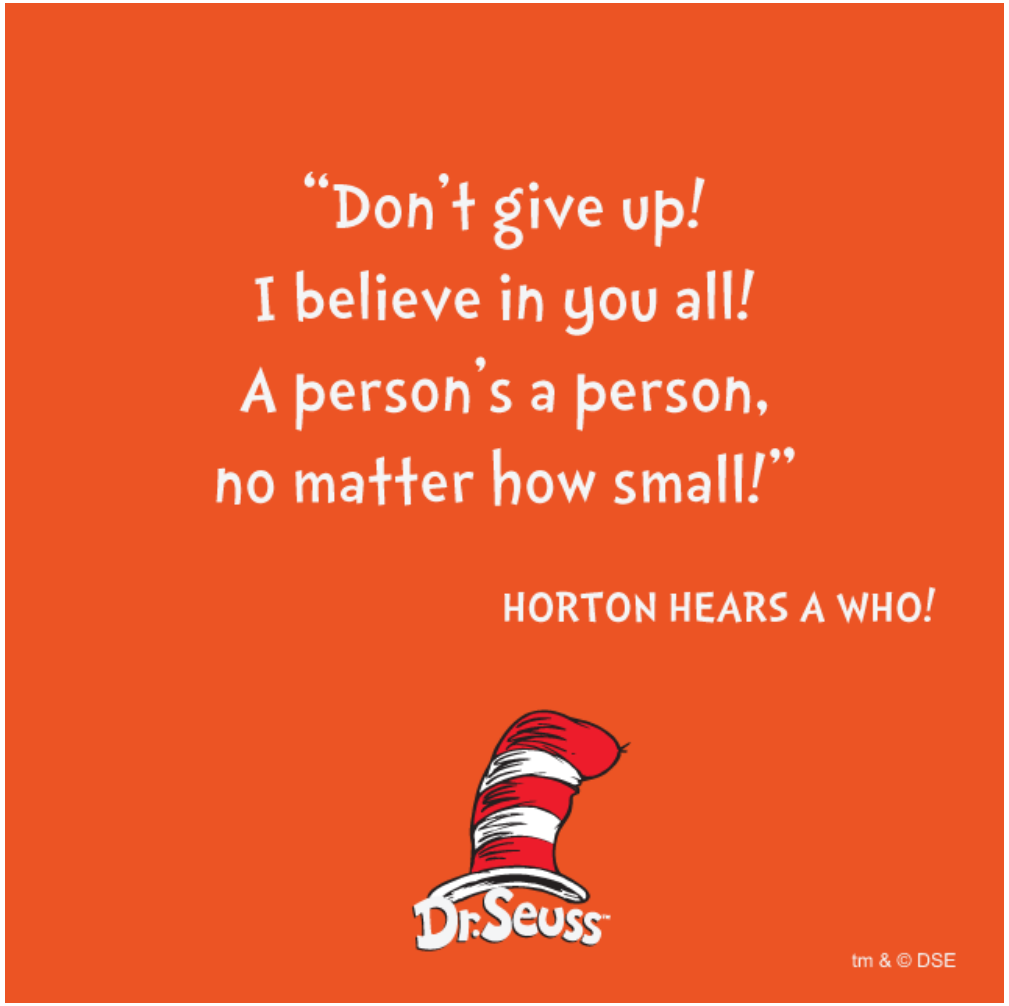
You will need to either download Zoom onto your device, or if you are using a computer or laptop you can search Zoom on Google.

The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 18th January 2021

Day	Session 1		BREAK	Session 2	LUNCH	Session 3	Session 4
Monday 18th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 2			English		Reading Independent Reading	Research Projects Continue from last week
Tuesday 19th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint Lesson 4 YEAR 5 – My Maths	Drama ONLINE LESSON 10:30 – 11:00		Music ONLINE LESSON 11:00 – 11:45PM (Don't worry if you are late joining because of Drama)		English	RE
Wednesday 20th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 3			English		Science	Guided Reading
Thursday 21st January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 4			Spanish ONLINE LESSON 11:00 – 11:45PM		Dance ONLINE LESSON 1:30 – 2:00	RE
Friday 22nd January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 5			English		Reading Comprehension	Wellbeing Friday

Monday 18th January

Make sure you read today!



Lesson 1: Multiples

→ pages 108–110

1. $3 \times 3 = 9$
$5 \times 3 = 15$
$8 \times 3 = 24$
These all show the multiples of the number 3.
9, 15 and 24 are all multiples of 3.

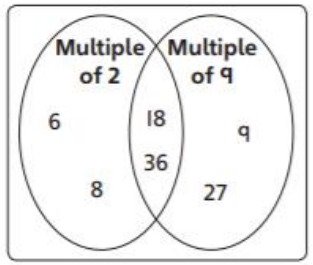
2. a) 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100 should be shaded in.
b) 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78, 81, 84, 87, 90, 93, 96 and 99 should be shaded in.

3. a) 80, 30, 102 and 300 should be circled.
b) 70, 95, 530, 35 and 300 should be circled.

4. Circled: is not
Explanations will vary; for example:
64 is not a multiple of 6 because 64 ÷ 10 has a remainder so 64 is not a multiple of 6.

5. a) Answers may vary, but the top right box in the two-way table cannot be filled in as all multiples of 6 are also multiples of 2:

	Multiple of 2	Not a multiple of 2
Multiple of 6	6 12	
Not a multiple of 6	8 4	5 9



b) The section 'multiple of 6 and not a multiple of 2' has no numbers in it as all multiples of 6 are also multiples of 2.

6. It is sometimes true.
Explanations will vary; for example:
If you add the same number of multiples of 4 and 5 together, then the answer will also be a multiple of 9; for example: $(3 \times 4) + (3 \times 5) = 12 + 15 = 27$. 27 is a multiple of 9.
It is not always true, though, because 12 is a multiple of 4 and 20 is a multiple of 5 but $4 + 20 = 24$, which is not a multiple of 9.

7. No, 777 will not be in the sequence even though it is a multiple of 7 because the start number is not zero but 2. That means all the numbers in the sequence will be 2 more than a multiple of 7.

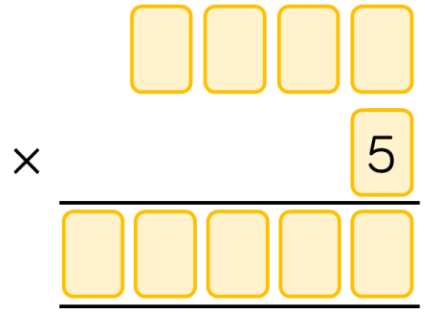
Please use these answers to mark your Maths work from last week!

Reflect

Richard is confused about multiples. A multiple of 7 is any number in the 7 times-table. As 10 is not in the 7 times-table it is not a multiple of 7. However, the calculation does show that 70 is in the 7 times-table so 70 is a multiple of 7.

CHALLENGE

Can you work out the missing numbers using the clues?



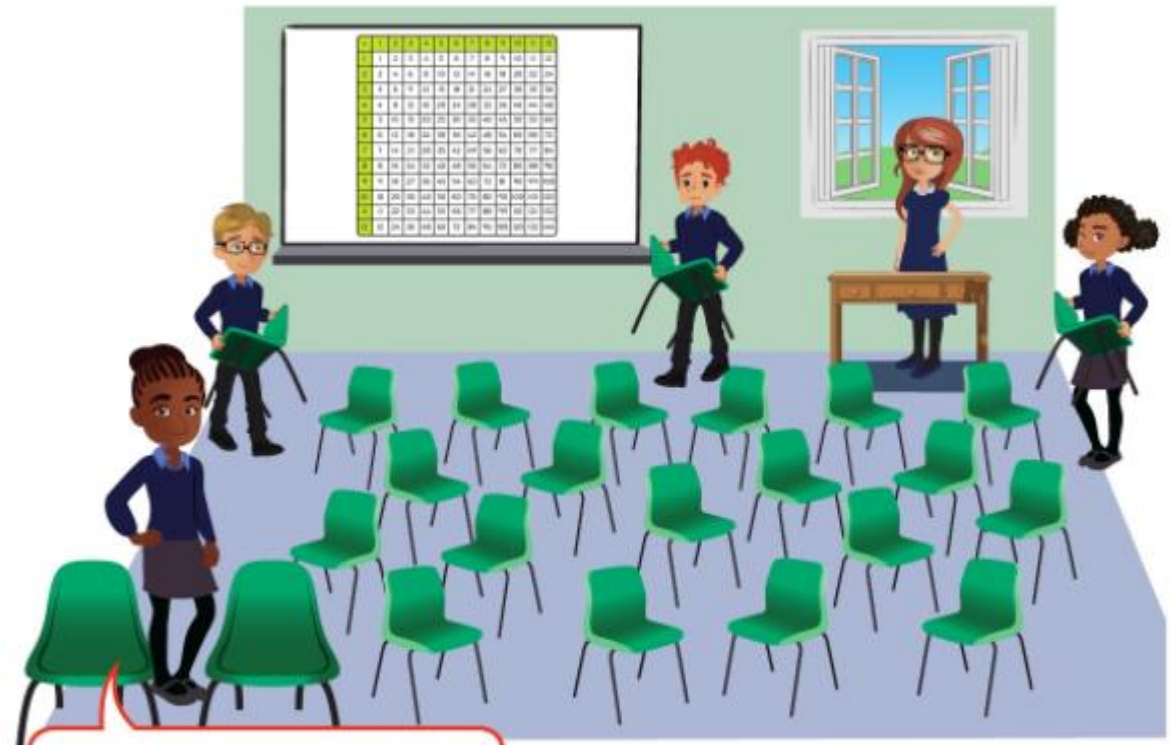
- The 4 digits being multiplied by 5 are consecutive numbers.
- The first 2 digits of the product are the same.
- The fourth and fifth digits of the answer add to make the third.

2,345 × 5 = 11,725

Session 1 – Maths (Year 5)

Please complete this in your journal.

Discover



We need to arrange 24 chairs into rows. Each row has the same number of chairs.

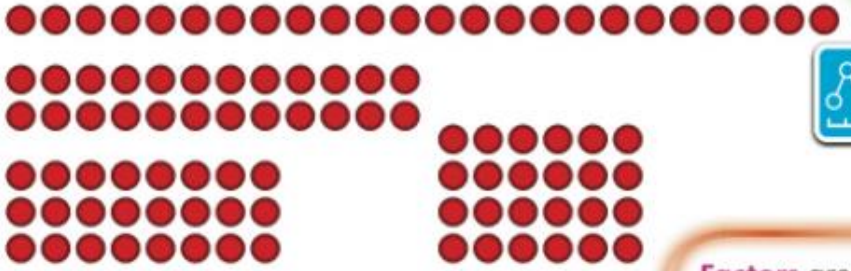
1 a) Find different ways to arrange the 24 chairs into equal rows.

b) What if there were 25 chairs? Would there be more arrangements?

Share

I used 24 counters to represent the chairs and checked the different arrangements. I remember arrays show two multiplication facts.

a)



24 chairs can be arranged into equal rows by finding the factors of 24.

Factors are numbers that divide exactly into another number.

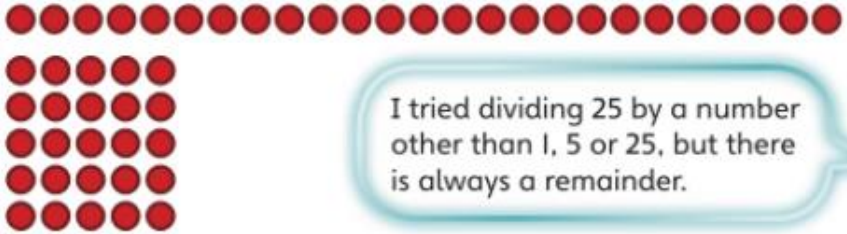
$1 \times 24 = 24$	1 and 24 are factors of 24.
$2 \times 12 = 24$	2 and 12 are factors of 24.
$3 \times 8 = 24$	3 and 8 are factors of 24.
$4 \times 6 = 24$	4 and 6 are factors of 24.

$24 \div 5 = 4$ remainder 4.

There cannot be 5 equal rows, because 5 is not a factor of 24.

When you divide 24 by 5, there is a remainder.

b) By making arrays with counters, we can find the factors of 25.



I tried dividing 25 by a number other than 1, 5 or 25, but there is always a remainder.

There are fewer arrangements as there are only 3 factors of 25: 1, 5 and 25.

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

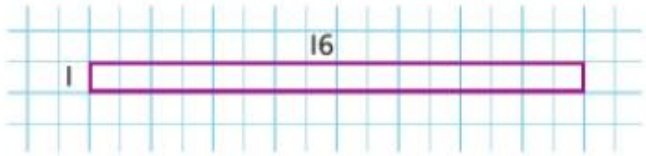
Think together

1 Using squared paper, find all of the factors of 16 by drawing different arrays. The first array has been done for you.

16 = 1 × 16

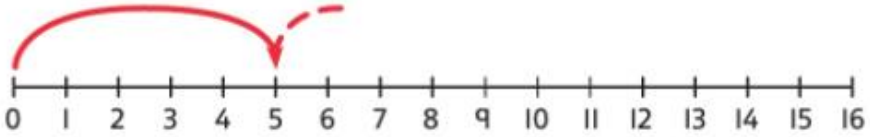
16 = ☐ × ☐

16 = ☐ × ☐



The factors of 16 are _____ .

