Home Learning – **Week 5** – 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 1st February 2021
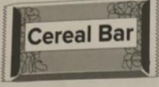
Day	Session 1		B R E A K	Session 2	L U N C H	Session 3		Session 4	
Monday 1st February	**Maths** YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 9			**English**		**Reading** Independent Reading		Research Projects Continue from last week	**Whole School Reading**
Tuesday 2nd February	**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 3rd February	**Maths** YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, Lesson 10			**English** ONLINE LESSON 11:00 – 11:30AM		Science	Mental Health Week activity.	Guided Reading	**Whole School Reading**
Thursday 4th February	**Maths** YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 5: Multiplication and division, End of unit check			**Spanish** ONLINE LESSON 11:00 – 11:45AM		**Dance** ONLINE LESSON 1:30 – 2:00PM		RE	**Whole School Reading**
Friday 5th February	**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 1st February

Make sure you read today!

"CONGRATULATIONS! TODAY IS YOUR DAY. YOU'RE OFF TO GREAT PLACES. YOU'RE OFF AND AWAY!"

Dr. Seuss

a. Tick (✓) the **cheapest** snack.

Cereal Bar	apple	banana	CRISPS
£0.70	£0.35	38p	47p
☐	**X**	☐	☐
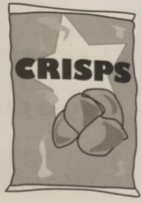
b. Emma has **£2** to spend on a snack.

How much money will Emma have left if she buys the crisps?

£2.00 – 0.47p = £1.53

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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**?

6 cars

---

1 Draw a circle around the **highest** temperature.

3°C   −1°C   −9°C   5°C   −7°C

---

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

number of sheep born / 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**

118

Please use these answers to mark your Maths work from last week!
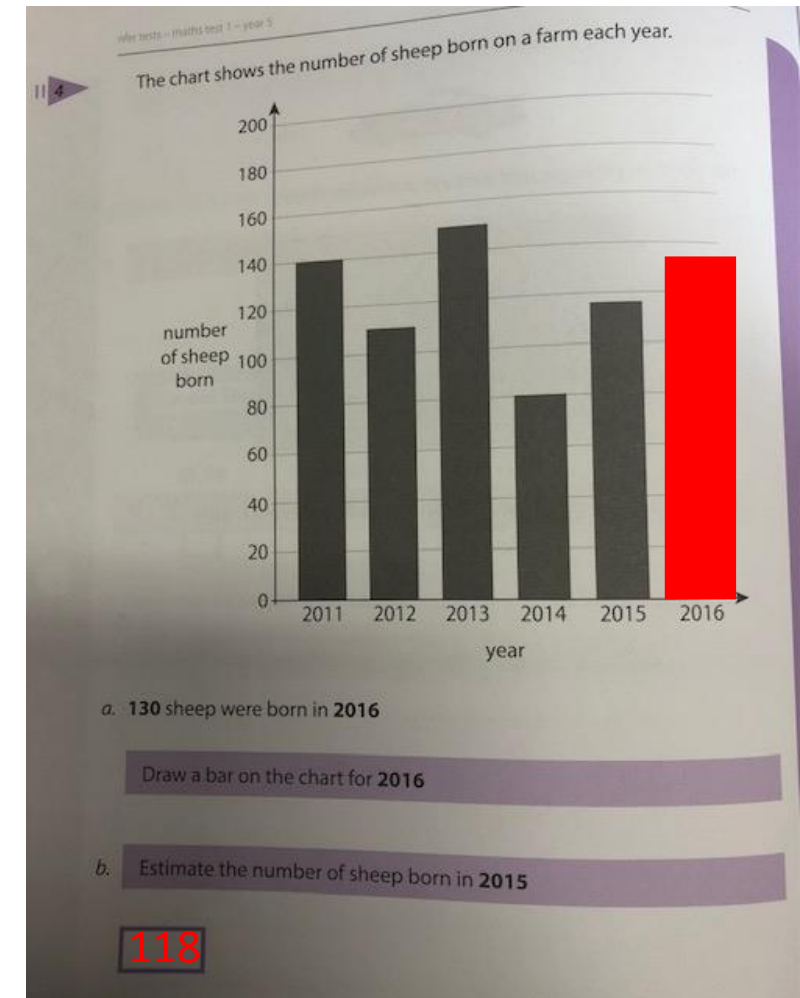
Session 1 – Maths (Year 5)

Dividing whole numbers by 10, 100 and 1,000

Discover

Best shopping rewards ever!

