Home Learning – **Week 4** – 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.

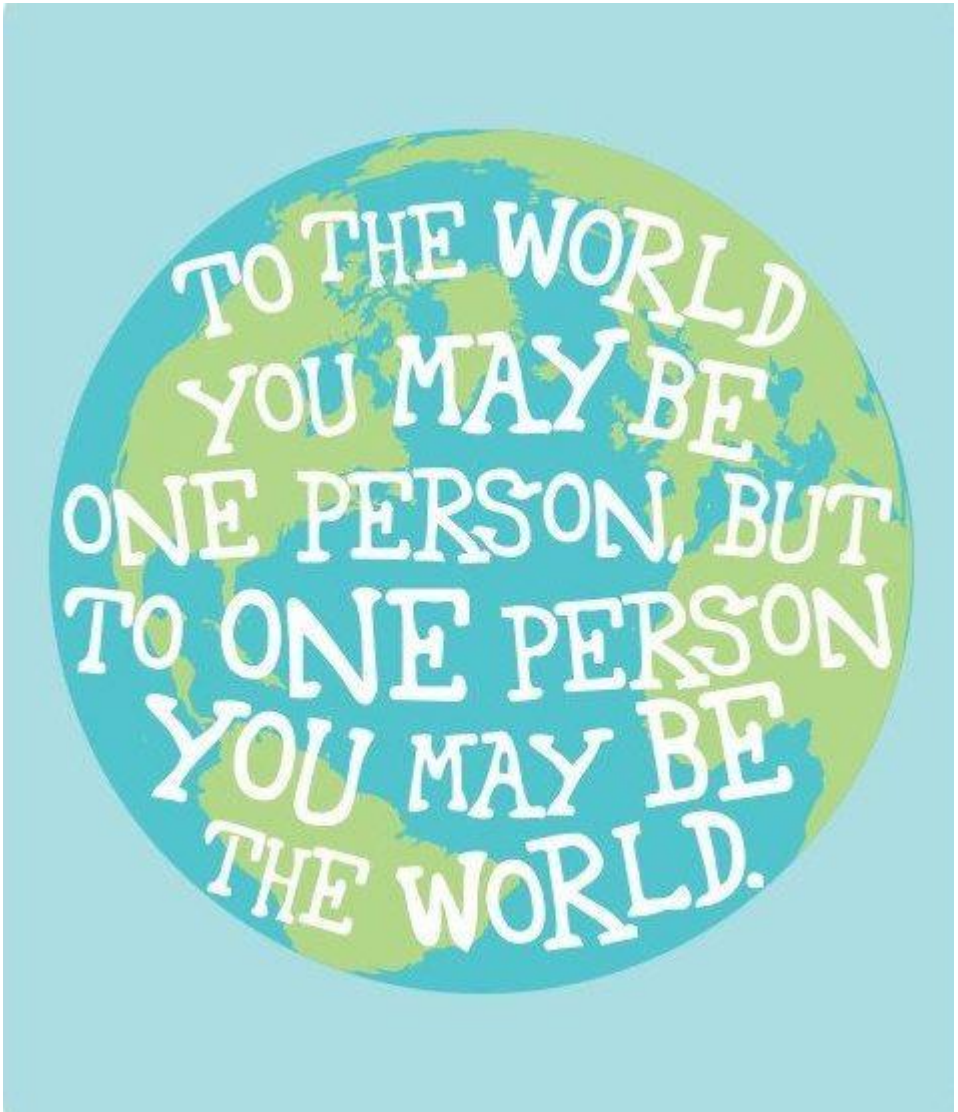
You will need to either download Zoom onto your device, or if you are using a computer or laptop you can search Zoom on Google.

The Holy Spirit Catholic Primary School – KS2 Weekly Timetable – Week beginning 25th January 2021

Day	Session 1		BREAK	Session 2	LUNCH	Session 3	Session 4	
Monday 25th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 6			English		Reading Independent Reading	Research Projects Continue from last week	Whole School Reading
Tuesday 26th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint Lesson 4 YEAR 5 – My Maths	Drama ONLINE LESSON 10:00– 10:30AM		Music ONLINE LESSON 11:00 – 11:45AM		English	RE	Whole School Reading
Wednesday 27th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 7			English		Science	Guided Reading	Whole School Reading
Thursday 28th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 8			Spanish ONLINE LESSON 11:00 – 11:45AM		Dance ONLINE LESSON 1:30 – 2:00PM	RE	Whole School Reading
Friday 29th January	Maths YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Reasoning questions on PowerPoint & CGP Maths Book			English		Reading Comprehension	Wellbeing Friday	Whole School Reading & Assembly

Monday 25th January

Make sure you read today!



Lesson 5: Squares

→ pages 120–122

1. a) $3^2 = 3 \times 3 = 9$
9 is a square number.
b) 6 squared = 6^2
$6 \times 6 = 36$
36 is a square number.

2. Children must show $6 \times 6 = 36$ as a square number.

$6^2 = 36$

3. 10 is not a square number. Drawings should show that 10 cannot be arranged as a square array.

4. a) Circled: does
This does show a square number because it represents $3 \times 3 = 9$.
b) Circled: does not
This does not show a square number because 18 cannot be arranged as a square array.
c) Circled: does
This does show a square number because there are 5 parts of 5. 25 is a square number.

5. Diagrams may vary. Ensure children represent 16 as 4×4.

6. Shaded: 4, 1, 81, 144

7. a)

Number	9	25	49
All factors	1, 3, 9	1, 5, 25	1, 7, 49
How many factors?	3	3	3

b) Answers will vary; for example:
16 has factors 1, 2, 4, 8 and 16 so has 5 factors.
c) Yes, Isla is correct. Non-square numbers have pairs of factors, so will always have an even number of factors. As one of the factor pairs in a square number uses the same factor twice, this will mean the square number will always have an odd number of factors.

Reflect

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

CHALLENGE

Eva says,

To multiply 23 by 57 I just need to calculate 20 × 50 and 3 × 7 and then add the totals.

What mistake has Eva made?
Explain your answer.

Eva's calculation does not include 20×7 and 50×3
Children can show this with concrete or pictorial representations.

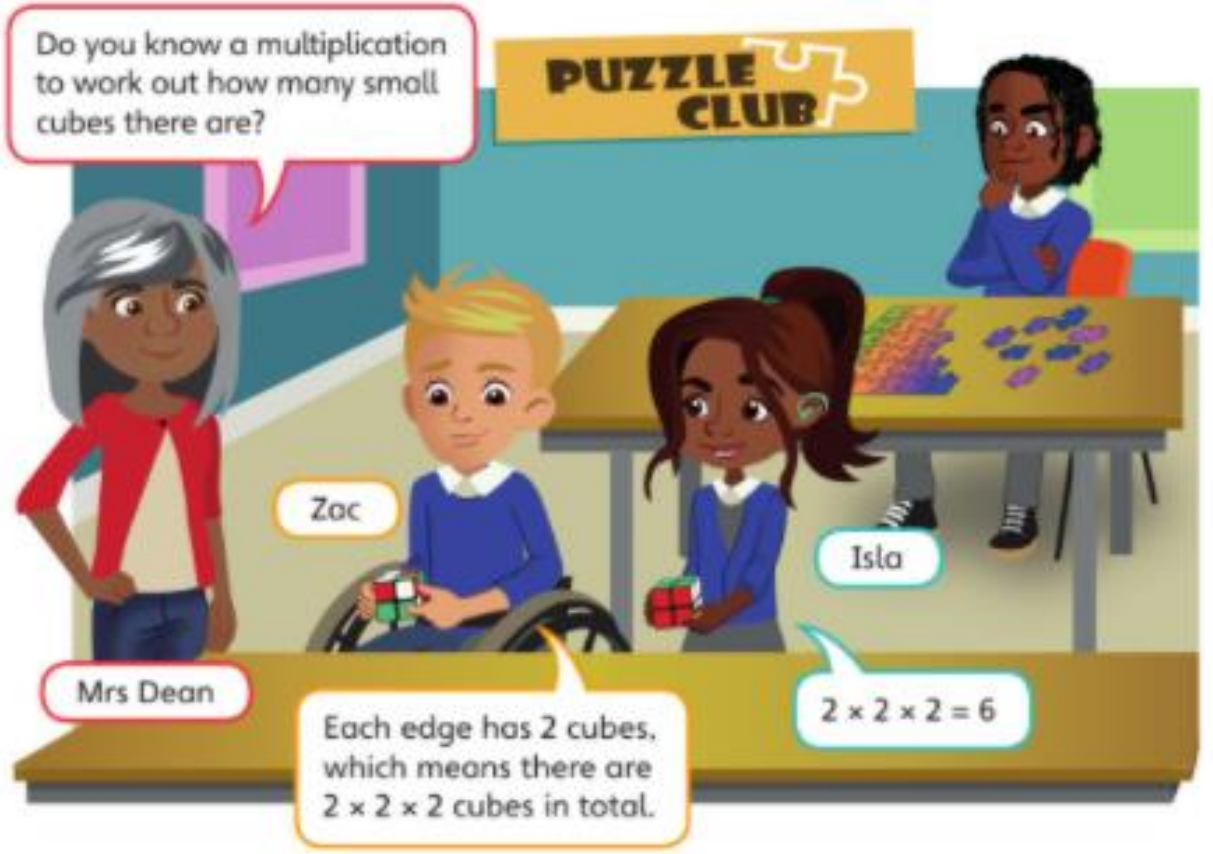
Please use these answers to mark your Maths work from last week!