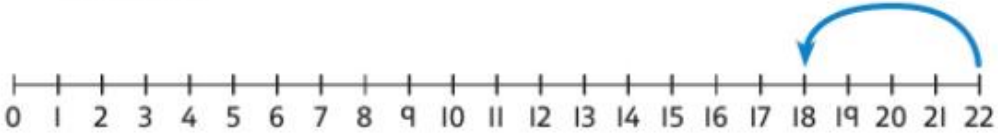
a) Is 5 a factor of 16? Use a number line to work this out. Explain the reason.



1 × 5 = ☐ 2 × 5 = ☐ 3 × 5 = ☐ 4 × 5 = ☐

5 is / is not a factor of 16 because _____ .

b) Is 4 a factor of 22? Use a number line and division to explain the reason.



4 is / is not a factor of 22 because _____ .

3 Bella and Aki want to find all of the factors of 30.

CHALLENGE

I will list all of the multiplication facts in order.

Bella

1 × 30 = 30
2 × 15 = 30
3 × ...

I will use division and list the facts in order.

Aki

30 ÷ 1 = 30
30 ÷ 2 = 15
30 ÷ ...

a) Find all of the factors of 30.

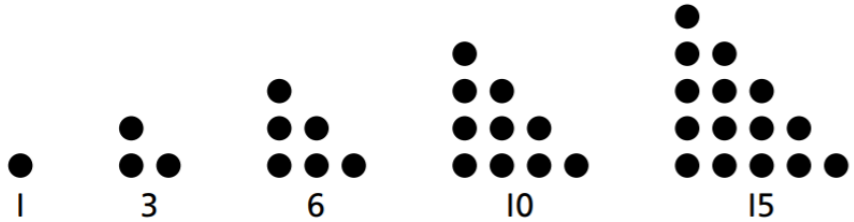
b) Find all of the factors of 40. Whose method did you use?

I wonder when they will be able to stop their lists.

Activity Time

Turn to your Power Maths practice book and complete pages 111 - 113.

1 **a)** Carry on this pattern for another eight triangles.



b) Are there any triangular numbers that are also square numbers?

Are there any that are cube numbers?

Are there any that are prime numbers?

Session 2 - English

Draw the table out into your journals and put the words into the correct columns.

Session 3 - Vocabulary

ravines	elements	honour	endurance
mighty	molten	devour	fruitful
bounded	embers	townsfolk	meddler
gravely	ravaged	outwit	stumped
realms	peril	solemnly	descended

Words I know and can explain what they mean	Words I've heard of and could attempt to explain	Words I don't know

Activity Time

For those words you put in the red column – use a dictionary or online dictionary to find out their meanings.

You can record words and meanings into a personal glossary – start with the harder/unknown words.

You may wish to write the words into a sentence using the family tree and information about the Norse worlds.

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 has 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:

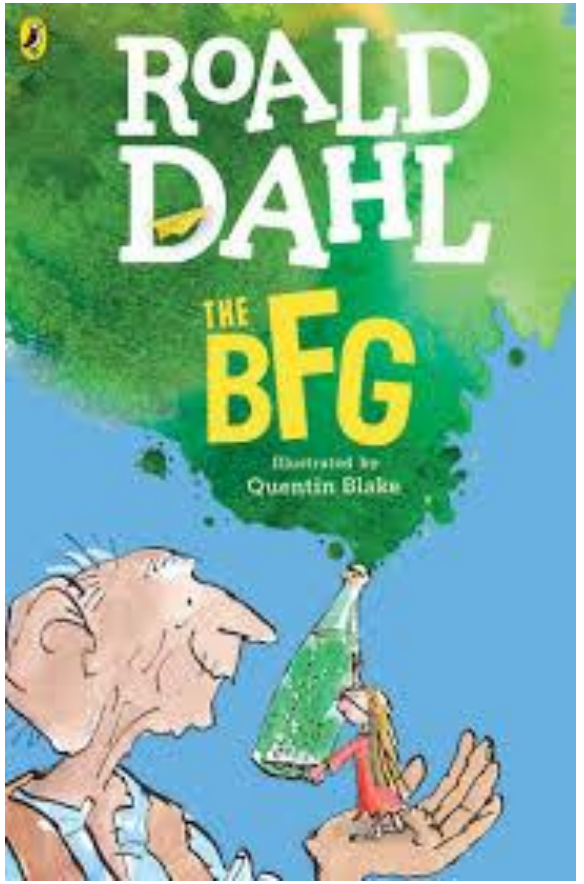
- List some significant Egyptian inventions

- What were the names of the Egyptian rulers?

- How did they prepare a body for burial? Why did they do this?

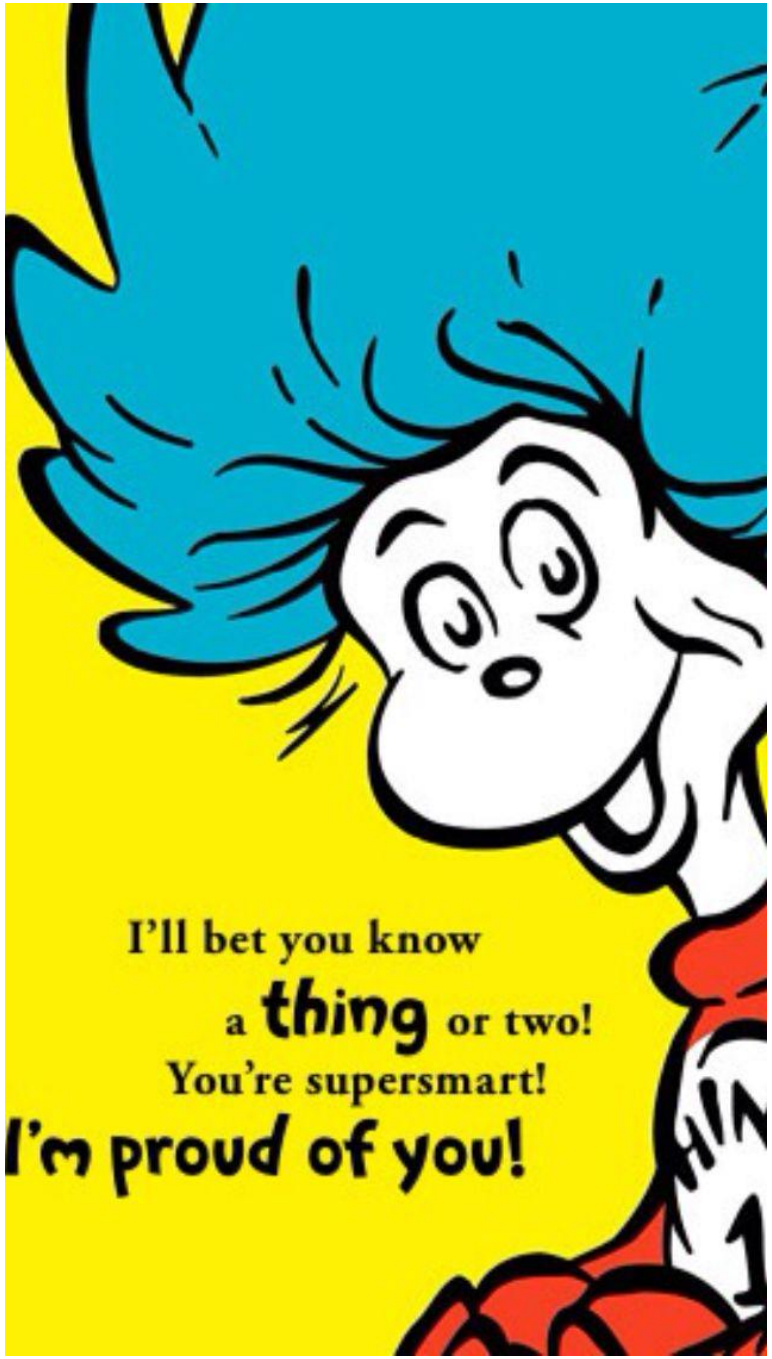
Whole School Reading ZOOM

Link to be posted on Dojo.



Tuesday 19th January

Make sure you read today!



Session 1 – Maths (Year 5)

Task or activity	Type	Created	Completed	Start	Due	Feedback
Lowest common multiple		11/01/21	0/14	19/01/21	20/01/21	Task not started

In todays 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

ONLINE ZOOM lesson with Andrew at 10am.

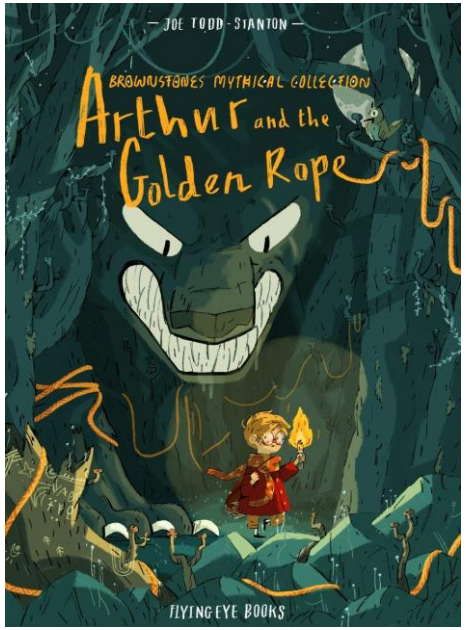
Link to be posted on Class Dojo

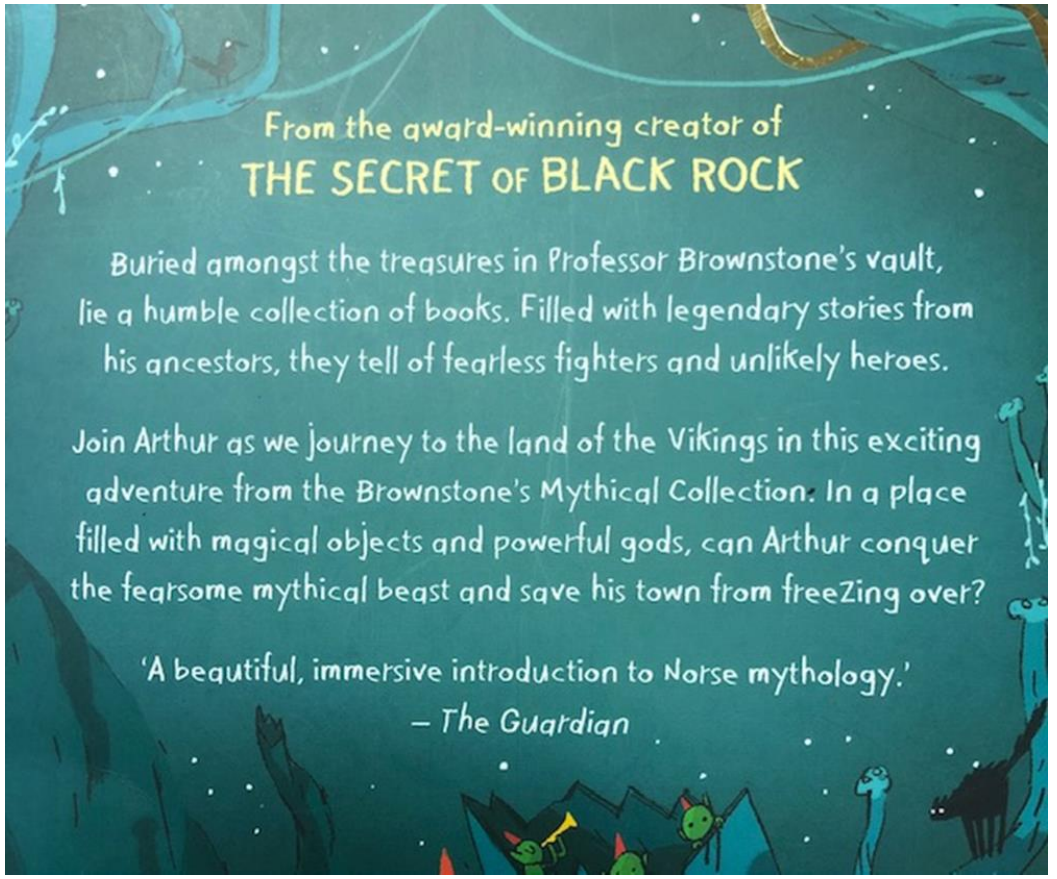
Session 2 - Music

ONLINE ZOOM LESSON 11:00 – 11:45

Link to be posted on Class Dojo.

Session 3 - English





Look at the cover and read the blurb of 'Arthur and the Golden Rope'. Predict the text.

Time to think…

Who is on the cover?