1st prize: 10 winners share total prize of £380

2nd prize: 100 winners share total prize of £1,200

3rd prize: 1,000 winners share total prize of £4,000
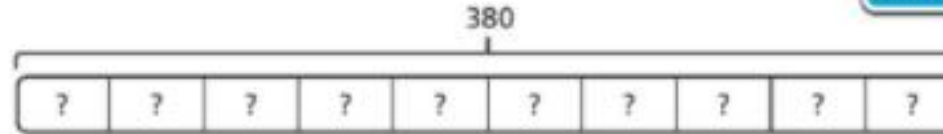
Come in for the chance to win!

Please complete this in your journal.

1 a) How much will each 1st prize winner receive?

b) How much will each 2nd prize winner receive?

Share

a) £380 is shared between 10 people.

380

?	?	?	?	?	?	?	?	?	?

380

10 × ☐

> I need to work out $10 \times \square = 380$.

$38 \times 10 = 380$

$10 \times 38 = 380$

> I know that 380 is 38 tens.
> So, $38 \times 10 = 10 \times 38 = 380$.

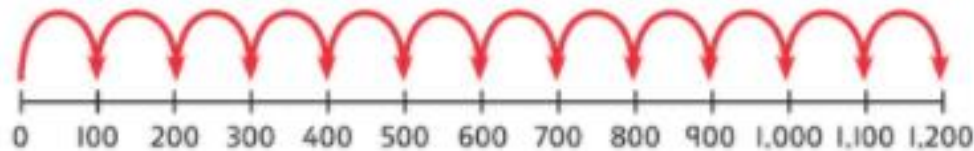$380 \div 10 = 38$

Each 1st prize winner will receive £38.

b) £1,200 is shared between 100 people.

1,200 is 12 hundreds.

Therefore, $1,200 \div 100 = 12$.

> Remember, the inverse operation of multiplication is division.

0   100   200   300   400   500   600   700   800   900   1,000   1,100   1,200
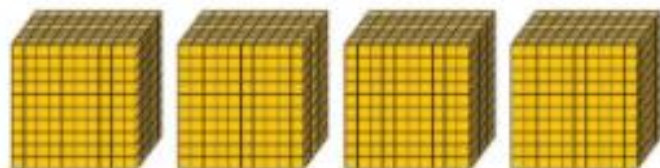
Each 2nd prize winner will receive £12.

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

Think together

1 The total prize money for 3rd prize is £4,000. It is shared between 1,000 people. How much do they each receive?

4,000

1,000 × ☐

4,000 is ☐ thousands.

☐ × 1,000 = 4,000

4,000 ÷ 1,000 = ☐

Each 3rd prize winner receives £☐.

Please complete this in your journal.

2 Solve each of these sets of calculations.

What do you notice?

a) 30 ÷ 10 = ☐

300 ÷ 100 = ☐

3,000 ÷ 1,000 = ☐

b) 310 ÷ 10 = ☐

3,100 ÷ 100 = ☐

31,000 ÷ 1,000 = ☐

c) 300 ÷ 10 = ☐

3,000 ÷ 100 = ☐

30,000 ÷ 1,000 = ☐

CHALLENGE

3 a) Look at the numbers on the place value grids.

Th	H	T	O
4	0	0	0

Th	H	T	O
3	2	0	0

Explain how the numbers change when you divide by 10 or 100.

I will use place value equipment to show the exchange.

b) Max says 'When you divide by 1,000 it is the same as dividing by 10, then by 10 again and then by 10 again.' Do you agree? Explain your answer.

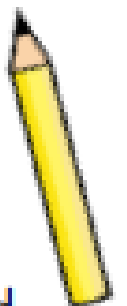| TTh	Th	H	T	O
1	2	0	0	0

Activity Time

Turn to your Power Maths practice book and complete pages 132 – 134.

Please complete this in your journal.

CHALLENGE

Pencils come in boxes of 64
A school bought 270 boxes.
Rulers come in packs of 46
A school bought 720 packs.
How many more rulers were ordered than pencils?

Session 2 – English – My Model Write

"Every house in this town will be frozen solid in less than a week," cautioned Atrix.