Session 1 – Maths (Year 5)

Please complete this in your journal.

Cubes

Discover



1 a) How many small cubes make up the puzzle cube?

b) Explain Isla's mistake.

Share

a)

Each layer has $2 \times 2 = 4$ cubes.

There are 2 layers of 4 cubes.

$2 \times 2 \times 2 = 8$

8 small cubes make up the puzzle cube.

8 is a **cube number**. We can say 2 cubed is equal to 8 or $2^3 = 8$.

b) Isla has made a common mistake.

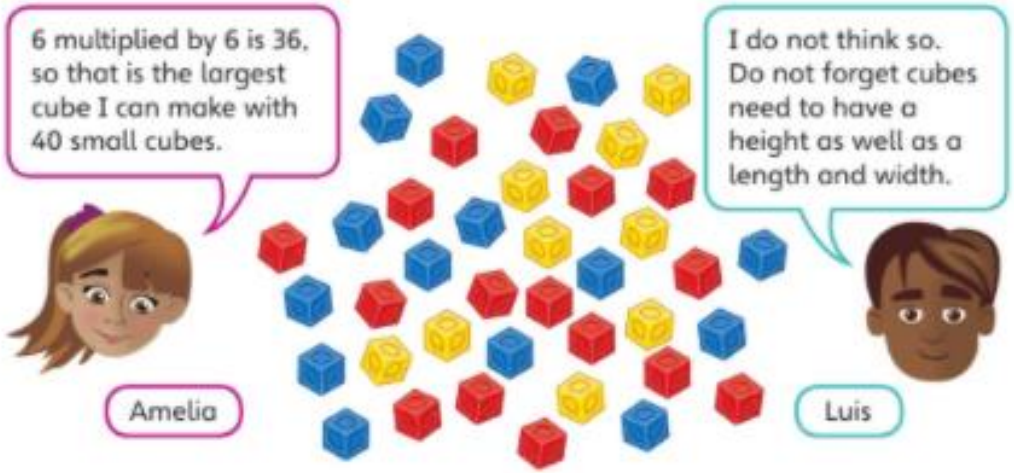
Isla saw 2 multiplied 3 times, so did $2 \times 3 = 6$.

She should have done $2 \times 2 = 4$ then $4 \times 2 = 8$.

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

Think together

1 Amelia has 40 small cubes, and wants to make a bigger cube with these small cubes. What is the largest cube she can make?



☐ × ☐ × ☐ = ☐

☐^{3} = ☐

☐ is a cube number.

2 **a)** Complete these calculations.

1^3 = ☐ × ☐ × ☐ = ☐

10^3 = ☐ × ☐ × ☐ = ☐

b) Zac says, 'I worked out 2 × 2 × 2, so 2 is a cube number.'

Explain his mistake.

Please complete this in your journal.

CHALLENGE

3 **a)** Now calculate 5^3.

5^3 = ☐

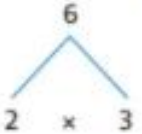
There are 25 in each layer. I need to work out how many layers of 25 are in the full cube.

I know 4 × 25. That could be useful.

b) Find different ways to calculate 6^3.

6 × 6 in each layer, 6 layers in total, $6^3 = 6 \times 6 \times 6$.

6 × 6 × 6 = 6 × 2 × 3 × 6, ...



Activity Time

Turn to your Power Maths practice book and complete pages 123 - 125.

Amir hasn't finished his calculation. Complete the missing information and record the calculation with an answer.

×	40	2
40		
6		

Amir needs 8 more hundreds, $40 \times 40 = 1{,}600$ and he only has 800

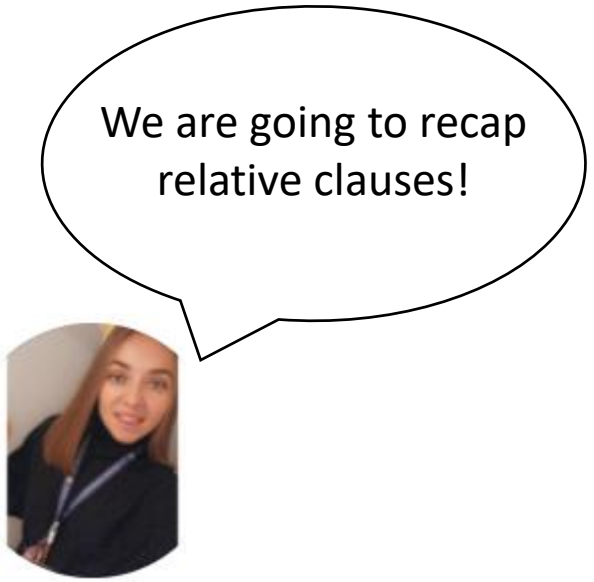
His calculation is $42 \times 46 = 1{,}932$

Session 2 - English

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

A relative clause can be used to give additional information about a noun (naming word).

They can be used to create complex sentences as they are a type of subordinate clause.




Mr and Mrs Selfie arrived in the car
noun
that they had bought this morning
relative pronoun
relative clause


Eileen is the kind of
relative that you never
want to cross
relative clause

Can you identify the relative clause in this sentence?

Nessie the Loch Ness Monster, who is long and scaly, slept all afternoon.

Activity Time

Write 10 sentences of your own that include **relative clauses.**

Here are some relative pronouns that you can use:

who, whose, where, when, which

Use commas correctly to punctuate your sentences. For example:

- The children, *who were in year 5,* won the music competition.
- I like the new sofa, *which is very comfortable.*

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:

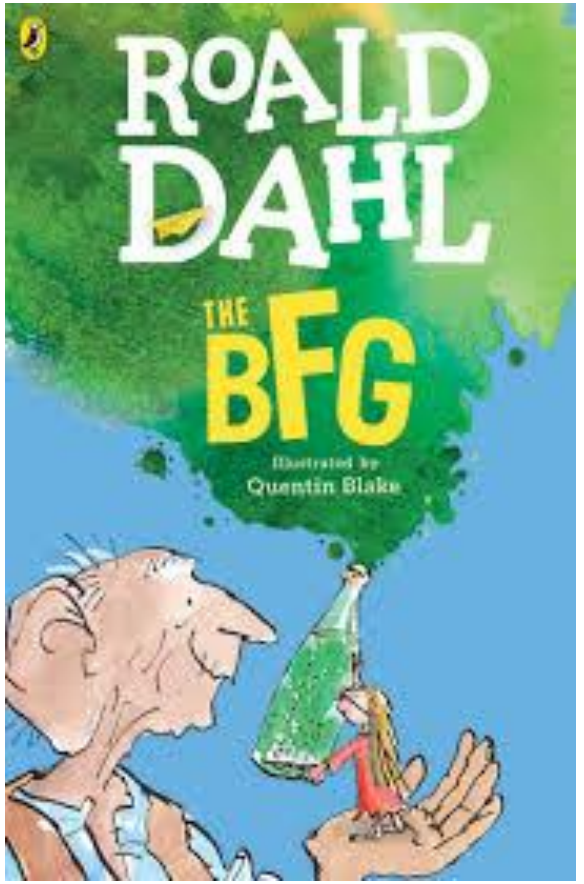
- List some significant Egyptian inventions

- What were the names of the Egyptian rulers?

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

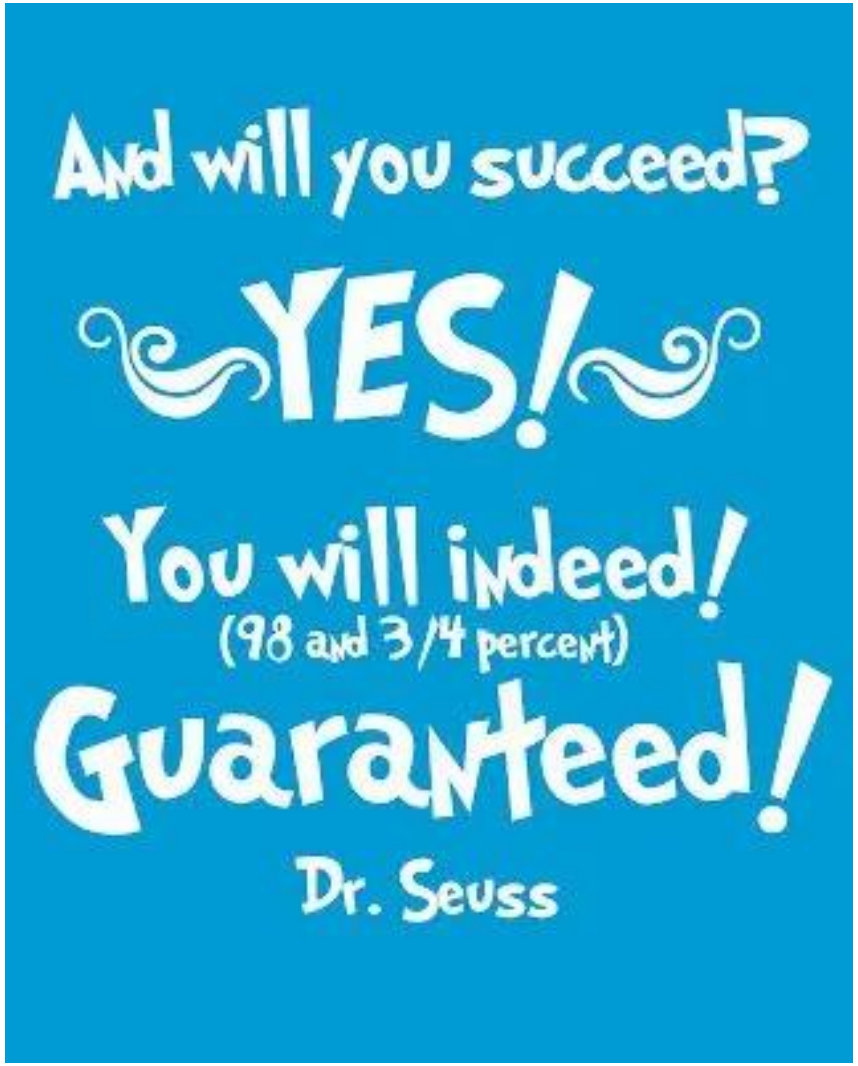
Whole School Reading ZOOM

Link to be posted on Dojo.