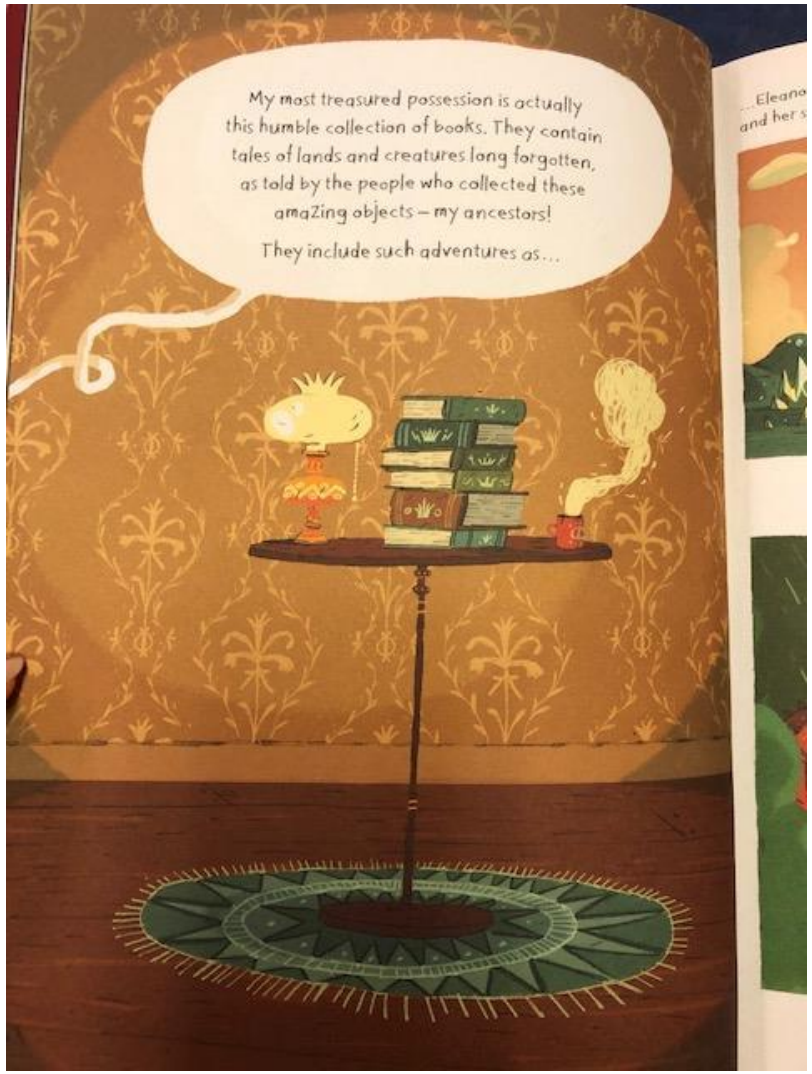
What is the rope and what is it for?

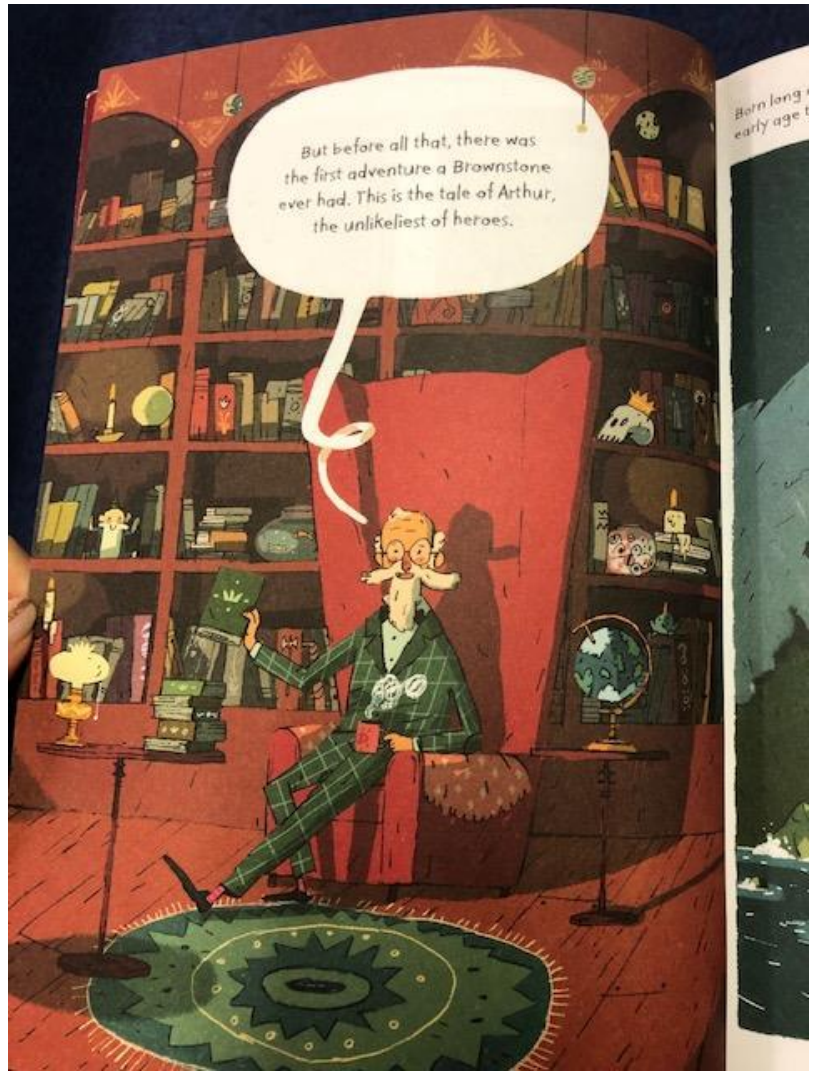
Who are the heroes and villains?

What are the links between Norse mythology, the Avengers and now this book ‘Arthur and the Golden rope’?

Read

(Zoom in if you can’t see it)





Activity Time

What is meant by Arthur is the unlikeliest of heroes?

What does it tell us about Arthur?

Does this help us to predict the text further?

Session 4 – RE – Jesus in the Temple

Jesus was born a Jew

Jesus was born into a Jewish family. His parents, Mary and Joseph were faithful Jews and always followed the laws and practices of the Jewish religion. When they went to the synagogue in Nazareth on the Sabbath day, they took Jesus with them.

At the synagogue there are prayers and hymns. The people say together the Shema – a statement of what the Jewish people believe about God.

“Listen, O Israel:
The Lord our God is one.
Love the Lord your God with all your
Heart and with all your soul
And with all your strength” (Deut. 6:4-6)

Everyone listens whilst the word of God is read. After this, the rabbi or teacher, is asked to talk about the readings. At the end there is a blessing.

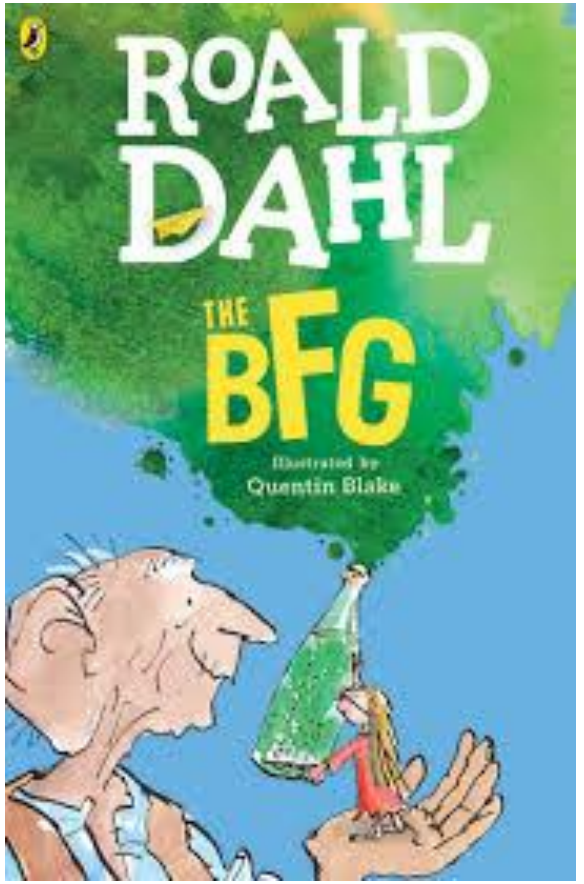
Activity Time

Every year, Mary and Joseph used to go to Jerusalem for the feast of the Passover.

God had given Mary and Joseph His only Son – now he was missing! What do you think were their thoughts?

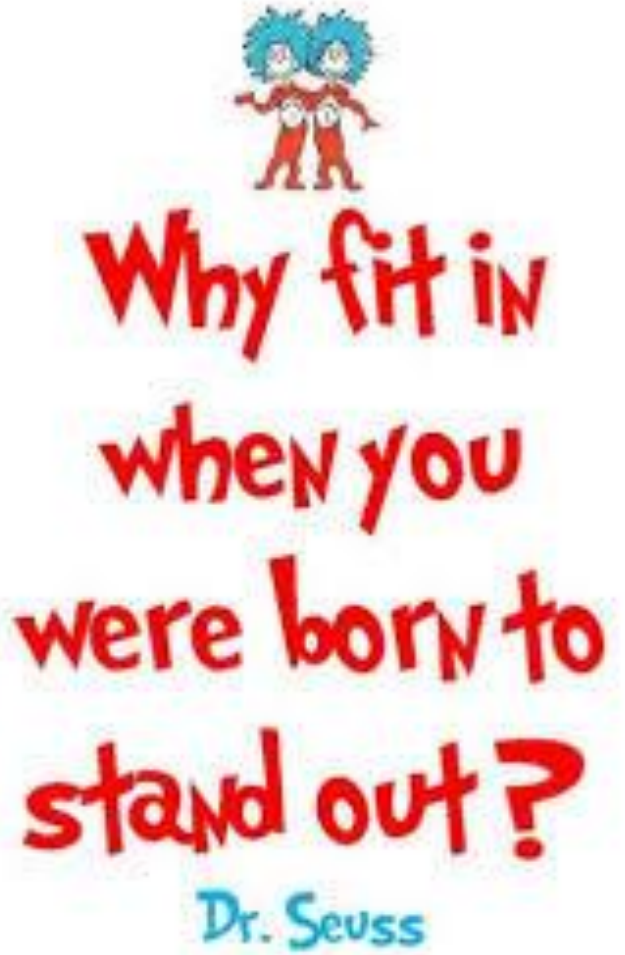
Whole School Reading ZOOM

Link to be posted on Dojo.



Wednesday 20th January

Make sure you read today!



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

Lesson 2: Factors

→ pages 111–113

1. 1 × 18 = 18
2 × 9 = 18
6 × 3 = 18
4 × 5 = 20
2 × 10 = 20
1 × 20 = 20
The factors of 18 are: 1, 2, 3, 6, 9, 18
The factors of 20 are: 1, 2, 4, 5, 10, 20

2. Arrays should be drawn for 1 × 32, 2 × 16 and 4 × 8.
The factors of 32 are 1, 2, 4, 8, 16 and 32.

3. a) Circled: is not
Explanations may vary; for example:
6 is not a factor of 28 because 6 does not divide into 28 exactly.
b) Circled: is
Explanations may vary; for example:
7 is a factor of 84 because 7 goes into 84 exactly 12 times.

4. a) 1 × 36 = 36
2 × 18 = 36
3 × 12 = 36
4 × 9 = 36
6 × 6 = 36
b) 36 ÷ 1 = 36
36 ÷ 2 = 18
36 ÷ 3 = 12
36 ÷ 4 = 9
36 ÷ 6 = 6
36 has 9 factors. They are 1, 2, 3, 4, 6, 9, 12, 18 and 36.

5. 1, 2, 5, 10, 25 and 50.

6. a) Numbers shaded: 20, 1, 10, 50, 4, 5, 100
b) The missing factors are 2 and 25.

7. It is always true. If X is a factor of Y, then Y is a multiple of X.

Reflect

Andy is wrong. Explanations will vary; for example:
Some even numbers (4, 8, 12, …) are multiples of 4 but others are not (2, 6, 10, …).
70 is even, which means it is a multiple of 2. Therefore 70 does have a factor of 2.

Session 1 – Maths (Year 5)

Please complete this in your journal.

Discover

1 a) What equal groups can the rugby players make?

b) There is a team of 9 tennis players and a team of 7 basketball players.

Which of the teams can split into equal groups in more ways than the other?

Share

I used counters to make arrays, but there was always a remainder.

a) 

13 ÷ 1 = 13

13 ÷ 2 = 6 r 1

13 ÷ 3 = 4 r 1

I tried to find all of the factors of 13 using division.

1 and 13 are the only factors of 13.

The rugby players can only be in 1 group of 13 or 13 groups of 1.

Numbers with only two factors are called **prime numbers.**

These are special numbers that can only be divided by themselves and 1.

b) 9 has three factors, and can make:

1 × 9 = 9

3 × 3 = 9

The factors of 9 are 1, 3 and 9.

7 is a prime number. It only has two factors and can make:

1 × 7 = 7

The team of tennis players can split into equal groups in more ways than the team of basketball players.

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

Please complete this in your journal.

ogether

Numbers which have more than two factors are called **composite numbers.**

1 **a)** What are the factors of 63?

The factors of 63 are _____ .

b) Is 63 a prime number or a composite number?

63 is a _____ number.

2 Think about different numbers of players for a rugby club.

Investigate these numbers and complete the table.
Which are prime numbers?

Number of players	What different arrays can they make?	How many factors?	Is it a prime or composite number?
12			
11			
10			
9	3 × 3, 1 × 9	3	Composite
8			
7	1 × 7	2	Prime
6			
5			
4			
3			
2			

CHALLENGE

3 Follow the steps below to use a 100 square to find the prime numbers between 0 and 100.

You can cross out 1 because it is not a prime number.
1 has only one factor. Prime numbers have two different factors.

Step 1: start with 1.

Step 2: 2 is a prime number. Circle it, then cross out multiples of 2.

Step 3: 3 is a prime number. Circle it, then cross out multiples of 3.

Step 4: 5 is a prime number. Circle it, then cross out multiples of 5.

Step 5: 7 is a prime number. Circle it, then cross out multiples of 7.

Step 6: circle all numbers that are not crossed out. Are they all prime numbers?

~~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

I wonder how many even prime numbers there are.

The prime numbers between 0 and 100 are _____ .

There are ☐ prime numbers between 0 and 100.