"This is the worst thing to have ever happened to our town," whispered Annie, shaking to the core. Arthur, who stood huddled in amongst the townsfolk, listened intently as Atrix was speaking. Behind them, the last embers of the great fire were still flickering but that didn't help anyone. The townsfolk were bitterly cold from the wintry winds which were whipping through the streets.

Arthur stepped forward courageously and asked, "What can I do to help?"

Speech

Feelings

Subordinate Clause

Feelings

What features have I used?

"Every house in this town will be frozen solid in less than a week," cautioned Atrix.

"This is the worst thing to have ever happened to our town," whispered Annie, shaking to the core. Arthur, who stood huddled in amongst the townsfolk, listened intently as Atrix was speaking. Behind them, the last embers of the great fire were still flickering but that didn't help anyone. The townsfolk were bitterly cold from the wintry winds which were whipping through the streets.

Relative Clause

Alteration

Arthur stepped forward courageously and asked, "What can I do to help?"

Feelings

Activity Time

Can you now have a go at writing your own scene, showing how character's feel through their speech.

Remember to include the mastery keys:

- Use expanded noun phrases to convey complicated information concisely

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

CHALLENGE

Like how we do in class, can you mark you own work by underlining the different features you have used in a different colour. (Like I did on my example)

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
This will be your final week to complete this research project

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:
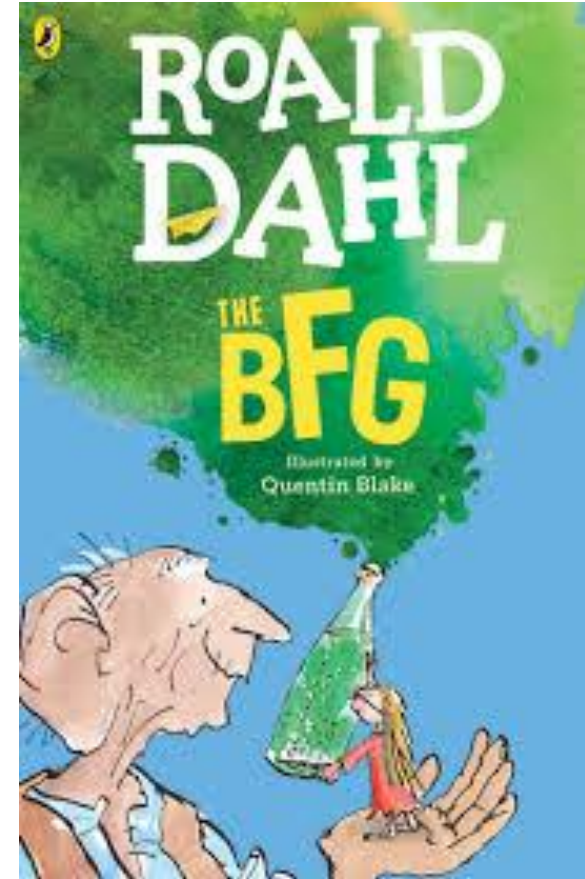
- A Booklet/ fact file

- A PowerPoint presentation

- Prompt questions:

- List some significant Egyptian inventions

- What were the names of the Egyptian rulers?