Tuesday 26th January

Make sure you read today!



Session 1 – Maths (Year 5)

Task or activity	Type	Created	Completed	Start	Due	Feedback
Squares and cubes		18/01/21	0/14	26/01/21	27/01/21	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

Read the next pages of our book.

Lets have a think…

What are the magical objects collected?

Answers

- A special feather of the mighty weaver bird.
- The hand of time from an ancient tower.
- An enchanted staff from the goblins and fairies/

Settings	Character	Animals	Objects
Fjords Mountains Lands Fields Rainbows Rivers Cliffs Trees Forests Waves	Giants Goblins Fairies Gods Dwarves Serpents	Wolves Eagles Horses Salmon Goats Pigs Cats Weaverbirds Eider Ducks	Rocks Stones Feathers Ice Harps Bow and Arrows Fire Tree trunks and branches Hammers Mallets Shields

Please find some examples of **Expanded Noun Phrases** on the next slide!

ACTIVITY TIME

Chose one item from each list to expand to a magical object.
Create an expanded noun phrase for each object.

CHALLENGE (Use some of the vocabulary which you have explored in earlier lessons.)

All of these settings, characters, animals and objects can be found in our book.

Examples of Expanded Noun Phrases

E.g.

Remaining embers of a forest fire
White tail feather of a mighty eagle
Stone mallet from a ravaged sea cliff
A fairy wing from a lost ravine
Several grey hairs from a solemn giant

Session 4 – RE – The Baptism of Jesus

Zechariah's Prophecy

When John the Baptist was born, his father Zechariah was filled with the Holy Spirit. He prophesied that Jesus, the Saviour would come and that John would prepare the way for him. Here are some of the things he said:

The Saviour will give light to those in darkness and guide us into the way of peace.	The Saviour is coming to save us from our sins.	The Saviour will make known the loving-kindness of the heart of our God.

At that time, many people had forgotten all the wonderful things God had done for them. They were not aware of their need for God and did nothing to help the poor people. So, before sending His Son, God chose John, who became known as John the Baptist, to prepare the way for Jesus.

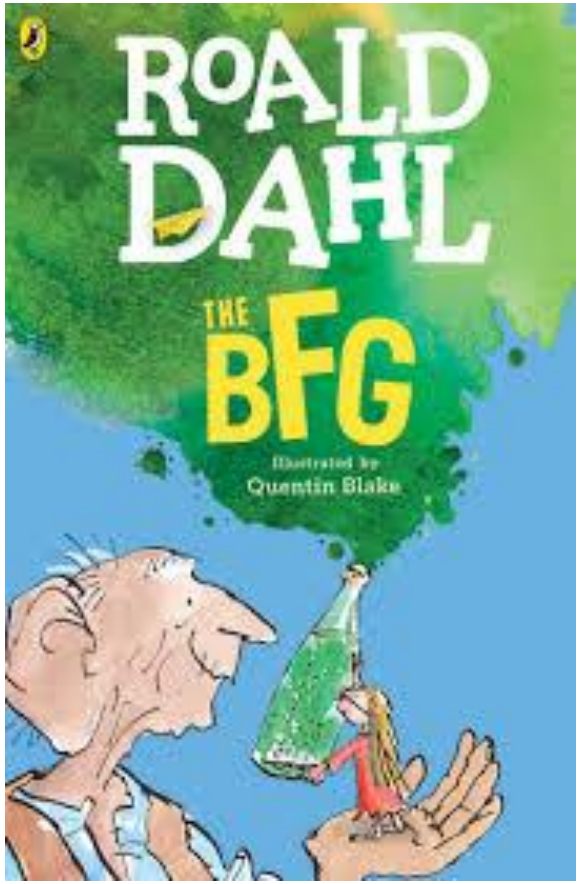
Activity Time

What do you think Zechariah means by people living in darkness?

How do you think people can find God’s peace?

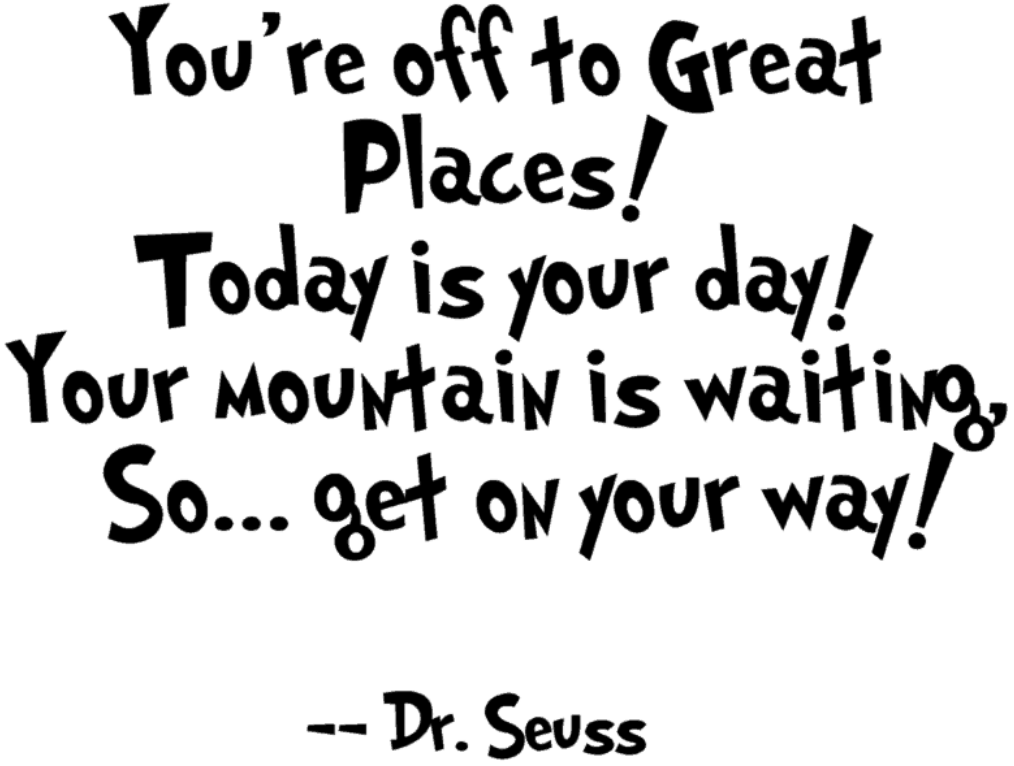
Whole School Reading ZOOM

Link to be posted on Dojo.



Wednesday 27th January

Make sure you read today!



Lesson 6: Cubes

→ pages 123–125

1. Diagrams matched:
1st diagram → 3 × 3 × 3
2nd diagram → 2^3
3rd diagram → 2 squared
4th diagram → 2 × 3

2. a) $5^3 = 5 \times 5 \times 5$
b) 6 cubed = 6 × 6 × 6
c) $1^3 = 1 \times 1 \times 1$

3. a) 4 × 4 = 16
4 × 16 = 64
$4^3 = 4 \times 4 \times 4 = 64$
b) 2 × 4 = 8
4 × 8 = 32
32 × 2 = 64
c) 2 × 8 = 16
2 × 16 = 32
32 × 2 = 64

4. a) 3 is not a cube number as $1^3 = 1 \times 1 \times 1 = 1$
b) To work out 3^3, multiply
3 × 3 × 3. So, 3 × 3 = 9; 9 × 3 = 27

5. a) 7 cubed = 343
b) $10^3 = 1{,}000$
c) $1^3 = 1$
d) $0^3 = 0$

6. a) Eight 2 × 2 × 2 cubes will make a 4 × 4 × 4 cube.
Explanations may vary; for example:
$4^3 = 64$ and $2^3 = 8$ and eight lots of 8 go into 64.
b) Eight 5 × 5 × 5 cubes would make a 10 × 10 × 10 cube.
Explanations may vary; for example:
$10^3 = 1{,}000$ and $5^3 = 125$ and eight lots of 125 go into 1,000.
c) $20^3 = 20 \times 20 \times 20 = 8{,}000$

Reflect

You could work systematically to calculate the first 5 cube numbers. These are:
$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

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

Amir hasn't finished his calculation. Complete the missing information and record the calculation with an answer.

×	40	2
40		
6		

Amir needs 8 more hundreds, 40 × 40 = 1,600 and he only has 800

His calculation is 42 × 46 = 1,932

Session 1 – Maths (Year 5)

Please complete this in your journal.