Activity Time

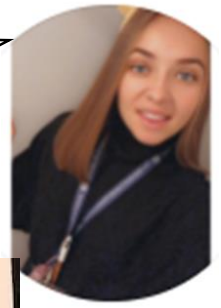
Turn to your Power Maths practice book and complete pages 114 - 116.

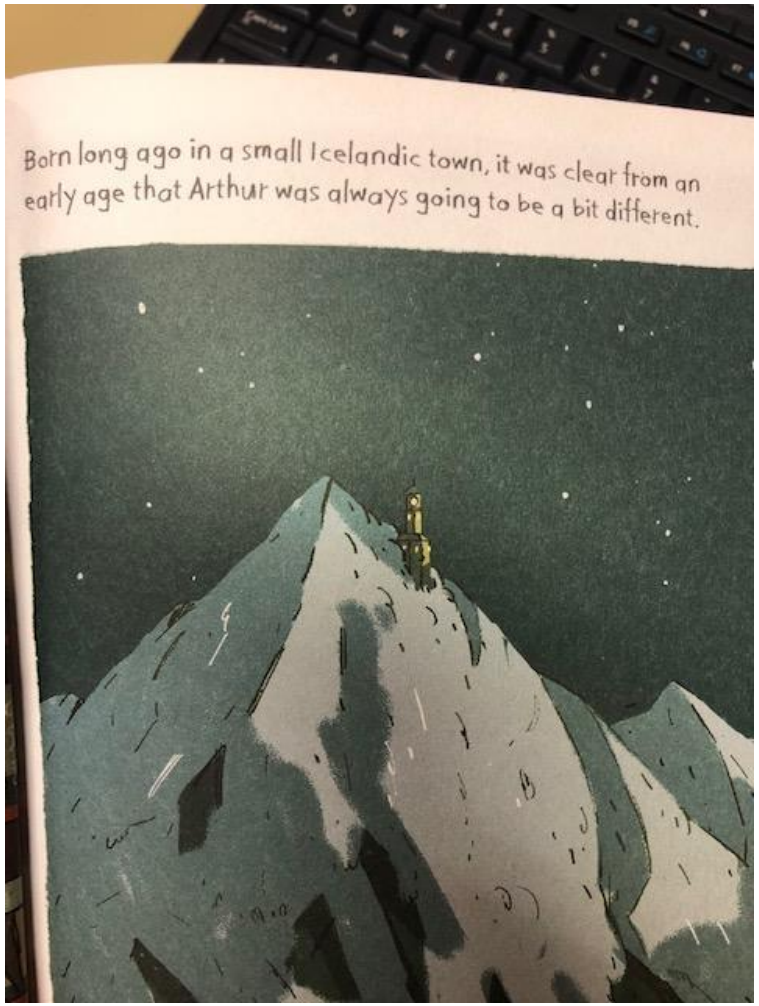
2 **a)** Richard says, 'It is impossible for a square number less than 100 to also be a prime number.' Explain why he is correct.

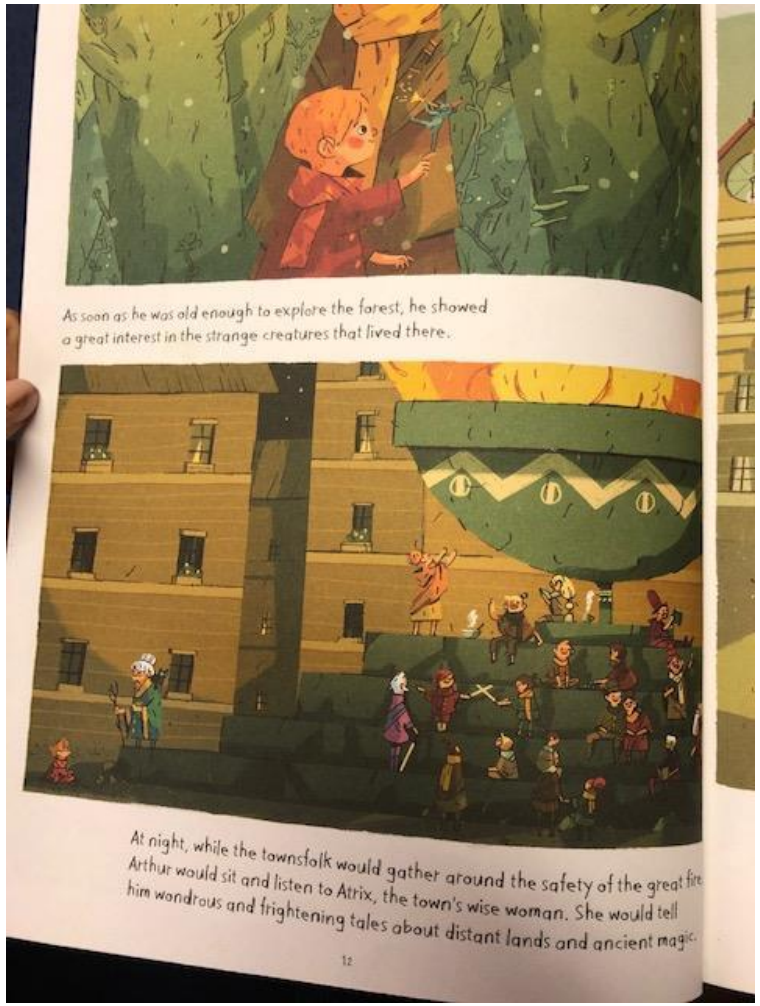
b) Jamie says, 'There is a square number less than 100 that is also a cube number.' Is she correct?

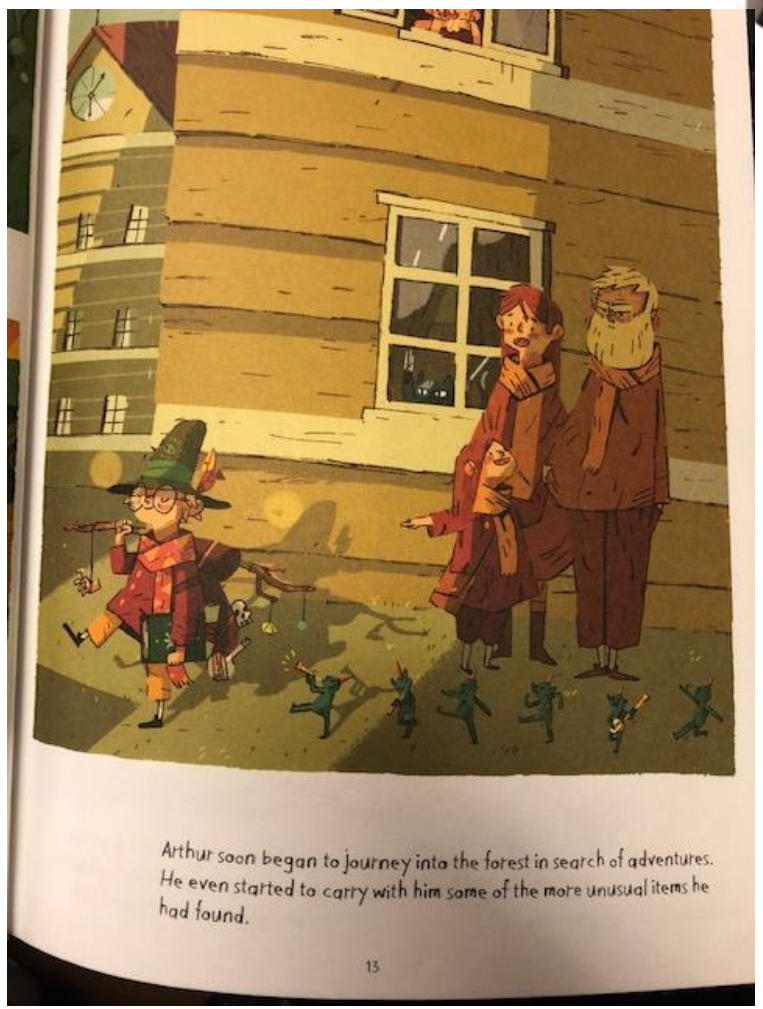
Session 2 – English

Please read. What have we found out about Arthur?









Activity Time

Strong, brave and courageous Arthur in the large, dark town

Arthur, the bravest in town.

These are both quotes taken from the text, describing Arthur.

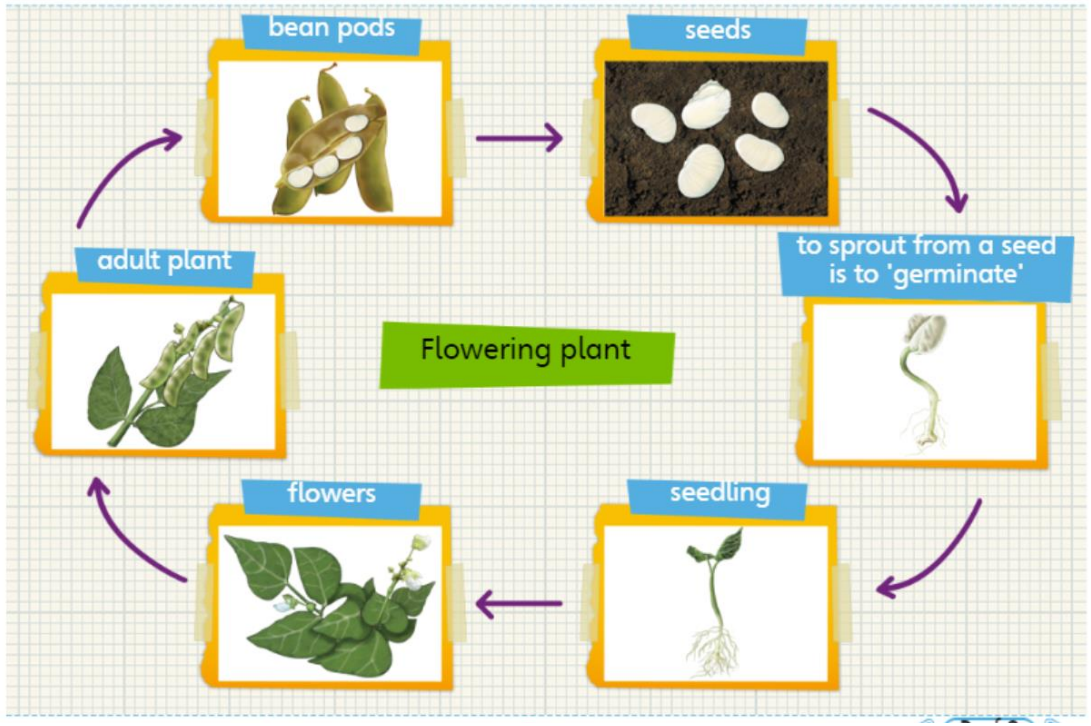
Which is more effective? Does the word ‘bravest’ tell us that he is strong, courageous, the best warrior?

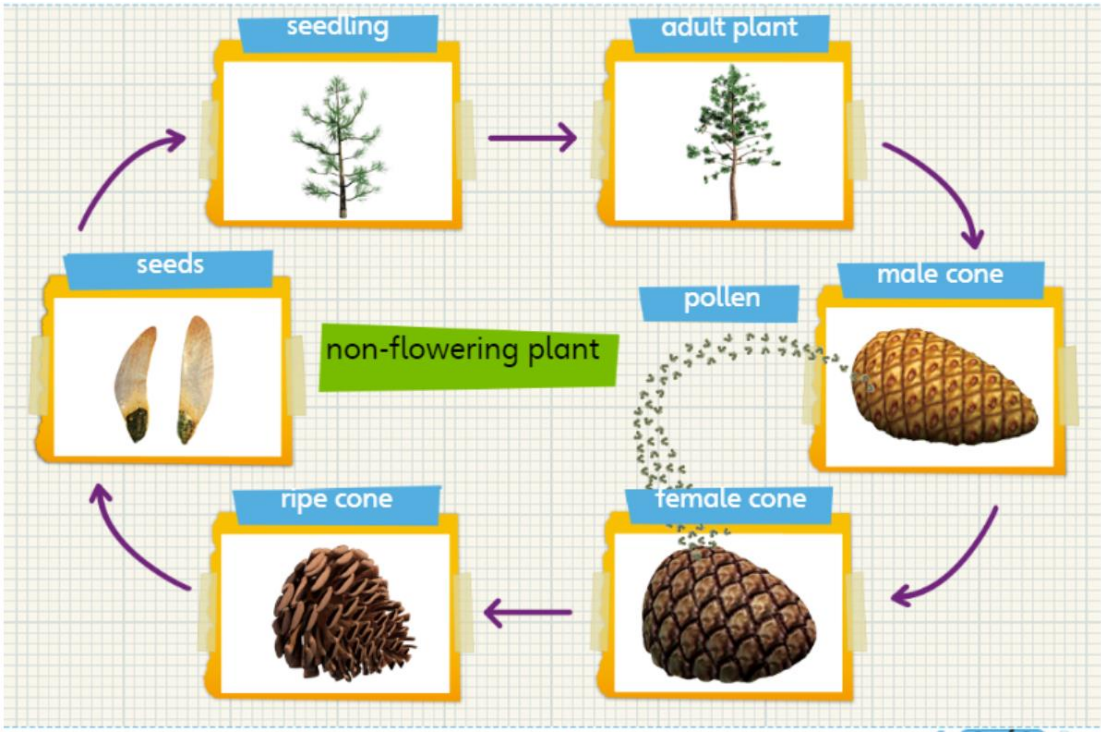
Activity Time

Can you write a paragraph describing Arthur?