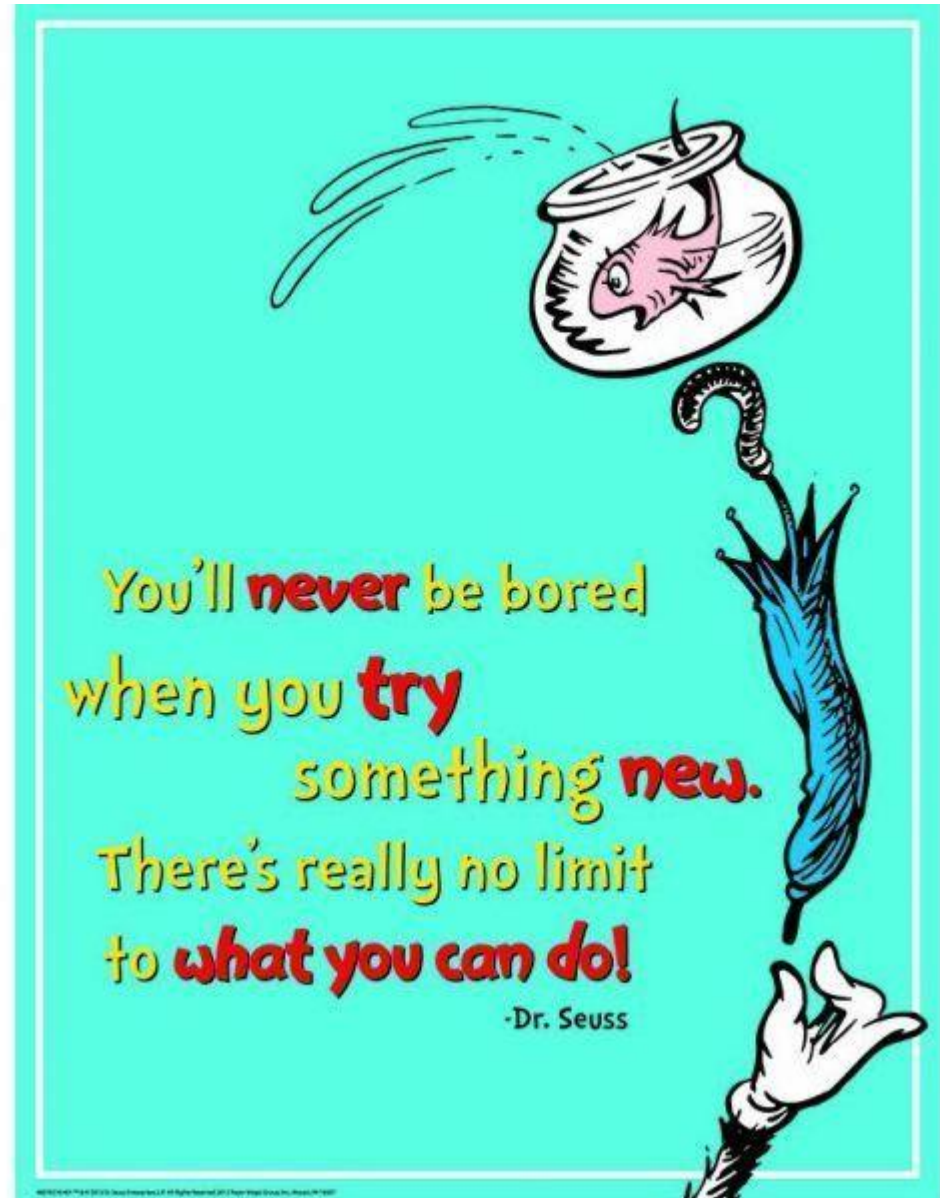- How did they prepare a body for burial? Why did they do this?

Whole School Reading ZOOM

Link to be posted on Dojo.

Tuesday 2nd February

Make sure you read today!

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

That night, Arthur lay wide awake, the harsh words of the townsfolk running through his head. Maybe he was a meddler and had led the wolf straight to the town?

Taking a deep breath, Arthur decided that he must go and find the god of storms. Packing up his most useful possessions, he climbed out of his bedroom window and headed for the harbour. He'd had many adventures in the forest, how much harder could this be?

Arthur took the smallest sailing boat he could find, so it would not be missed, and headed out onto the waves.

After a perilous journey, he finally reached the legendary shores of the land of the Vikings gods. Leaving his little boat behind, Arthur took a deep breath and began to walk towards the great hall.

Can you make a list of the main things that happened on Arthur's perilous journey?

Activity Time

Create a story map of what was encountered by Arthur by following the white line from his town, to Valhalla, home of Thor.

- Label your map with expanded noun phrases to describe places, objects or creatures and sentences with relative clauses.

- In a different colour, add adverbial phrases for either time or place (e.g. through the jagged twin rocks, at sunset, under the midnight sky).

- **Vocab sheet on the next slide to help with your writing!**

Additional vocabulary to support with todays activity.