Inverse operations

Discover

1 a) In total, Emma and Miss Hall need to use 60 stars.
How many flags will they make?

b) Miss Hall says they need to use 43 buttons in total.
Is Miss Hall correct?

Share

a) There are 4 stars on each flag.

I will solve

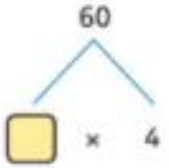
□ × 4 = 60.

I will calculate the multiples of 4 until I reach 60.

13 × 4 = 52

14 × 4 = 56

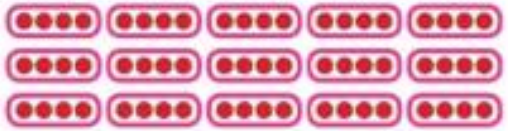
15 × 4 = 60



An **inverse operation** is one that reverses the effect of another operation.

Multiplication and division are inverse operations.

They will make 15 flags.



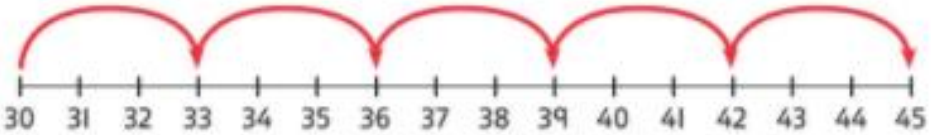
60 ÷ 4 = 15

They will make 15 flags.

I will use the inverse operation.

I will find out how many times 4 goes into 60.

b) Miss Hall is not correct: there cannot be 43 buttons, because 43 is not a multiple of 3.



10 × 3 = 30 11 × 3 = 33 12 × 3 = 36 13 × 3 = 39 14 × 3 = 42 15 × 3 = 45

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

Please complete this in your journal.

Think together

1 Write multiplication and division facts related to the squares and circles on these flags.

a) Squares

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

b) Circles

□ × □ = □

□ ÷ □ = □

□ ÷ □ = □

2 Amelia is sewing more bunting. Each flag has 2 stars and some buttons.

a) So far she has used 36 stars.

How many flags has she made?

She has made □ flags.

b) She shares her buttons equally, and there are 6 for each flag.

How many buttons did she have?

She had □ buttons.

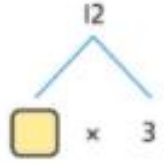
3 **a)** Find the missing values by using inverse operations.

12 ÷ 3 = □

12 ÷ □ = 3

□ × 3 = 12

□ ÷ 3 = 12



I wonder if these are all linked to this factor tree, or if one is different.

b) Think about how you would solve the following calculations.

22 ÷ □ = 2 | 22 ÷ 2 = □ | □ ÷ 2 = 22 | □ ÷ 22 = 2

What are the different strategies required?

c) What number is Lexi thinking of?

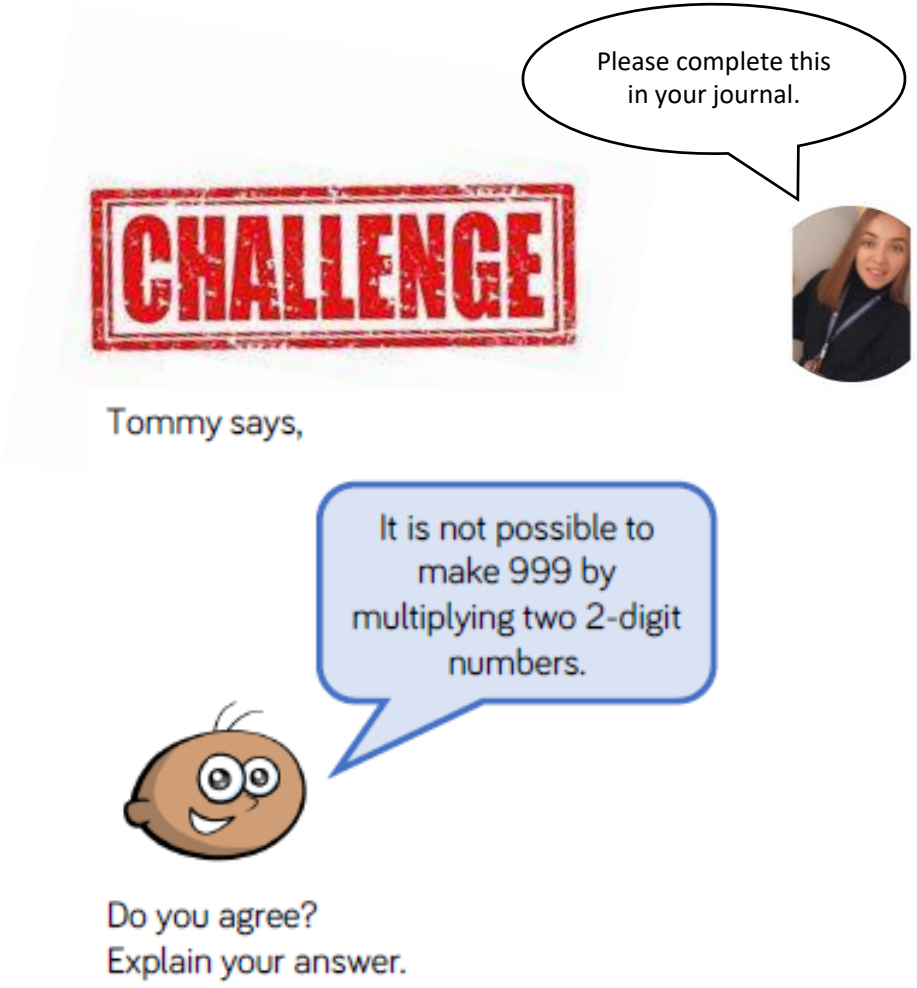
I am thinking of a number. I divide it by 5 and the answer is 3 remainder 3.

Lexi

I wonder if it would help to draw a factor tree, then think about the remainders.

Activity Time

Turn to your Power Maths practice book and complete pages 126 - 128.



Session 2 – English – Writing a Poem

Read this example

Inside my Norse myth…
The embers of a forest fire
Like a wolf licking up the remains of a carcass
Ravaging and all-consuming
Until all is black.

Inside my Norse myth…
Sweeping serpents around the realm
Like a deadly vice-like grip
Tightening and embracing
An all-seeing threat

Structure of the poem

Inside my Norse myth…
(noun phrase)
(simile)
(pair of verbs)
(end)

Inside my Norse myth…
(noun phrase)
(simile)
(pair of verbs)
(end)

Activity Time

Using the same structure as the poem you have just read.

Have a go at writing your own free verse poem titled

Inside my Norse myth…

Then perform them for your family, you could even video yourself reading your poem and upload it for me to listen on Dojo!

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.

Time to think…

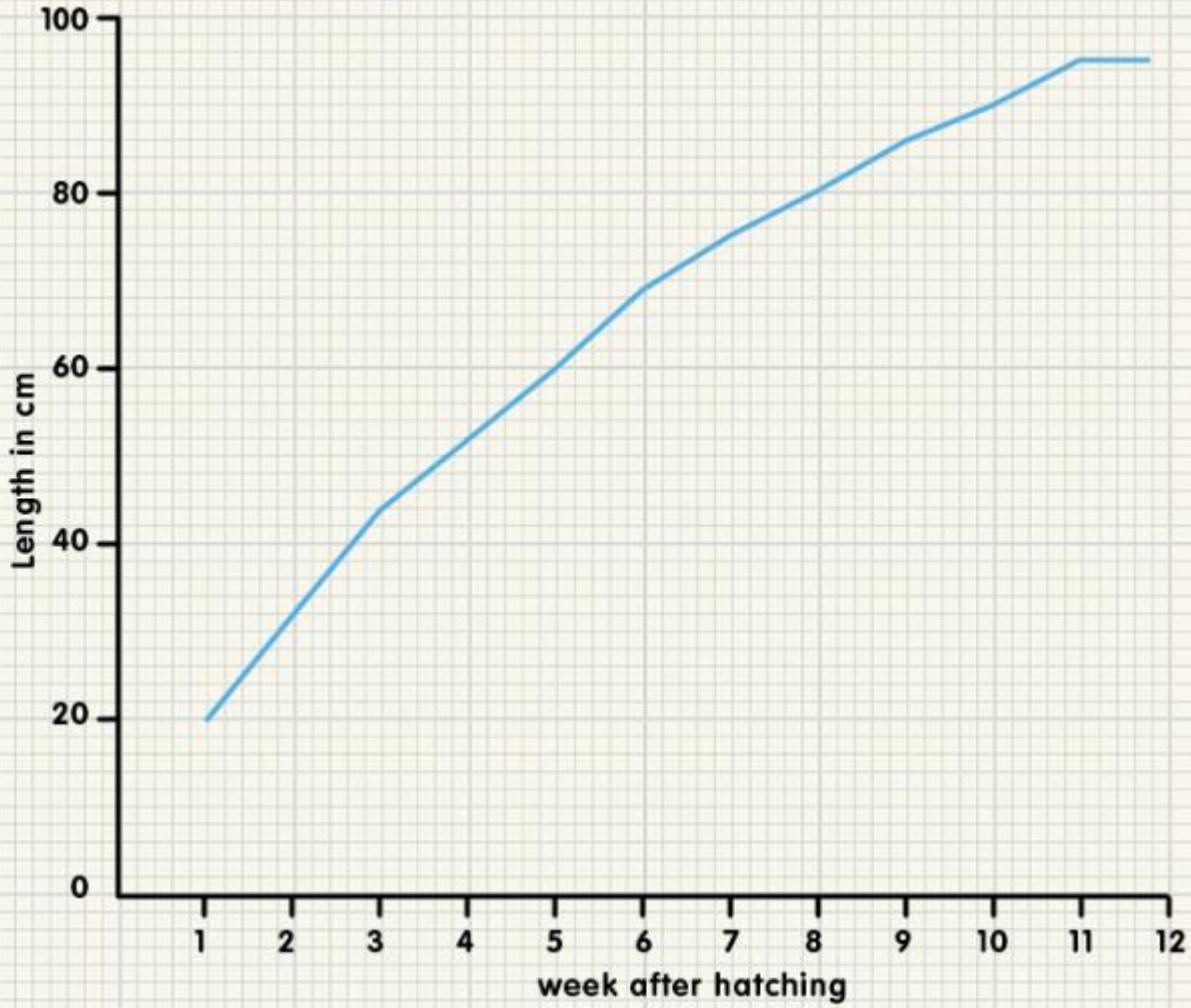
Think about how scientists try to find general rules to describe how living things behave in the world, so that they can make predictions about what might happen.