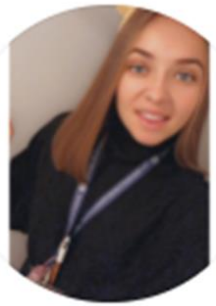
Think about his appearance and his personality!

Session 3 – Science



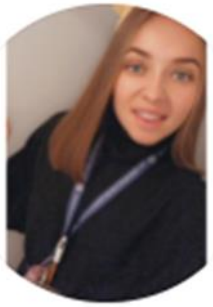


Look at and explore these Life Cycles for Plants.

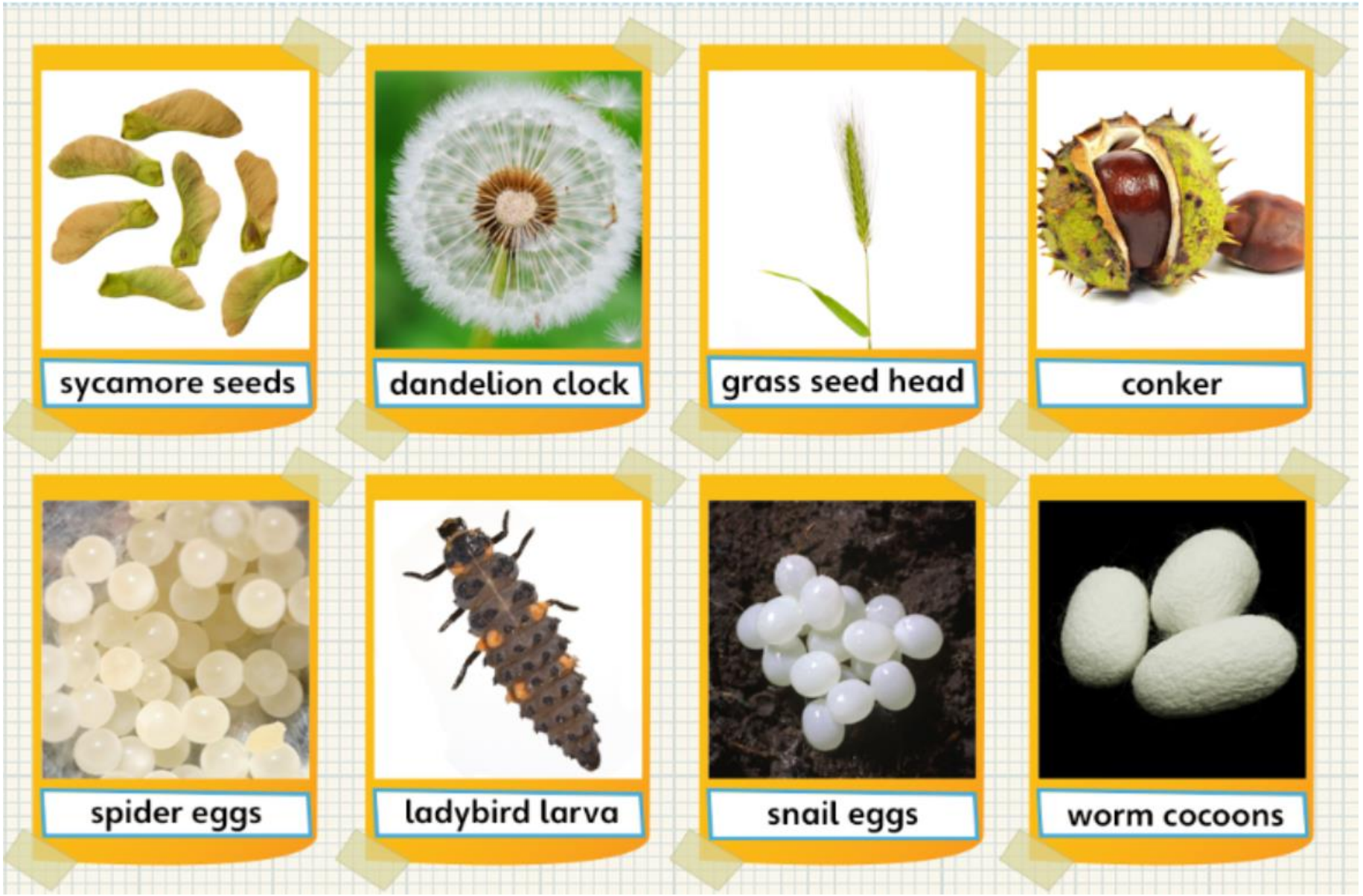


Can you identify what these are?

Answers



Did you get them right?



Activity Time

Now you are going outside, on a life-cycle safari!

Try to find examples of different stages of plant or animal life cycles in your local environment, and record by taking pictures.

Examples will be seasonally dependant but might include parent plants / seedlings / seeds (e.g. a dandelion ‘clock’); an oak tree / acorns; caterpillars on leaves / butterflies; insect or bird eggs / adult insects or birds.

Session 4 – Guided Reading

Predict the text from these two sentences.

‘And it was here that the fox stopped.’ ‘A mournful bellow greeted them.’

What is it? What makes a bellow? Why is it mournful? What could have happened?

What do the words hollow and midwinter mean?

You might need to use a dictionary to help you!

Activity Time

Clarify vocabulary:

Add these adverbs into the sentences: profoundly, warily, startlingly, grimly, single-mindedly

Which adverbs match the verb and the context most effectively? Discuss with your partner.

The boy looked _____ at the bear as he was worried that it would eat him.

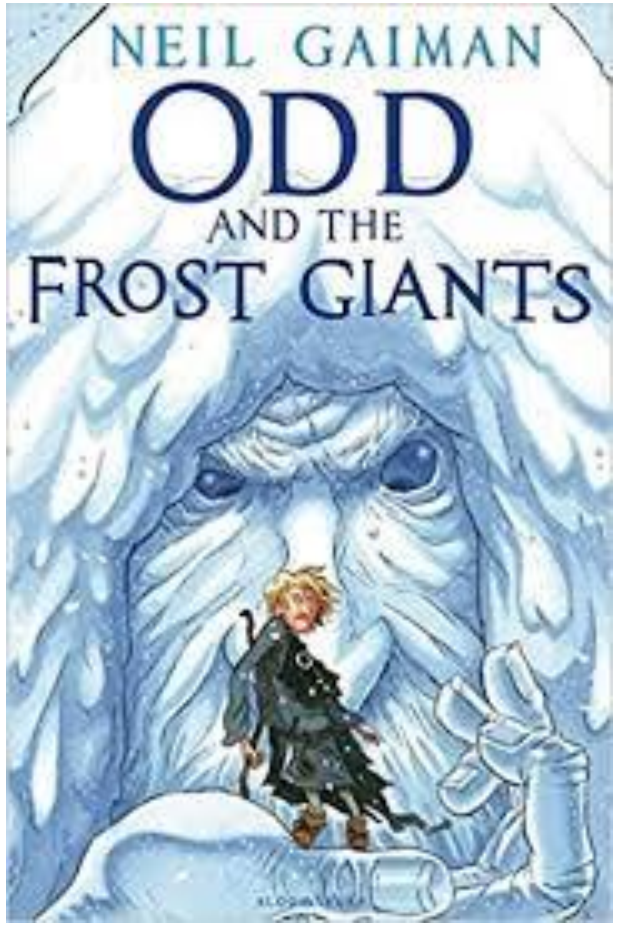
He felt the pain _____ in his heart after his father died.

Odd persevered through the forest _____ to find his father's log cabin.

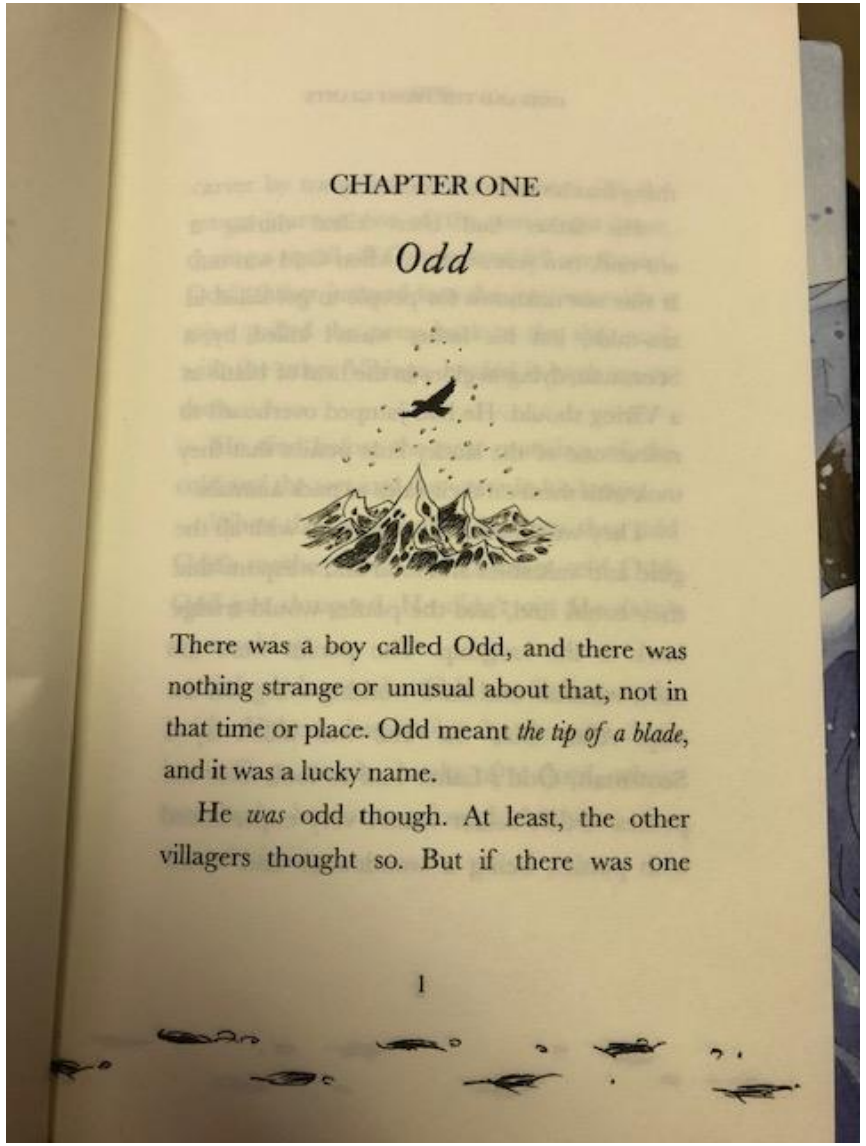
Odd looked _____ at his leg which was broken several times.

_____, the eagle appeared above him.

This is our new Guided Reading book for this term!



Please read…



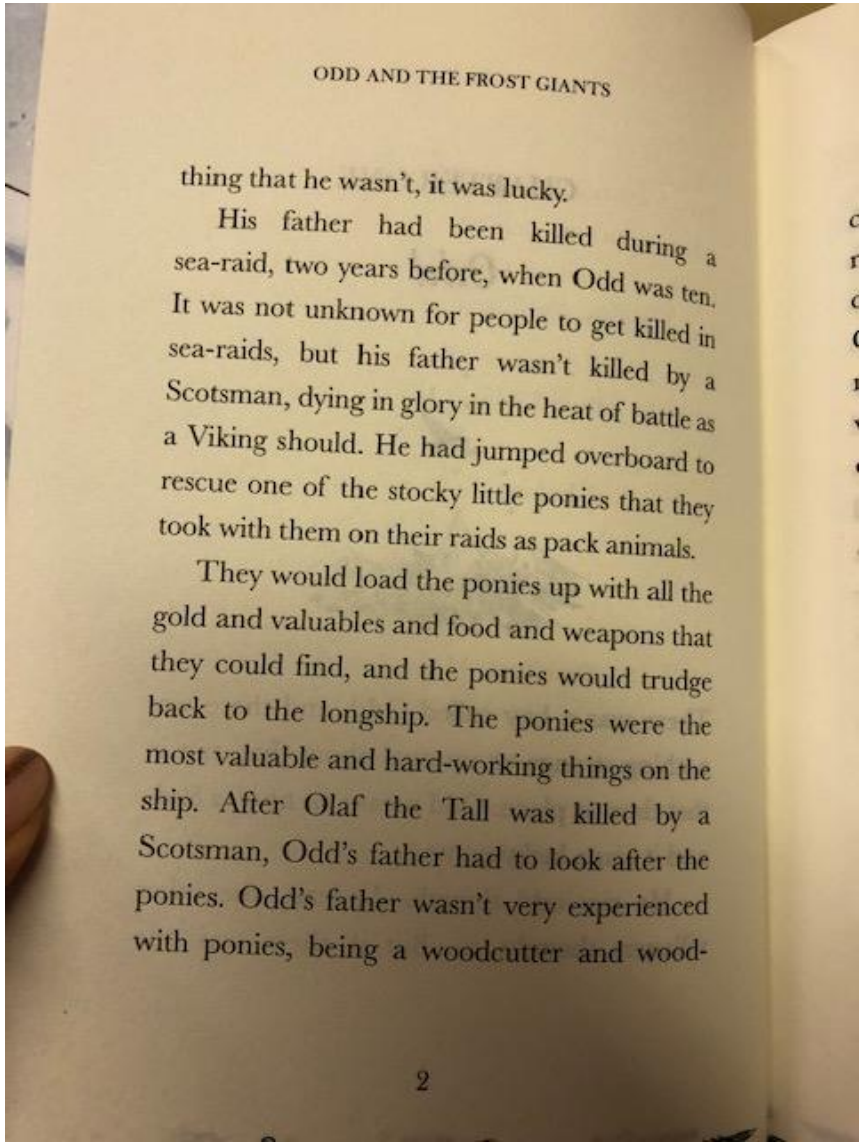
CHAPTER ONE

Odd

There was a boy called Odd, and there was nothing strange or unusual about that, not in that time or place. Odd meant *the tip of a blade*, and it was a lucky name.