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

Session 4 – RE
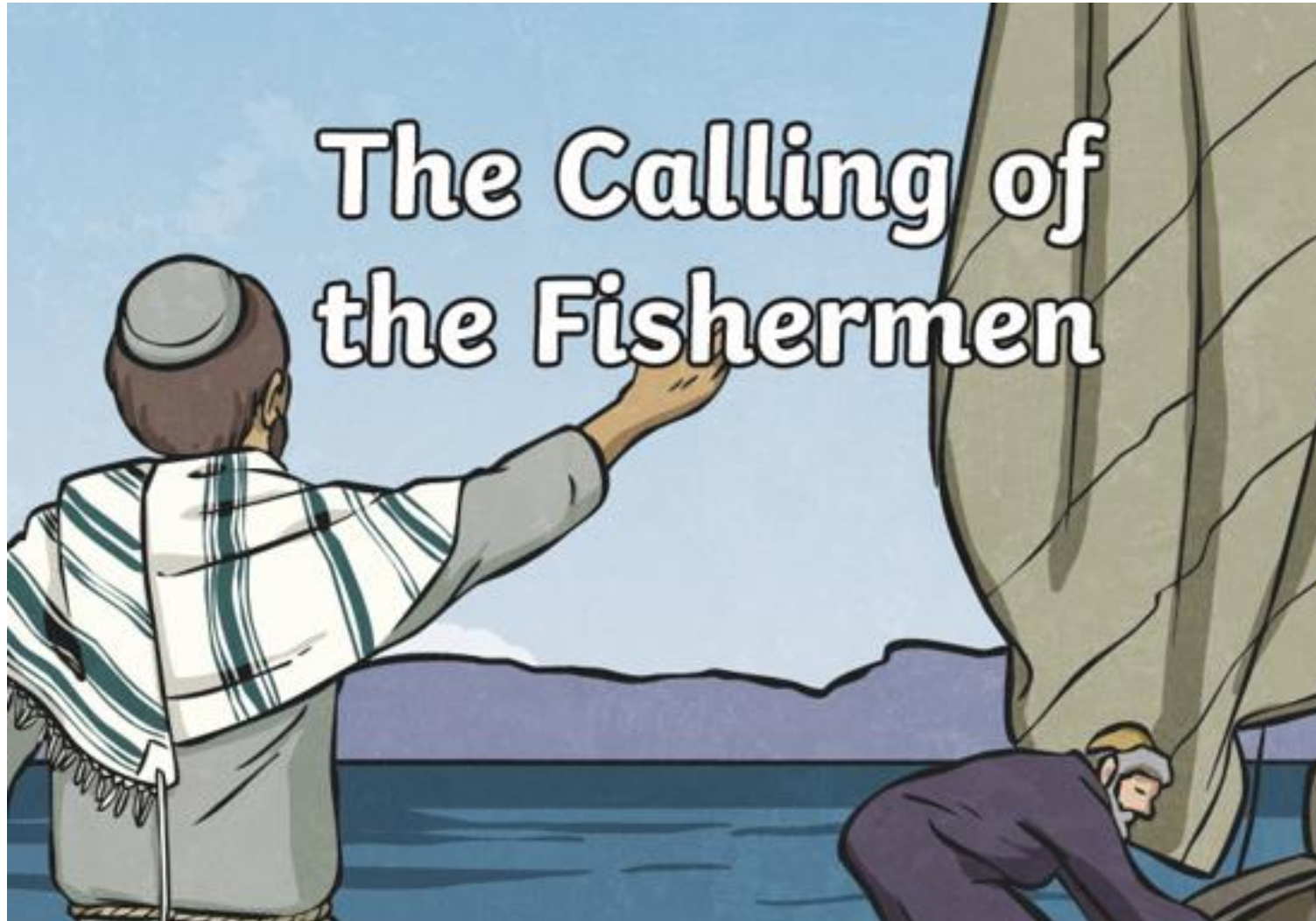
Jesus calls the first disciples

After Jesus had been baptised by his cousin, John the Baptist, a voice from Heaven said, "You are my own dear Son. I am pleased with you."

Jesus began his ministry. He healed many people who were sick and talked to people about God and His Kingdom. He described how they too could enter the Kingdom of Heaven if they also chose to follow Him.