(E.g. It is important for farmers to know how long it takes for fruit trees to produce fruit, or how long an animal will take to produce offspring.)

Can you think of any other examples?

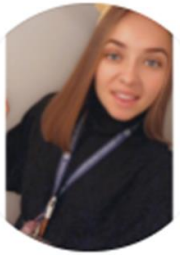
Look at the growth data for a grass snake.

week after hatching	length in cm
1	20
2	33
3	44
4	52
5	60
6	69
7	75
8	80
9	86
10	90
11	95
12	95



What can this data tell us?

How big will the snake be at 6 months old?



Activity Time

At the start of this topic we completed this true or false quiz.

Have another go now we have finished our Life Cycle learning!

Draw a table in your books, like the one below and write the statements into the correct column.

True	False

1. A chicken develops feathers in the egg.
2. All eggs have hard shells.
3. All animals go through the same stages in a life cycle.
4. Plants do not have a life cycle.
5. All life cycles are the same length.
6. There are three stages in a life cycle.
7. All young animals are dependent on their parents when they are born.
8. Some plants do not have seeds.
9. Butterflies are a different species to caterpillars.
10. Tortoises are so old that they do not have a life cycle.

Session 4 – Guided Reading

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?

Can you match these adverbs to the correct sentences?

- profoundly
- warily
- startlingly
- grimly
- single-mindedly

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.

Answers – Did you get them correct?

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

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

Odd persevered through the forest single-mindedly to find his father's log cabin.

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

Startlingly, the eagle appeared above him.

- On page 20 – The bear made an attacking sound: true or false?
- What had happened to the bear?
- 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.

What do the three sounds made by the bear tell you about how he feels?

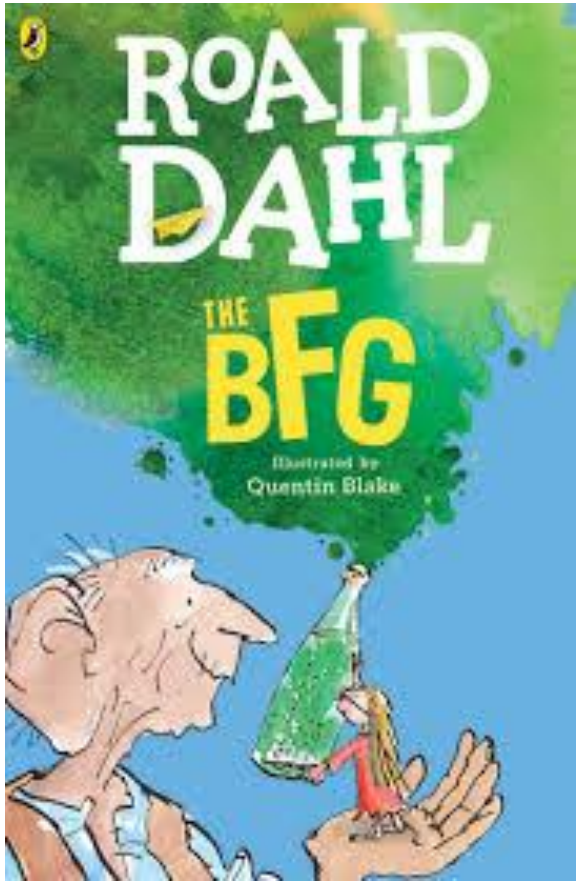
- bellow – he was in pain, felt trapped and didn't know how to get out of the situation
- snuffle – he was busy trying to get the honey out, he loved honey, he wanted to get into the tree for more honey
- roar – roared because he was so pleased to be out of the tree, had eaten lots of honey, was feeling content

Can you find any details which help you to infer Odd's feelings in this section of text?

- 'he did not want to crush the bear's paw' – feeling calm and considerate
- 'he took a deep breath…' – feeling slightly anxious about what he was about to do
- 'Odd wondered if he was going to die now' – he may have felt worried but seemed resigned to it

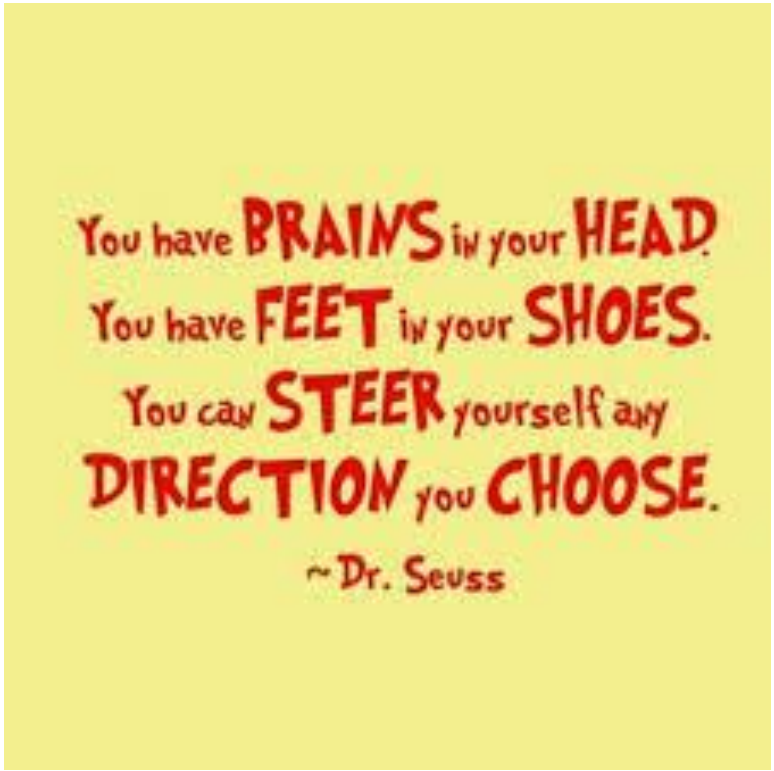
Whole School Reading ZOOM

Link to be posted on Dojo.



Thursday 28th January

Make sure you read today!



Lesson 7: Inverse operations

→ pages 126–128

1. a) $8 \times 4 = 32$
$32 \div 8 = 4$
$32 \div 4 = 8$
b) $6 \times 3 = 18$
$18 \div 6 = 3$
$18 \div 3 = 6$
c) $4 \times 25 = 100$
$100 \div 4 = 25$
$100 \div 25 = 4$

2. a) $48 \div 6 = 8$
b) $8 \times 6 = 48$

3. a) There are 6 vases and 12 white roses.
b) She needs 33 red roses.

4. a) $2 \times 16 = 32$
$32 \div 16 = 2$
$64 \div 2 = 32$
$32 \times 2 = 64$
b) $4 \times 5 = 20$
$20 \div 5 = 4$
$100 \div 5 = 20$
$100 = 20 \times 5$
c) $15 = 45 \div 3$
$30 = 90 \div 3$
$150 \div 5 = 30$
$15 = 75 \div 5$

5. Bella has written the numbers 5, 13 and 65 in the wrong order in the second division. It should say $65 \div 5 = 13$. When you use the numbers in a multiplication calculation to write a related division calculation, the product (answer from the multiplication) will be the first number in the related division.

6. a) Reena started with 23.
b) Andy divided by 7.
c) Possible starting numbers: 61, 67, 73, 79 or 97.

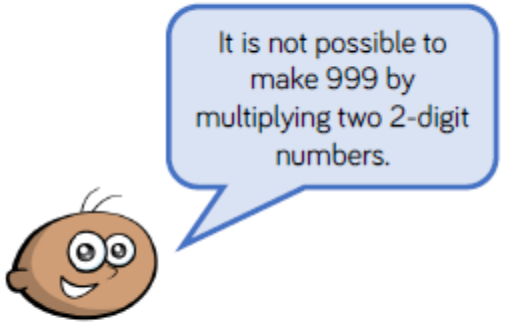
Reflect

$18 \div 6 = 3$ $54 \div 3 = 18$
Encourage children to use the inverse to solve the missing number equations; for example $3 \times ? = 18$ and $3 \times 18 = ?$

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

CHALLENGE

Tommy says,



Do you agree?
Explain your answer.

Children may use a trial and error approach during which they'll further develop their multiplication skills.
They will find that Tommy is wrong because 27×37 is equal to 999

Session 1 – Maths (Year 5)

Please complete this in your journal.