He *was* odd though. At least, the other villagers thought so. But if there was one

1



thing that he wasn't, it was lucky.

His father had been killed during a sea-raid, two years before, when Odd was ten. It was not unknown for people to get killed in sea-raids, but his father wasn't killed by a Scotsman, dying in glory in the heat of battle as a Viking should. He had jumped overboard to rescue one of the stocky little ponies that they took with them on their raids as pack animals.

They would load the ponies up with all the gold and valuables and food and weapons that they could find, and the ponies would trudge back to the longship. The ponies were the most valuable and hard-working things on the ship. After Olaf the Tall was killed by a Scotsman, Odd's father had to look after the ponies. Odd's father wasn't very experienced with ponies, being a woodcutter and wood-

2

carver by trade, but he did his best. On the return journey, one of the ponies got loose, during a squall off Orkney, and fell overboard. Odd's father jumped into the grey sea with a rope, pulled the pony back to the ship and, with the other Vikings, hauled it back up on deck.

He died before the next morning, of the cold and the wet and the water in his lungs.

When they returned to Norway, they told Odd's mother, and Odd's mother told Odd. Odd just shrugged. He didn't cry. He didn't say anything.

Nobody knew what Odd was feeling on the inside. Nobody knew what he thought. And, in a village on the banks of a fjord, where everybody knew everybody's business, that was infuriating.

There were no full-time Vikings back then. Everybody had another job. Sea-raiding was something the men did for fun, or to get things they couldn't find in their village. They even got their wives that way. 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. When Odd was small, she would sing him the ballads that she had learned as a girl, back before Odd's father had taken her knife away and thrown her over his shoulder and carried her back to the longboat.

Odd wondered if she missed Scotland, but when he asked her, she said no, not really, she just missed people who spoke her language. She could speak the language of the Norse now, but with an accent.

Odd's father had been a master of the axe.

He had a one-roomed cabin that he had built from logs deep in the little forest behind the fjord, and he would go out to the woods and return a week or so later with his handcart piled high with logs, all ready to weather and to split, for they made everything they could out of wood in those parts: wooden nails joined wooden boards to build wooden dwellings or wooden boats. In the winter, when the snows were too deep for travel, Odd's father would sit by the fire and carve, making wood into faces and toys and drinking cups, and bowls, while Odd's mother sewed and cooked and, always, sang.

She had a beautiful voice.

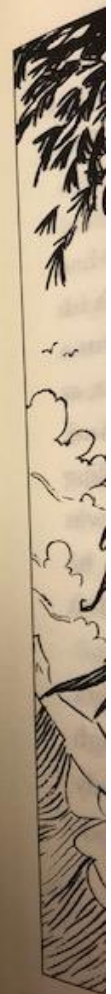
Odd didn't understand the words of the songs she sang, but she would translate them after she had sung them, and his head would

roil with fine lords riding out on their great horses, their noble falcons on their wrists, a brave hound always padding by their side, off to get into all manner of trouble, fighting Giants and rescuing maidens and freeing the oppressed from tyranny.

After Odd's father died, his mother sang less and less.

Odd kept smiling, though, and it drove the villagers mad. He even smiled after the accident that crippled his right leg.

It was three weeks after the longship had come back without his father's body. Odd had taken his father's tree-cutting axe, so huge he could hardly lift it, and had hauled it out into the woods, certain that he knew all there was to know about cutting trees and determined to put this knowledge into practice.



He should possibly, he admitted to his mother later, have used the smaller axe, and a smaller tree to practise on.

Still, what he did was remarkable.

After the tree had fallen on his foot, he had used the axe to dig away the earth beneath his leg and he had pulled it out, and he had cut a branch to make himself a crutch to lean on, as the bones in his leg were shattered. And, somehow, he had got himself home, hauling his father's heavy axe with him, for metal was rare in those hills and axes needed to be bartered or stolen, and he could not have left it to rust.

So two years passed, and Odd's mother married Fat Elfred, who was amiable enough when he had not been drinking, but he already had four sons and three daughters from a

previous marriage (his wife had been struck by lightning), and he had no time for a crippled stepson, so Odd spent more and more time out in the great woods.

Odd loved the spring, when the waterfalls began to course down the valleys and the woodland was covered with flowers. He liked summer, when the first berries began to ripen, and autumn, when there were nuts and small apples. Odd did not care for the winter, when the villagers spent as much time as they could in the village's great hall, eating root vegetables and salted meat. In winter the men would fight and fart and sing and sleep and wake and fight again, and the women would shake their heads, and sew and knit and mend.

By March, the worst of the winter would be over. The snow would thaw, the rivers begin

to run, and the world would wake into itself again.

Not that year.

Winter hung in there, like an invalid refusing to die. Day after grey day the ice stayed hard, the world remained unfriendly and cold.

In the village, people got on each other's nerves. They'd been staring at each other across the great hall for four months now. It was time for the men to make the longboat seaworthy, time for the women to start clearing the ground for planting. The games became nasty. The jokes became mean. Fights were to hurt.

Which is why, one morning at the end of March, some hours before the sun was up, when the frost was hard and the ground still like iron, while Fat Elfred and his children and

Odd's mother were still asleep, Odd put on his thickest, warmest clothes, he stole a side of smoke-blackened salmon from where it hung in the rafters of Fat Elfred's house, and a firepot with a handful of glowing embers from the fire, and he took his father's second-best axe, which he tied by a leather thong to his belt, and he limped out into the woods.

The snow was deep and treacherous, with a thick, shiny crust of ice on top. It would have been hard walking for a man with two good legs, but for a boy with one good leg, one very bad leg, and a wooden crutch, every hill was a mountain.

Odd crossed a frozen lake, which should have melted weeks before, and went deep into the woods, until he reached his father's old woodcutting hut. The days seemed almost as

short as they had been in midwinter, and although it was only mid-afternoon it was dark as night by the time he reached his destination.

The door was blocked by snow, and Odd had to take a wooden spade and dig it out before he could enter. He fed the firepot with kindling, and tended it until he felt safe transferring the fire into the fireplace, where the old logs were dry.

On the floor he found a lump of wood, slightly bigger than his fist. He was going to throw it on the fire, but his fingers felt carving on the small wooden block, and so he put it to one side, to look at when it was light. He gathered snow in a small pan, and melted it over the fire, and he ate smoked fish and hot berry-water.

It was good. There were blankets in the corner still, and a straw-stuffed mattress, and he could imagine that the little room smelled of his father, and nobody hit him or called him a cripple or an idiot, and so, after building the fire high enough that it would still be burning in the morning, he went to sleep quite happy.

CHAPTER TWO

The Fox, the Eagle and the Bear

Odd was woken by something scratching against the hut outside. He pulled himself up to his feet, thought briefly about tales of trolls and monsters, hoped that it wasn't a bear, then opened the door. It was daylight outside, which meant it was late in the morning, and a

fox was staring up at him, insolently, from the snow.

Its muzzle was narrow, its ears were pricked and sharp, and its expression was calculating and sly. When it saw that Odd was watching, it jumped into the air, as if it were trying to show off, and retreated a little way, and then stopped. It was red-orange, like flame, and it took a dancing step or two towards Odd, and turned away, then looked back at Odd as if it were inviting him to follow.

It was, Odd concluded, an animal with a plan. He had no plans, other than a general determination never to return to the village. And it was not every day that you got to follow a fox.

So he did.

It moved like a flame, always ahead of him.

This is page 20.

If Odd slowed down, if the terrain was too difficult, if the boy got tired, then the fox would simply wait patiently at the top of the nearest rise until Odd was ready, and then its tail would go up, and it would flicker forward into the snow.

Odd pressed on.

There was a bird circling high overhead. *A hawk*, Odd thought, and then it landed in a dead tree, and he realised how big it was, and knew it was an eagle. Its head was cocked oddly to one side, and Odd was convinced it was watching him.

He followed the fox up a hill and down another (down was harder than up for Odd, in the snow, with one bad foot and a crutch, and several times he fell) and then halfway up another, to a place where a dead pine tree

stuck out from the hill like a rotten tooth. A silver birch tree grew close beside the dead pine. And it was here that the fox stopped.

A mournful bellow greeted them.

The dead tree had a hole in one side of it, of the kind that bees sometimes inhabit and fill with honeycomb. The people in Odd's village would make the honey into the alcoholic mead they drank to celebrate the safe return of their Vikings, and the midwinter, and any other excuse they needed to celebrate.

An enormous brown bear had its front paw caught in the hollow of the pine tree.

Odd smiled grimly. It was obvious what had happened.

In order to get at the pine-tree hollow, the bear had pushed its weight against the birch tree, bending it down and pushing it out of the

way. But the moment the bear had pushed its paw into the hole, it had taken its weight off the birch, which had snapped back, and now the bear was profoundly trapped.

The animal bellowed once more, a deeply grumpy bellow. It looked miserable, but not as if it was about to attack.

Warily, Odd walked towards the tree.

Above them, the eagle circled.

Odd unhooked his axe from his belt and walked around the big tree. He cut a piece of wood about six inches long and used it to prop the two trees apart; he did not want to crush the bear's paw. Then, with clean, economical blows, he swung the blade of his axe against the birch. The wood was hard, but he kept swinging, and he had soon come close to cutting it through.

Activity Time

On page 20 –

The bear made an attacking sound: true or false?

What had happened to the bear?

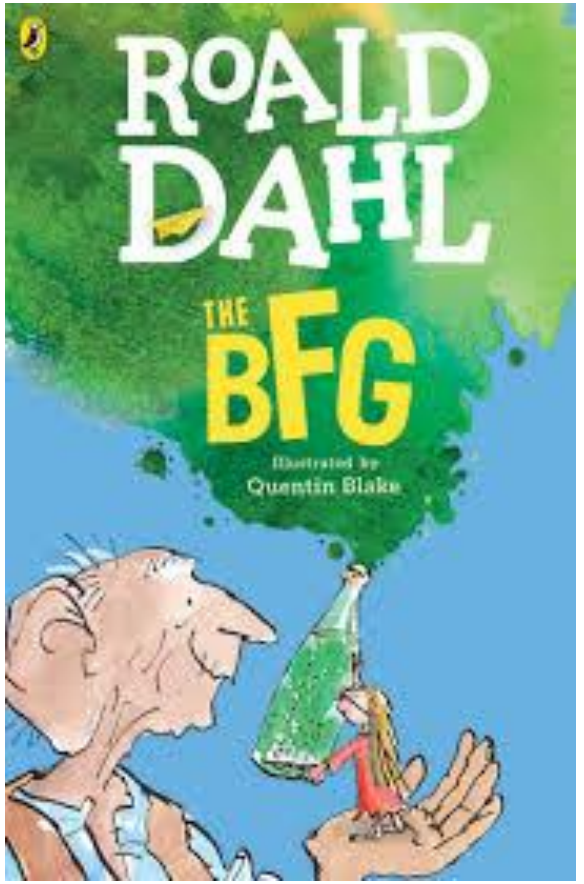
Retrieve:

Number the events in the order in which they happened.

	Odd swung his axe against the silver birch tree.
	The bear bellowed again…grumpily.
	The birch tree tipped and the bear was free!
	An enormous brown bear was trapped in the hollow of a tree.
	Odd propped the trees apart with wood.

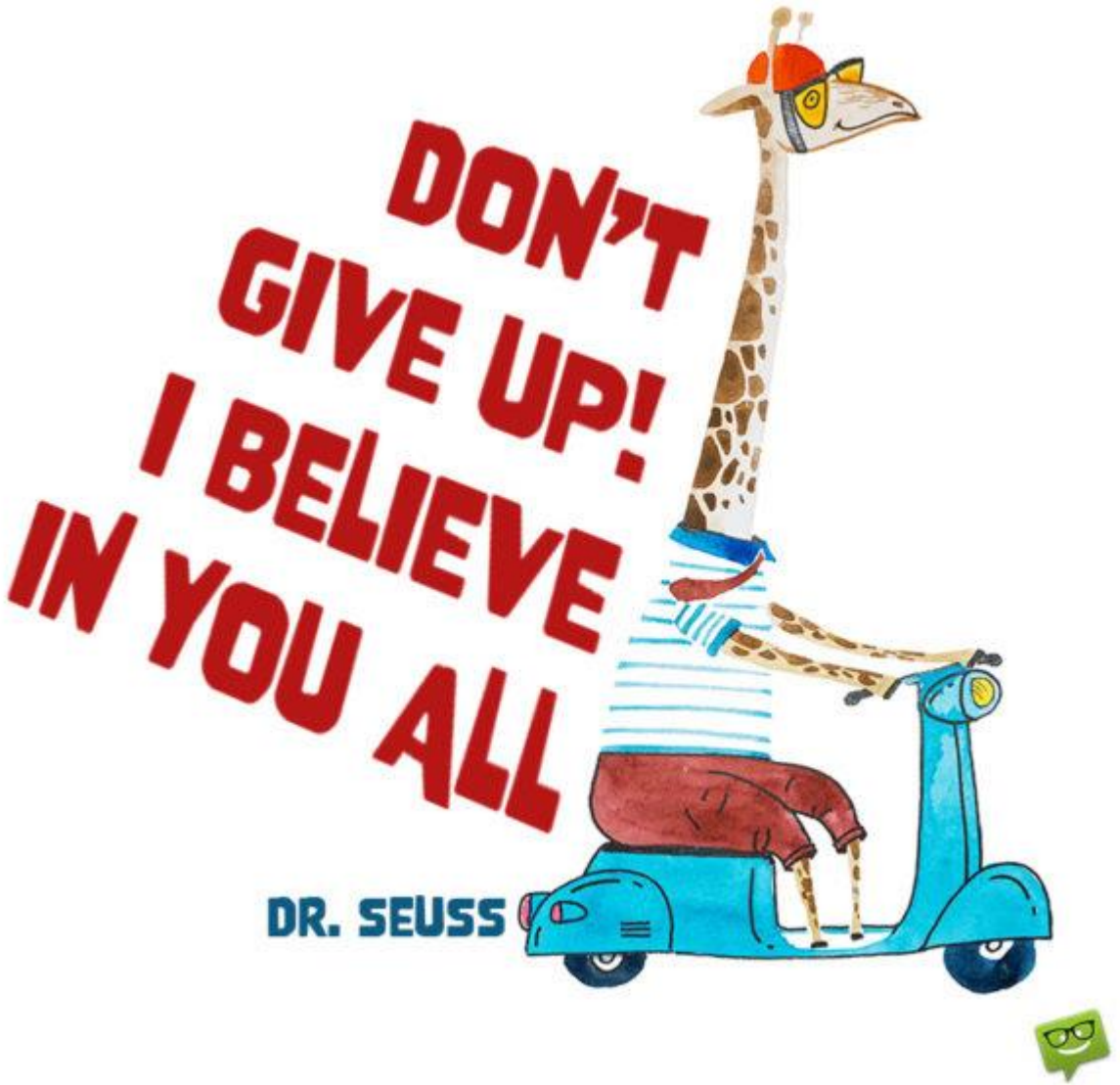
Whole School Reading ZOOM

Link to be posted on Dojo.