In Galilee

Jesus was walking along the banks of the Sea of Galilee. He saw two men standing on the shore, casting their huge net into the lake. The two men were brothers called Simon and Andrew. They were fishermen and relied on fishing for their livelihood.
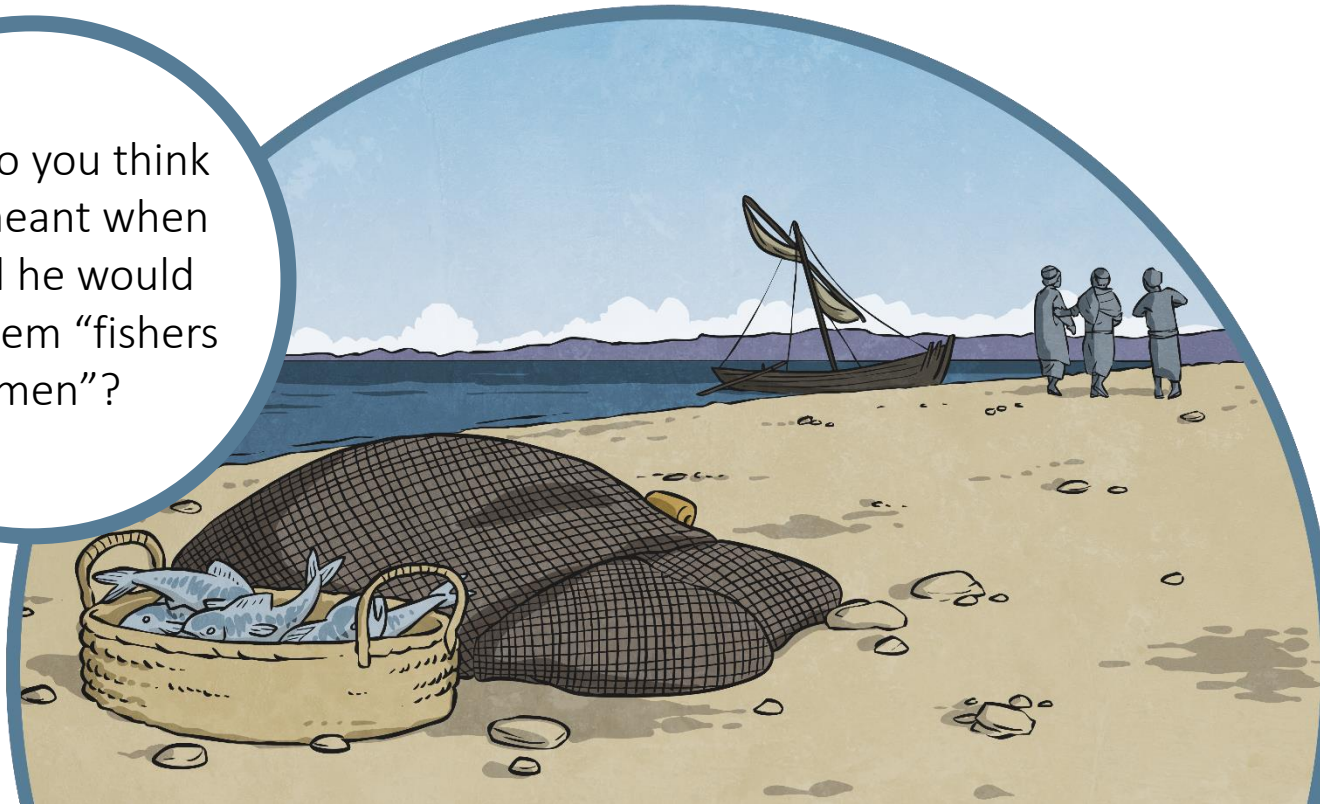
Come follow me

Jesus said to Simon and Andrew,
"Come follow me, and I will make you fishers of men."

Immediately, the two men left their nets and followed Jesus.
They were the very first disciples (followers) of Jesus.

What do you think Jesus meant when he said he would make them "fishers of men"?

James and John

Jesus and the two fishermen walked a little farther along the shoreline. They saw a small fishing boat with two brothers and their father, called Zebedee, in it. The men were preparing their nets as they were about to set sail and start fishing for the day.

Two more disciples

The brothers were called James and John. Jesus spoke to them. They also immediately left their nets, the boat and their father, and followed Jesus.

The four fishermen were now disciples of Jesus. They had left everything behind; their friends, their families and their homes. Their lives would change for ever.

What would you leave everything behind for?