Multiplying whole numbers by 10, 100 and 1,000

Discover

1 a) How many wheels are needed for 10 cars?

How many wheels are needed for 100 cars?

b) How many lamps are needed for 10 cars and then 100 cars?

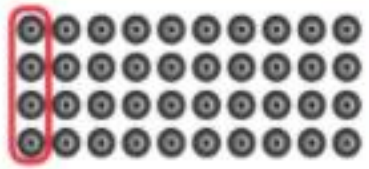
Now check your discover! Did you get the correct answer?

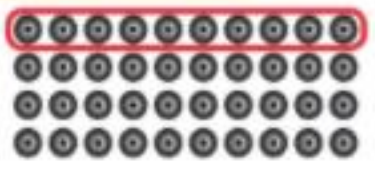
Share

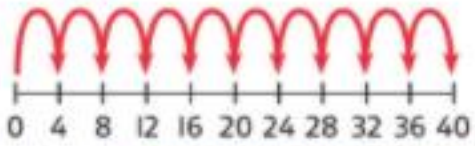
a) There are 4 wheels for each car, so for 10 cars there are 10 × 4 wheels.

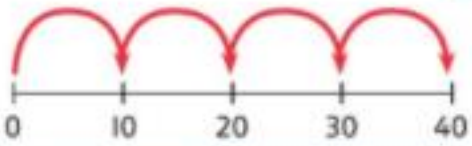
I counted 10 lots of 4.

I grouped in tens, and counted 4 lots of tens.

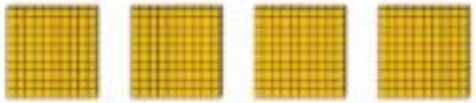




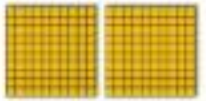




It is very useful to know that 10 × 4 = 4 × 10 and 100 × 4 = 4 × 100.
You can now multiply by 10 or 100 without counting.

1 car	4 × 1 = 4 ones = 4	
10 cars	4 × 10 = 4 tens = 40	
100 cars	4 × 100 = 4 hundreds = 400	

b)

Lamps for 1 car	Lamps for 10 cars	Lamps for 100 cars
		
1 × 2 = 2 × 1 = 2	10 × 2 = 2 × 10 = 20	100 × 2 = 2 × 100 = 200

Please complete this in your journal.

k together

1 **a)** How many batteries are needed for 10 cars? How many for 100 cars? How many for 1,000 cars?

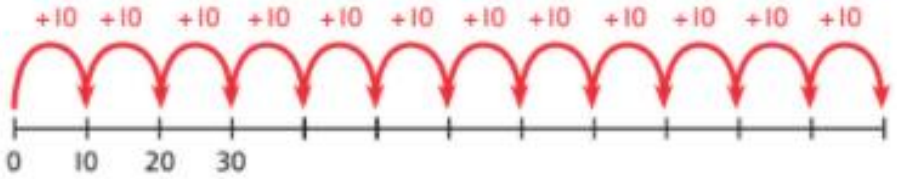
10 × 10 = ☐

10 × 100 = ☐

10 × 1,000 = ☐

b) How many screws are needed for 10 cars?

12 × 10 = ☐



How many screws are needed for 100 cars?

12 × 100 = ☐

How many screws are needed for 1,000 cars?

12 × 1,000 = ☐

2 Aki worked on the following two problems. Do you agree with him?

Explain your reasoning.

23 × 100 = 2,300

20 × 100 = 200

3 **a)** Bella is using a place value grid to work out 10 × 3.

She lays out the following counters

H	T	O
		●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●●

Explain what Bella can do. What is the answer to 10 × 3?

b) Multiply each of these numbers by 10.

Explain what happens to the digits.

H	T	O
		3

H	T	O
	1	7

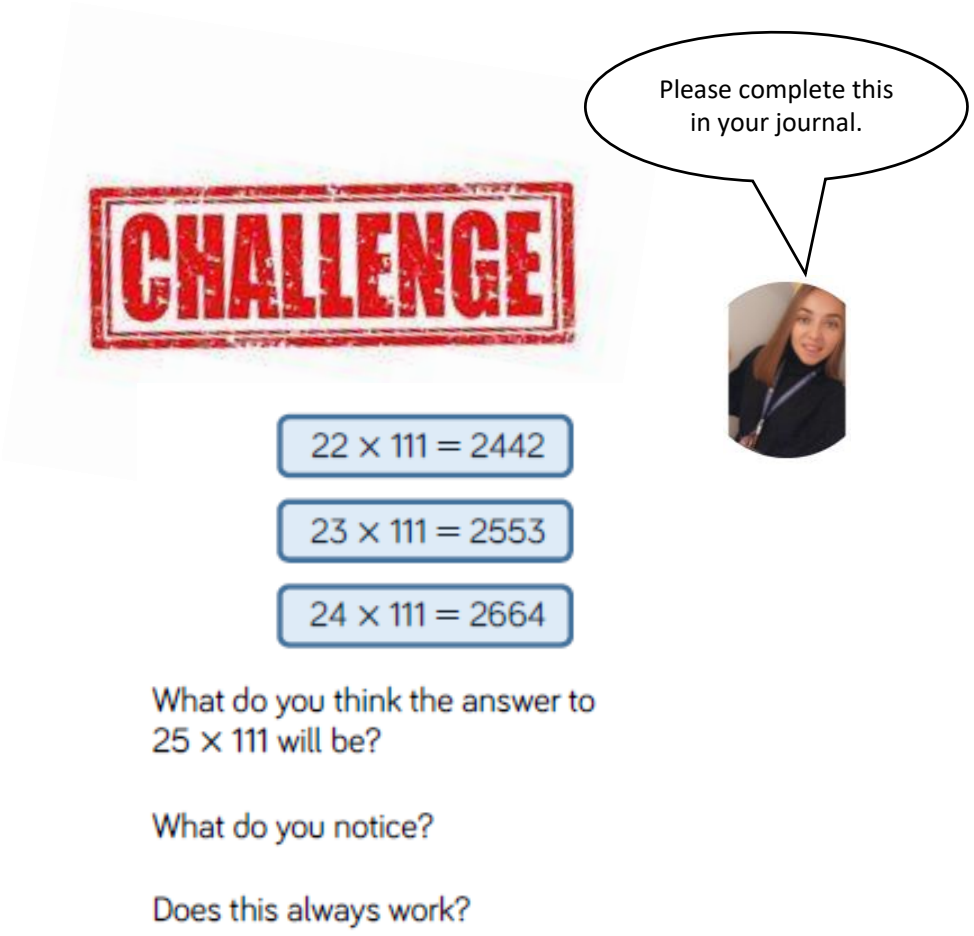
c) Work out 3 × 10 × 10 and 17 × 10 × 10.

I notice that I can exchange the counters.

I think the digit moves columns every time I multiply by 10. I wonder if the counters will help me understand why.

Activity Time

Turn to your Power Maths practice book and complete pages 129 – 131.



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 – John the Baptist

When John grew up he was a wild character! He lived in the wilderness and wore clothes made of camel hair with a leather belt around his waist and his food was locusts and wild honey.

Crowds flocked into the wilderness to hear John. He announced that the Messiah, the Saviour that they had been waiting for, was coming very soon. He warned the people that they needed to change their ways.

“Repent for the kingdom of God is at hand.”

Then he quoted from the prophet Isaiah,

“A voice cries in the wilderness: Prepare the way of the Lord, make his paths straight” (Matt. 3:3).

He warned them that God looks into peoples’ hearts to see if they have faith and trust in Him. Also, He wants to see if they look after people in need of help.

Activity Time

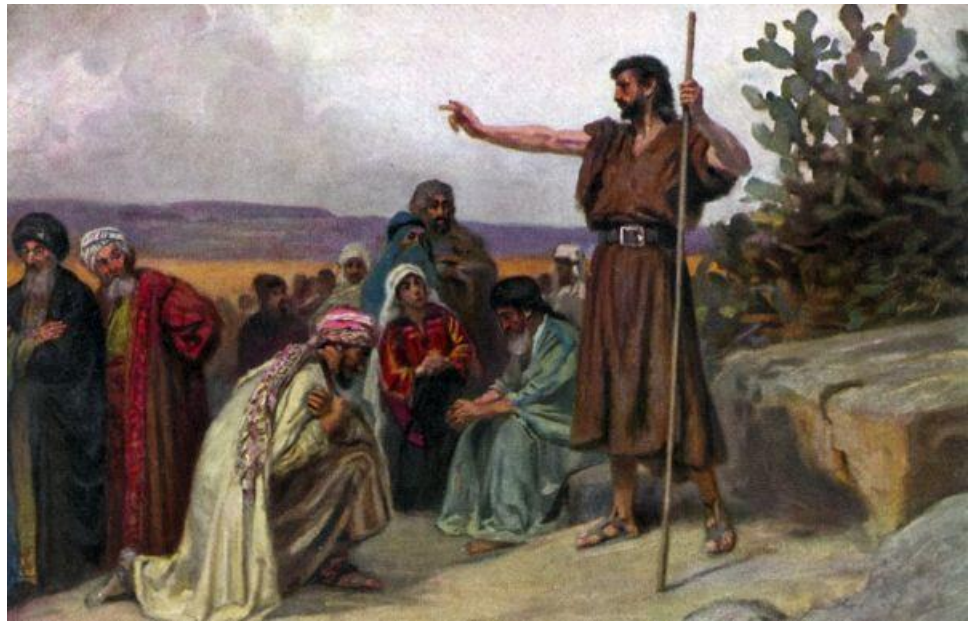
Design a poster advertising John the Baptist coming to visit.