Thursday 21st January

Make sure you read today!



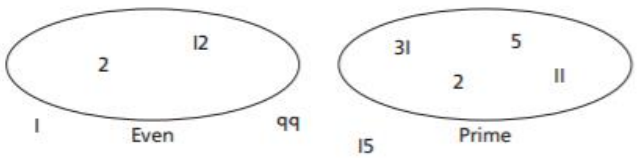
Lesson 3: Prime numbers

→ pages 114–116

1. 11 cannot be made into an array (other than a 1 by 11 array) as there is always a remainder. Children should show this pictorially.
11 has 2 factors. It is a prime number.

2. Arrays should be drawn for:
15: 1 × 15 or 3 × 5
17: 1 × 17
19: 1 × 19
21: 1 × 21 or 3 × 7
17 and 19 are prime numbers.
15 and 21 are composite numbers.

3.



2 is in both groups.
1, 15 and 99 are not in either group.
No other number can join both groups. All even numbers have 2 as a factor, therefore even numbers which are not 2 will have more than 2 factors (1, 2, the number itself …) so they are not prime.

4. 99 is not a prime number as it is divisible by 1, 3, 9, 11, 33 and 99 so it has more than 2 factors. It is sufficient to show that it has at least 1 factor in addition to 1 and itself; for example: recognising that 3 is a factor of 99 is sufficient to show that it is not prime.

5. a) Circled: true
This is true because some odd numbers (3, 5, 7, 11, …) are prime, but others (9, 15, 21, 25, …) are not.
b) Circled: true
This is true because all numbers that end in 5 have 5 as a factor. So every number that ends in 5 (apart from 5 itself) will have more than 2 factors (1, 5, the number itself …) so they are not prime.

6. a) Circled: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41
b) Answers may vary; for example:
Most prime numbers appear in the 1st and 5th columns.
c) Some columns have no prime numbers because they only contain even numbers greater than 2.
d) Chart filled in up to 100 and circled: 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97
The 5th column has the most prime numbers.

Reflect

Answers will vary; for example:
Children could draw 33 dots in groups of 3 or 11 to show that 33 has factors of 3 and 11, making it a composite number.

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

Session 1 – Maths (Year 5)

Please complete this in your journal.

Discover

1 **a)** In total, how many doughnuts will Aki buy?

b) There are 4 cakes in a box. There are 5 boxes on each shelf. There are 6 shelves. In total, how many cakes are there?

Think of two ways to solve each problem.

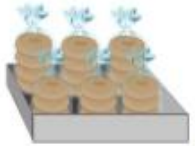
Now check your discover! Did you get the correct answer?

Share

a) $4 \times 6 = 24$

Method 1: There are 24 doughnuts in 1 box.

There are 5 boxes.



I worked out how many doughnuts are in 1 box, then multiplied that by 5.

$$\begin{array}{r} 24 \\ \times \quad 5 \\ \hline 120 \\ \hline {\scriptstyle 2} \end{array}$$

Method 2: $5 \times 6 = 30$

There are 30 bags.

In each bag there are 4 doughnuts.

$3 \times 4 = 12$

$30 \times 4 = 120$

Both methods calculate $4 \times 6 \times 5 = 120$.

Aki will buy 120 doughnuts in total.

I worked out how many bags there are in total.

There are 6 bags in 1 box, and there are 5 boxes.

b)

$5 \times 4 = 20$ cakes on each shelf.	There are 5 boxes on each shelf.
	
There are 6 shelves each with 20 cakes.	$5 \times 6 = 30$ boxes in total. Each box has 4 cakes.
$20 \times 6 = 120$ cakes in total.	$30 \times 4 = 120$ cakes in total.

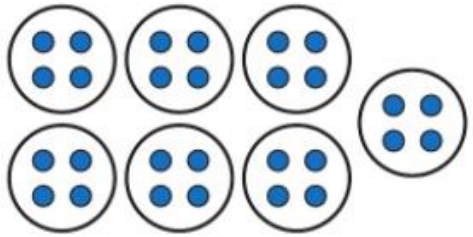
I solved 30×4 by using known facts.

Please complete this in your journal.

Think together

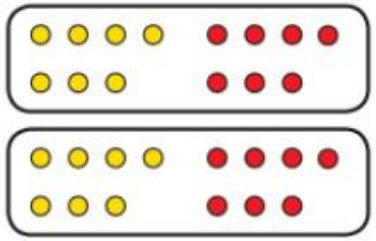
1 Reena and Luis are working out 2 × 2 × 7.

I did 2 × 2 = 4 then calculated 7 × 4.



Reena

This is my method. 2 × 7 = 14. Then I calculated 14 × 2.



Luis

We usually write the factors in increasing order.

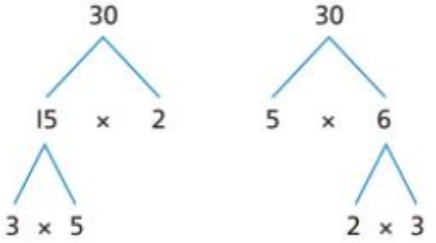
a) Use both methods to work out 2 × 2 × 7.

b) Choose a sign to complete this number statement.

4 × 7 ◯ 2 × 14

2 **a)** This is a factor tree diagram.

It shows different ways to find the prime factors of 30.



Prime factors are the factors that are also prime numbers.

The branch stops if you reach a prime number.

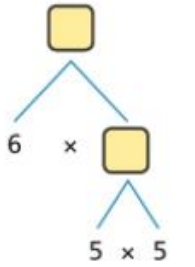
Calculate 3 × 5 × 2 and 5 × 2 × 3.

Can you multiply the factors in different orders?

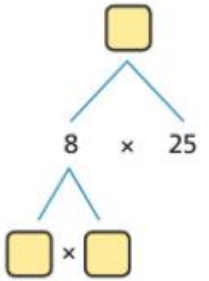
I wonder if the order matters when doing multiplication.

b) Factor trees do not always need to find only prime factors.

Complete these factor trees to find different ways to calculate the total.



5 × 5 × 6 = ☐



Activity Time

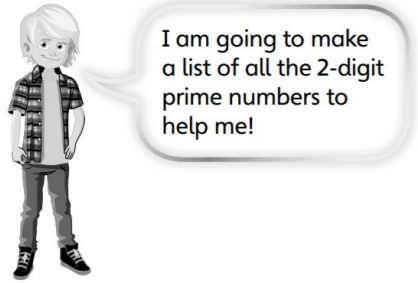
Turn to your Power Maths practice book and complete pages 117 – 119.

3 Ebo has two sets of 0–9 digit cards.

He makes ten different 2-digit numbers.

He wants to make as many different prime numbers as possible.

How many can Ebo make using the 20 cards?



Session 2 – Spanish

ONLINE ZOOM LESSON 11:00 – 11:45PM

Link to be posted on Dojo.

Session 3 – Dance

Live ZOOM lesson with Becky at 1:30pm

Link to be posted on Dojo.

Session 4 – RE – Jesus in the Temple

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

Three days later

Mary and Joseph found Jesus in the Temple. Sitting among the teachers, listening to them and asking them questions. All who heard him were amazed at his understanding and his answers.

When his parents saw him they were astonished. His mother said to him, "Son, why have you treated us so? Your father and I have been looking for you anxiously". He said to them, "Why were you looking for me? 'Did you not know that I must be in my Father's house?" But they did not understand what he meant (Lk. 2:4:46-50)

When Jesus replied to Mary and Joseph, he was thinking of his Father, God. Joseph was his foster father. Jesus went back to Nazareth and was obedient to them. He stayed there until he grew to be a man.

Activity Time

What question did Mary ask Jesus?

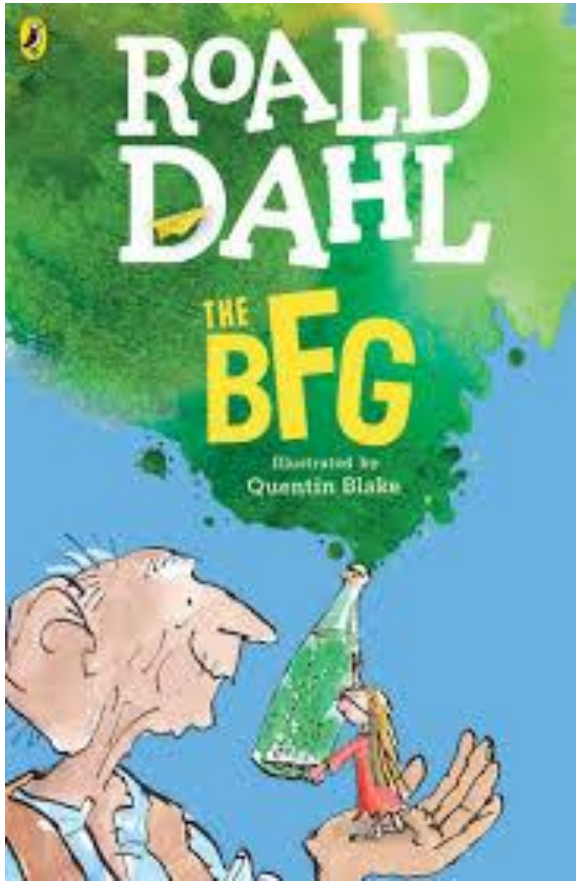
Why did his reply puzzle them?

What do you think he meant?

Mary and Joseph must have trusted God to keep Jesus safe until he was found. Write a prayer that Mary might have said whilst they were looking for Jesus.

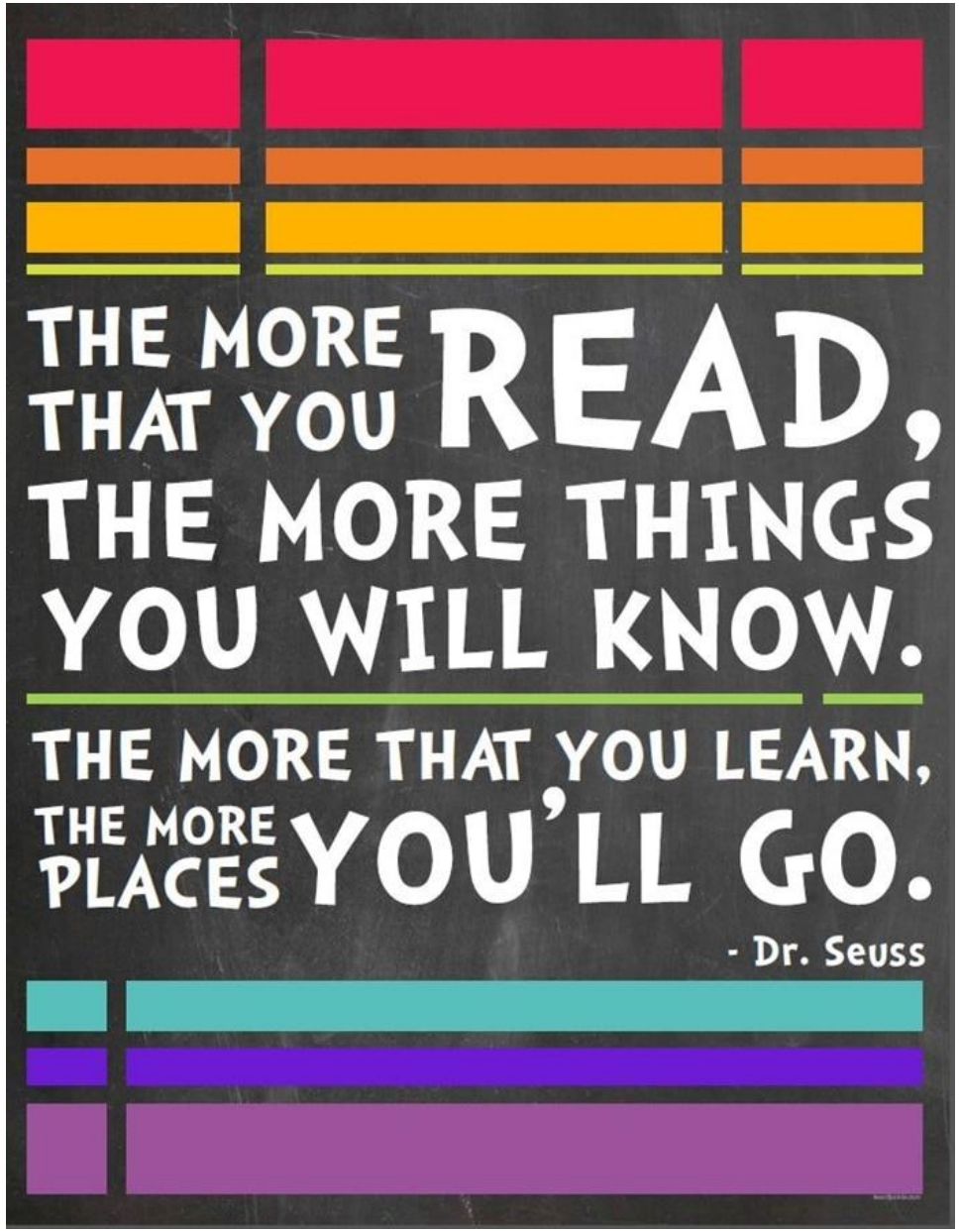
Whole School Reading ZOOM

Link to be posted on Dojo.