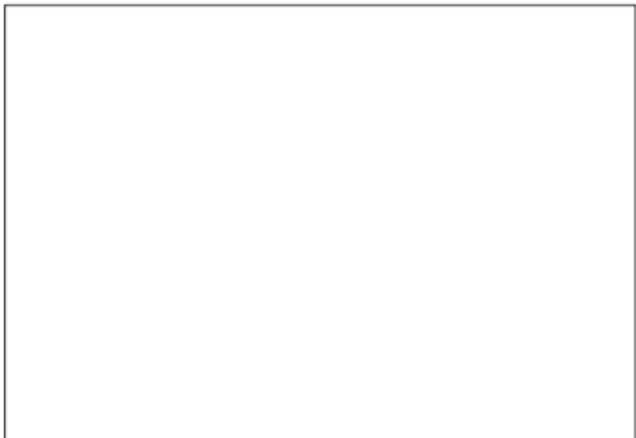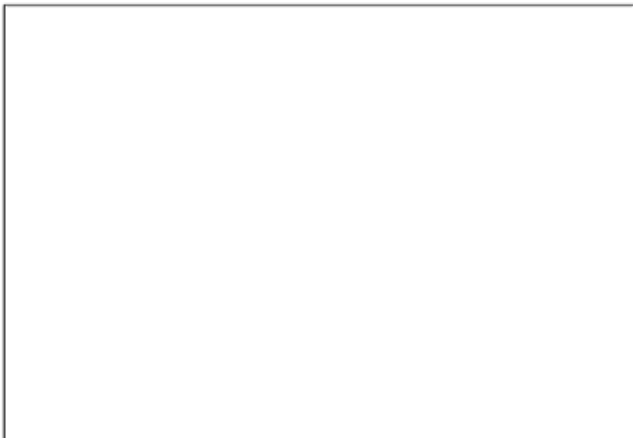What sort of men had Jesus chosen to be his first disciples?
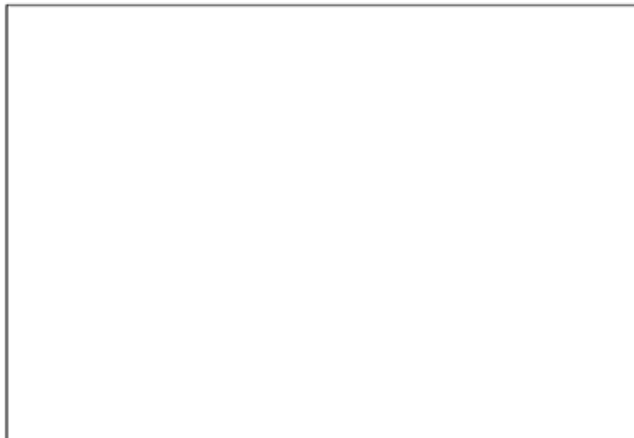
Activity Time

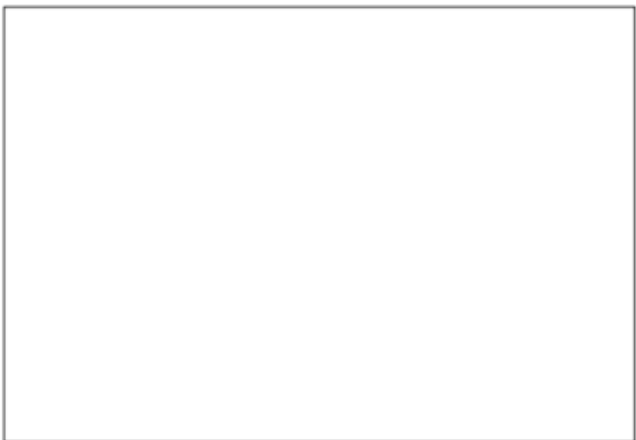Now you have read the story.

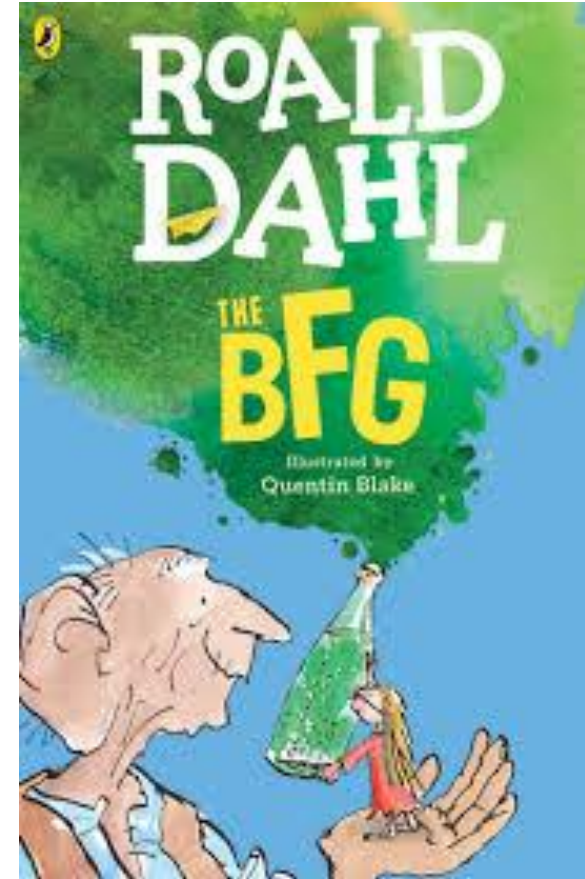Can you create a storyboard to retell the story, using your own words.