What would he look like?

How would he gather the crowds?

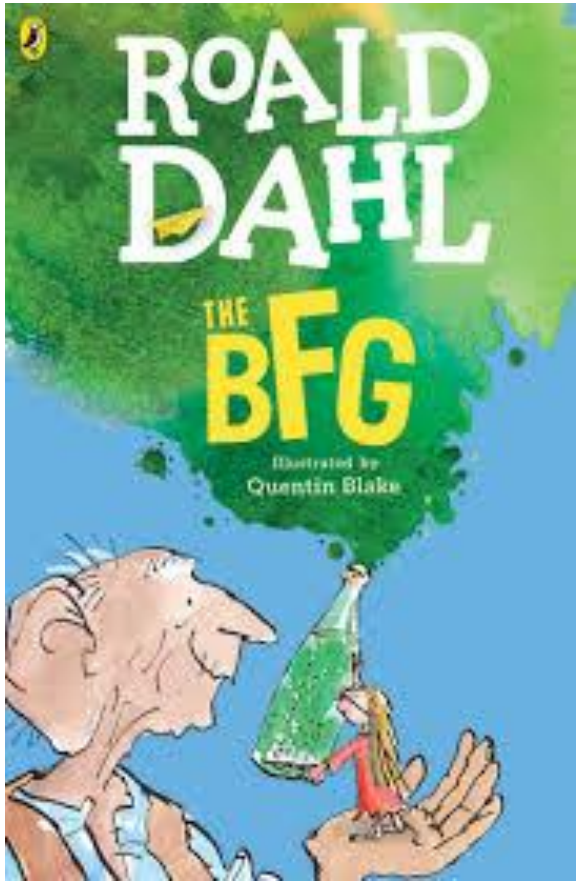
What do you think he would say?

How might you help and support him?



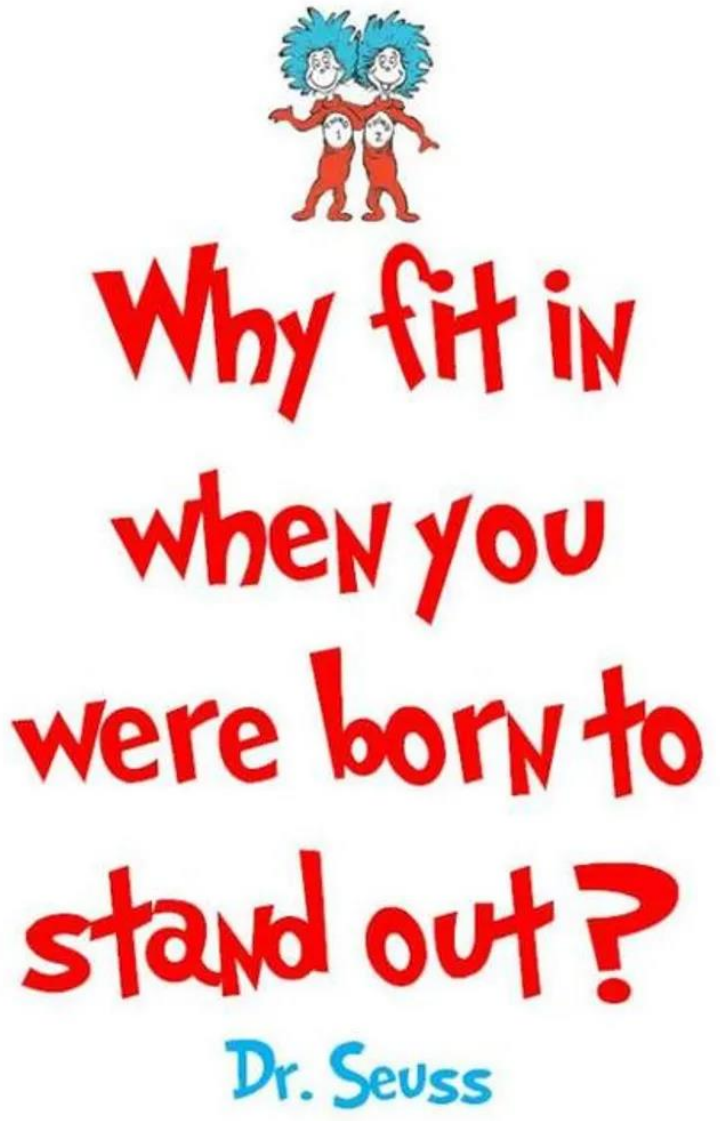
Whole School Reading ZOOM

Link to be posted on Dojo.



Friday 29th January

Make sure you read today!



Lesson 8: Multiplying whole numbers by 10, 100 and 1,000

→ pages 129–131

1. a) 4 × 100 = 400
b) 10 × 6 = 60 (6 ten counters drawn)
c) 1,000 × 5 = 5,000 (5 thousand counters drawn)

2. Diagrams matched:
1st diagram → 1 × 3
2nd diagram → 100 × 3
3rd diagram → 3 × 1,000
4th diagram → 10 × 10

3. a) 11 × 1 = 11
b) 11 × 100 = 1,100
c) 11 × 10 = 110
d) 11 × 1,000 = 11,000

4. Errors corrected: 40 × 100 = 4,000 (not 400)
1,000 × 20 = 20,000 (not 2,000)

5.

	TTh	Th	H	T	O
Number				3	7
× 10			3	7	0
× 100		3	7	0	0
× 1,000	3	7	0	0	0

	TTh	Th	H	T	O
Number				7	0
× 10			7	0	0
× 100		7	0	0	0
× 1,000	7	0	0	0	0

6. a) 5 × 10 = 50
50 × 10 = 500
50 × 100 = 5,000
5 × 1,000 = 5,000
b) 3 × 1,000 = 3,000
300 × 10 = 3,000
300 × 100 = 30,000
300 × 1 = 300
c) 15 × 1,000 = 15,000
100 × 15 = 1,500
1,500 = 150 × 10
15,000 = 150 × 100
Children may explain what they notice in different ways; for example:
Each set of calculations are related.

7. a) Answers will vary; for example:
8 × 100 < 90 × 10
5 × 10 × 10 < 20 × 100
100 × 50 > 10 × 10 × 10 × 4
7 × 10 < 10 × 10 × 6 < 10 × 100
b) Possible answers (the order of operations may vary):
2 × 1,000 × 10 = 2,000 × 10
2 × 100 × 100 = 2,000 × 10
2 × 1,000 × 100 = 2,000 × 100
2 × 1,000 × 1,000 = 2,000 × 1,000
20 × 100 = 200 × 10
20 × 1,000 = 200 × 100
2,000 × 10 = 200 × 100
2,000 × 100 = 200 × 1,000

Reflect

Answers will vary. Children should show calculations which involve powers of 10 and have the answer 1,300; for example:
13 × 100 = 1,300
130 × 10 = 1,300
1,300 × 1 = 1,300

22 × 111 = 2442

23 × 111 = 2553

24 × 111 = 2664

What do you think the answer to 25 × 111 will be?

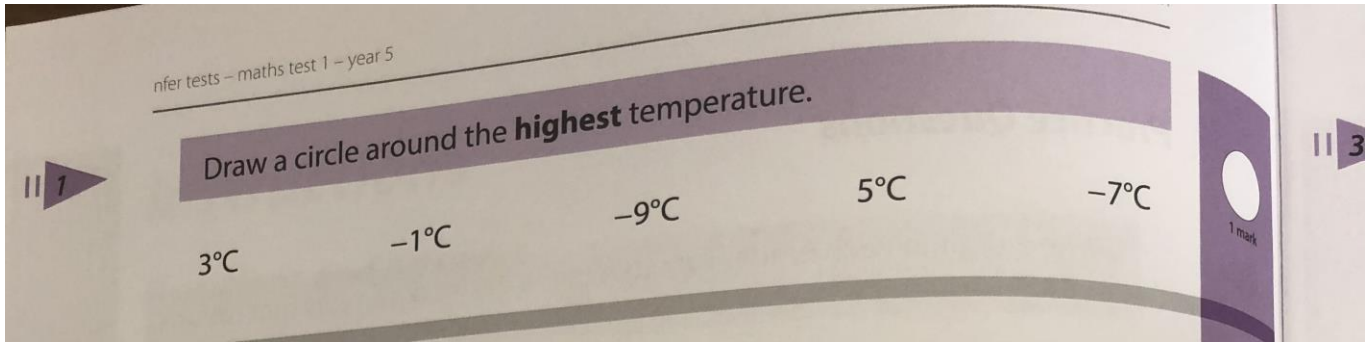
What do you notice?