Friday 22nd January

Make sure you read today!

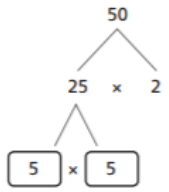


Lesson 4: Using factors

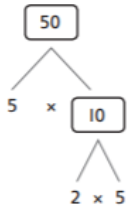
→ pages 117–119

1. a) $3 \times 2 \times 2 = 12$
b) $2 \times 3 \times 2 = 12$ or $2 \times 2 \times 3 = 12$
c) The two calculations give the same product. This is because the 3 factors are the same.

2.



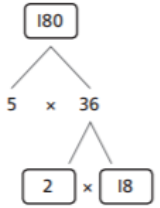
$5 \times 5 \times 2 = 50$

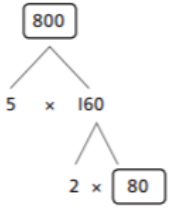


$5 \times 2 \times 5 = 50$

3. $4 \times 20 \times 5 = 400$
a) $4 \times 20 = 80$
$80 \times 5 = 400$
b) $20 \times 5 = 100$
$100 \times 4 = 400$
There are 400 hinges in total.

4.



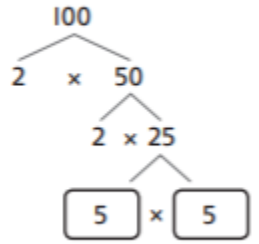


$5 \times 36 = 5 \times \boxed{2} \times \boxed{18} = \boxed{180}$ $5 \times 160 = 5 \times 2 \times \boxed{80} = 10 \times \boxed{80}$

Answers may vary, but look out for the most efficient calculations.

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

5. Order of factors may vary.
a)



$100 = \boxed{2} \times \boxed{2} \times \boxed{5} \times \boxed{5}$

b) Children should draw a factor tree showing:
$75 = 3 \times 5 \times 5$
c) Children should draw a factor tree showing:
$200 = 2 \times 2 \times 2 \times 5 \times 5$
d) Answers will vary; ensure all factors are prime numbers.

Reflect

There are 5 square numbers between 50 and 150. They are: 64, 81, 100, 121 and 144.

Session 1 – Maths (Year 5)

Please complete this in your journal.

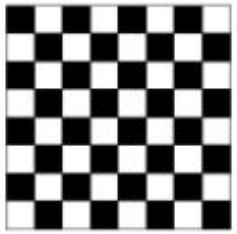
Discover

1 a) How many small squares are there on the chessboard altogether?

b) What other size squares can you find on the chessboard?

Share

a) There are 8 rows of 8 squares.



$8 \times 8 = 64$

64 is called a **square number**. It can be found by multiplying a whole number by itself.

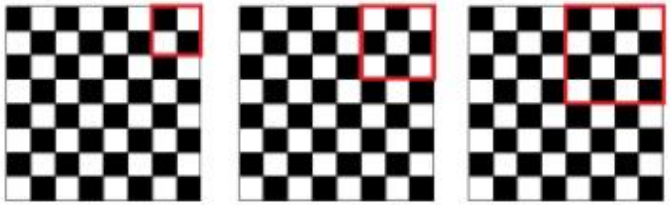
There are 64 small squares on the chessboard altogether.

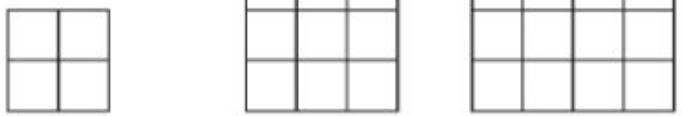
8 × 8 is called '8 squared'.

It can be written as 8^2.

The small ^{2} does not mean multiply by 2. It means 'multiply by itself'.

b) There are squares of different sizes on the chessboard.





$2 \times 2 = 2^2 = 4$ $3 \times 3 = 3^2 = 9$ $4 \times 4 = 4^2 = 16$

There are also squares of 5 × 5, 6 × 6, 7 × 7 and 8 × 8.

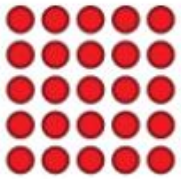
I know that these are all square numbers!

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

Think together

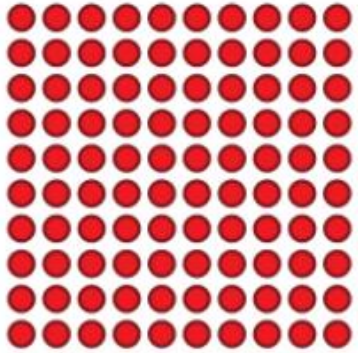
1 Complete the number sentences for each array.

a)



$\square^2 = \square \times \square = \square$

b)



$\square$ squared is $\square$.

Please complete this in your journal.

2 Which square numbers can you find in the multiplication table?

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

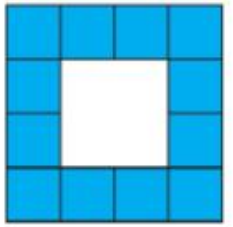
The square numbers 4, 9 and 16 are shown in the table. What is the pattern made by the square numbers?

Is 1 a square number? How about 2? Discuss your answers with a partner.

CHALLENGE

3 **a)** Jamilla thinks 12 is a square number.

Look! I made a square using exactly 12 tiles. It must be a square number.



Jamilla

$12 \div 1 = 12$
$12 \div 2 = 6$
$12 \div 3 = 4$
$1 \times 12 = 12$
$2 \times 6 = 12$
$3 \times 4 = 12$

I found all the factors of 12 to check. I do not think it can be a square number.

Isla

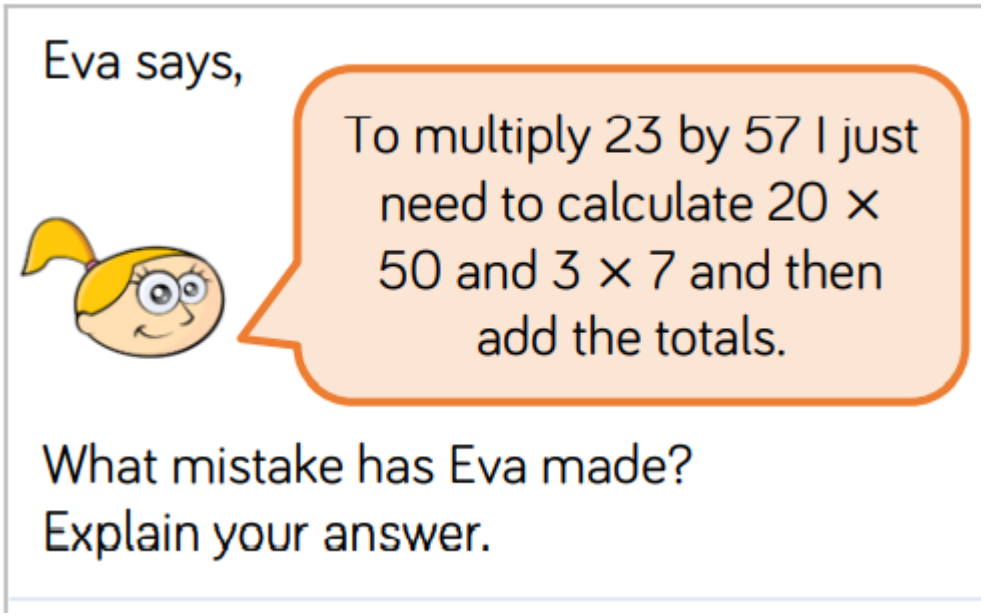
Is Jamilla correct?

b) Do you agree or disagree with Astrid? Explain your answer using objects or diagrams.

I do not think 16 is a square number. It makes rectangles, not squares!

Activity Time

Turn to your Power Maths practice book and complete pages 120 – 122.



Session 2 – English – Up leveling your writing

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

https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f

Use these links to refresh your memory of what an expanded noun phrase and relative clause is!

ACTIVITY
Look back at your writing from Wednesday's lesson – can you now up level your Character Profile.
Make sure you have used:
- Expanded Noun Phrases
- Relative Clauses
- Similes

CHALLENGE
Can you use any of the words from your glossary you made on Monday?

Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 6 – 7
(The Dragon sitter's Island)

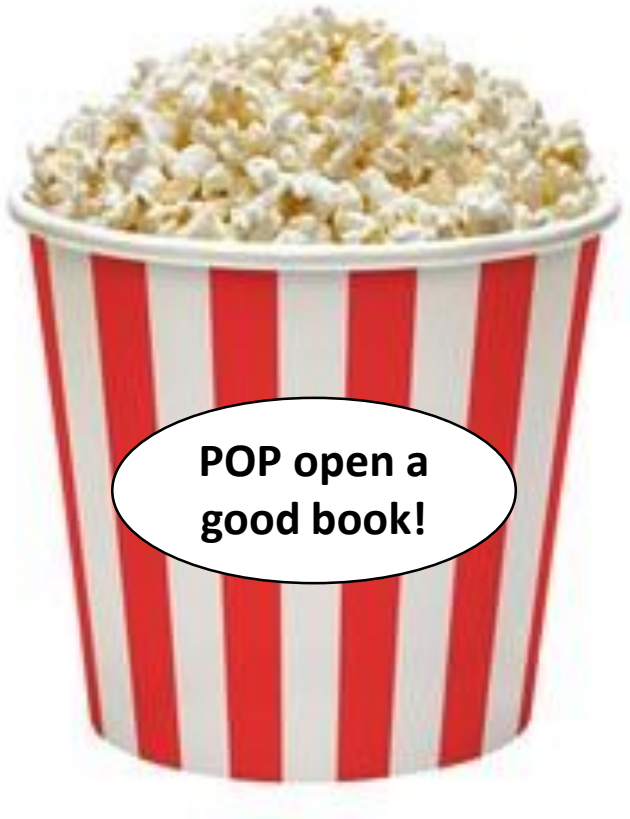
Year 5 – CGP Comprehension Book – Pgs. 6 – 7
(Why Recycle?)

Session 4 – Wellbeing Friday

Tuesday 19th January was National Popcorn Day!!

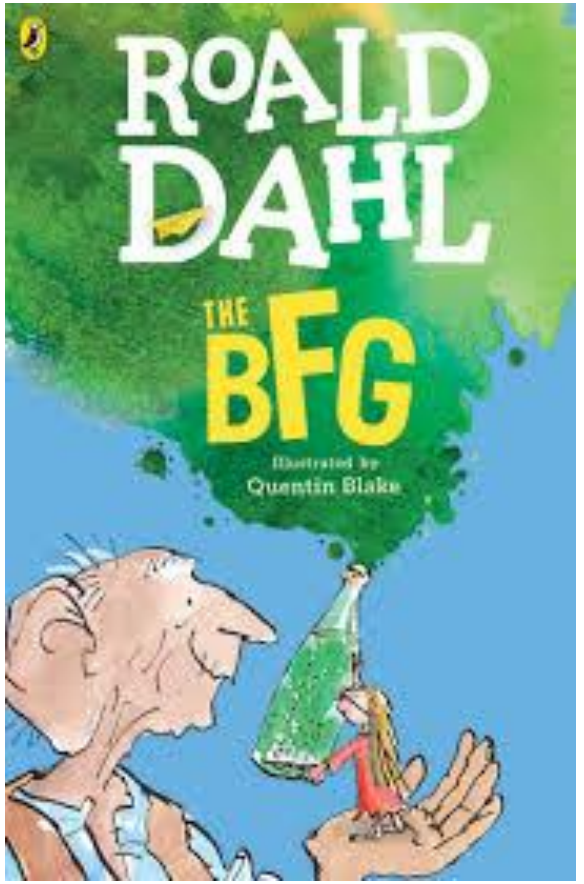
Get yourself some Popcorn, or your favourite snack, grab your favourite book and get comfy for half an hours independent reading!

(Then put on a film and relax!)



Whole School Reading ZOOM

Link to be posted on Dojo.



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

KEEP SAFE!