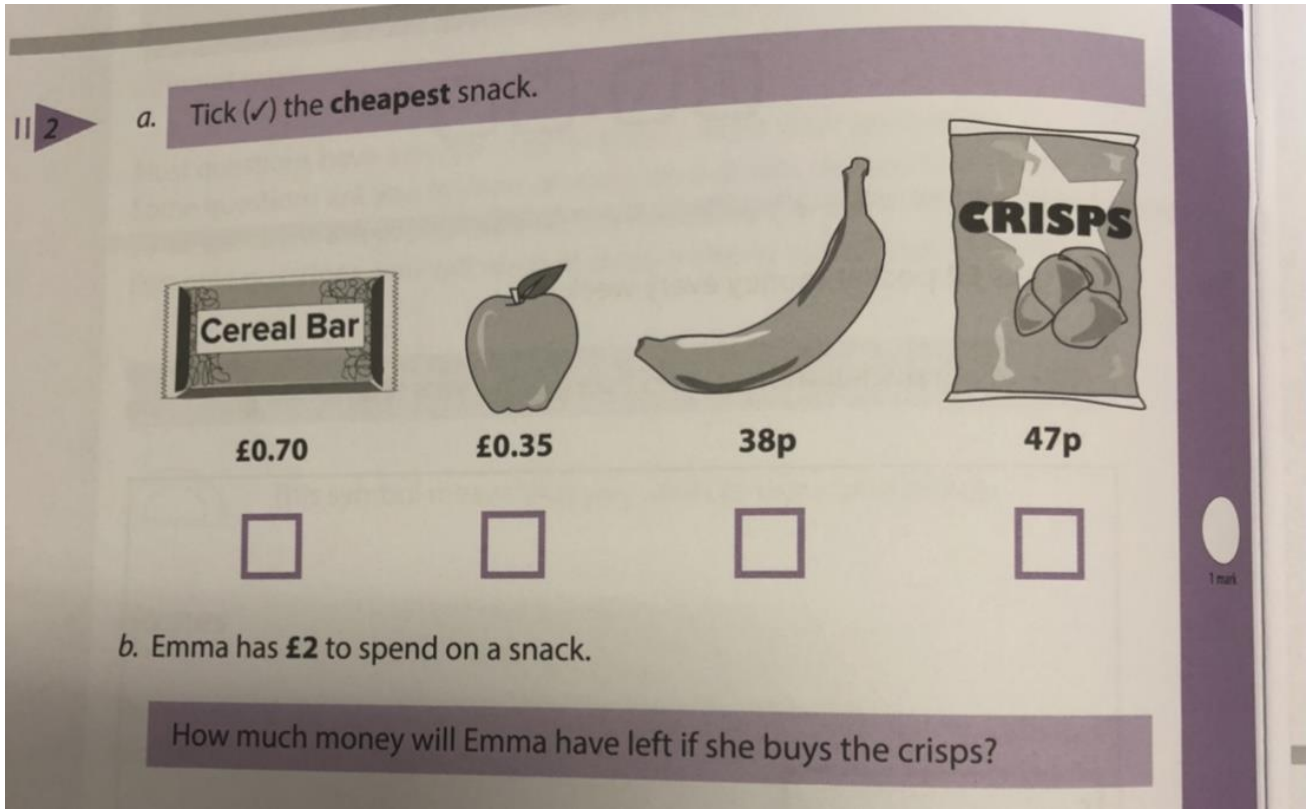
Does this always work?

The pattern stops at up to 28 × 111 because exchanges need to take place in the addition step.

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

Session 1 – Maths (Year 5)





Please complete this in your journal.

3 The police record the speed of 20 cars.

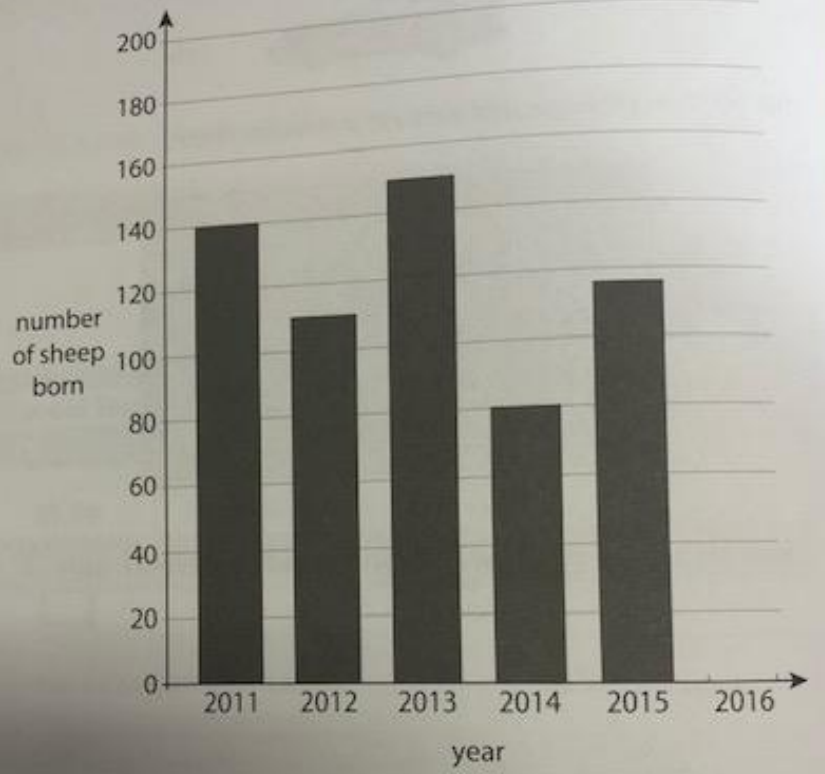
This list shows the speed of each car in miles per hour.

18.7	18.6	23.3	17.8
22.3	17.4	16.4	18.4
19.8	16.5	19.2	11.7
17.2	20.9	30.8	9.6
33.6	19.1	16.5	24.0

How many cars were driving at more than **20** miles per hour?

cars

4 The chart shows the number of sheep born on a farm each year.



a. **130** sheep were born in **2016**

Draw a bar on the chart for **2016**

b. Estimate the number of sheep born in **2015**

Please complete this in your journal.

Please complete pages 16 & 17 in your CGP Maths Targeted Question Book

Session 2 – English

Please read

Arthur hurried back to the town and felt the cold close in on him. The final embers of the great fire were dying and everyone was huddled together as Atrix began to speak.

"Without the great fire warming our town, every house will be frozen solid in less than a week..." Atrix warned, "...and all of us soon after." The townsfolk gasped in fear.

"But wait! There is a way we can be saved. Across the sea lies the land of the Viking gods. In a mighty hall on top of a mountain, there lives a god with a hammer that can command the skies. He alone has the power to relight our fire."

Look at the dialogue (speech) being used.

What can we tell about what Atrix is saying?

How is she speaking?

What can we tell about her character?

How do the people feel? Which words tell us?

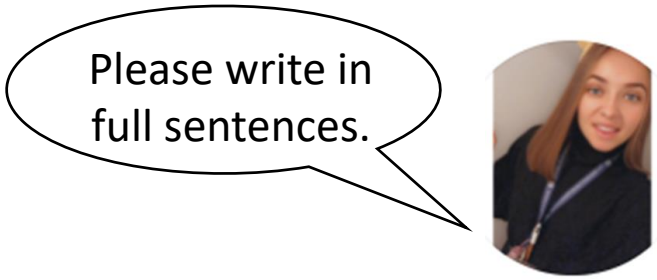
What did you think?
Did you get the same answers as me?

She is wise, well-respected and people often listen to her.

She has the ability to predict and she warns people about what might happen.

The people are scared because it says they ‘gasped in fear’.

Activity Time



You are going to create thoughts, feelings and dialogue charts for one character in that scene.

At this point in the story, what is your chosen character thinking?

At this point in the story, how is the character feeling?

At this point in the story, what might the character say?

Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 8 – 9
(GRRRR)

Year 5 – CGP Comprehension Book – Pgs. 8 – 9
(Tales of King Arthur)

Session 4 – Wellbeing Friday

Saturday 30th January is National Draw a Dinosaur Day

Research the different types of Dinosaurs.

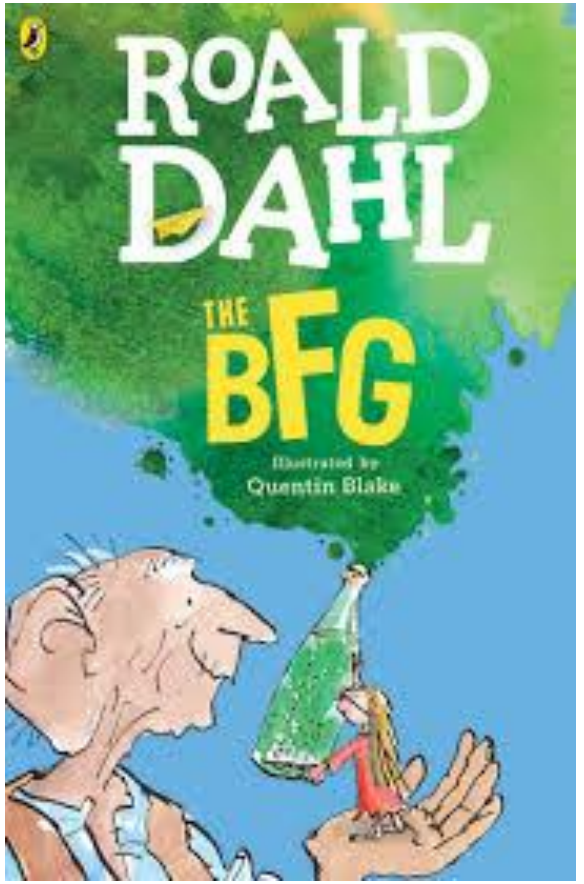
Choose your favourite.

Then draw it!

Don’t forget to upload it onto Dojo!

Whole School Reading ZOOM & **Assembly**

Link to be posted on Dojo.



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

KEEP SAFE!