Whole School Reading ZOOM

Link to be posted on Dojo.
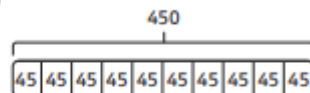
Wednesday 3rd February

Make sure you read today!

So be sure when you **STEP**,
Step with **CARE** and great **TACT**.
And remember that Life's
A great Balancing Act!
–Dr. Seuss

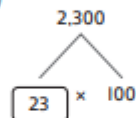# Lesson 9: Dividing whole numbers by 10, 100 and 1,000

1. a)

450

| 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 | 45 |

450 is 45 tens.
$450 \div 10 = 45$

b)

2,300

| 23 | × 100 |

2,300 is 23 hundreds.
$2,300 \div 100 = 23$

c) 7,000 is 7 thousands.
$7,000 \div 1,000 = 7$

d) Answers may vary but most likely answer is:
500 is 5 hundreds.
$500 \div 100 = 5$

2. $1,100 \div 11 = 100$
$1,100 \div 100 = 11$

3. a) $8,000 \div 1,000 = 8$
8 1,000 kg weights would balance the scales.
b) $8,000 \div 100 = 80$
80 100 kg weights would balance the scales.
c) $8,000 \div 10 = 800$
800 10 kg weights would balance the scales.

4. a) $500 \div 10 = 50$
$500 \div 100 = 5$
$50 \div 10 = 5$
b) $1,500 \div 100 = 15$
$150 \div 10 = 15$
$15,000 \div 1,000 = 15$
c) $5,000 \div 50 = 100$
$5,000 \div 500 = 10$
$500 \div 50 = 10$

5. a) There are 20 marbles in each jar.
b) In total, there are 100 jars.

6. a)

☆	△
5	500
70	7,000
7	700
500	50,000

△ is 100 times greater than ☆.

b) Calculations will vary but ♥ should be
$1,000 \times$ ☁; for example:
$4,000 \div 10 = 10 \times 10 \times 4; 13,000 \div 10 = 10 \times 10 \times 13$

Reflect

$3,300 \div 100 = 33$ is correct. When you divide by 100, all the digits move 2 places to the right. You can use a place value grid to check.

CHALLENGE

Pencils come in boxes of 64
A school bought 270 boxes.
Rulers come in packs of 46
A school bought 720 packs.
How many more rulers were ordered than pencils?

15,840

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

Session 1 – Maths (Year 5)

Please complete this in your journal.

Multiplying and dividing by multiples of 10, 100 and 1,000

Discover

Emma: I plan to learn 5 words of French every day in April. How many will that be?

Ebo: I know how many words it would be if you learnt 10 each day. I will use that to find my answer a different way.

1 a) How many words does Emma plan to learn in April?

b) What do you think Ebo's method could be?

Share

a) There are 30 days in April. Emma plans to learn 5 × 30 words.

5 × 3 is 15.
5 × 3 tens is 15 tens.
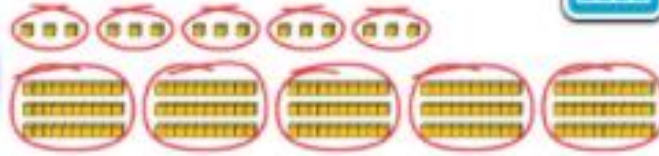
I was going to count 5 jumps of 30, but your way is more efficient.
I can just use my known facts.

+30 +30 +30 +30 +30

0
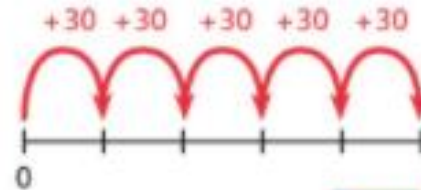
$5 \times 3 = 15$

$5 \times 30 = 150$

Emma plans to learn 150 new words in April.

b) Ebo knows that 10 × 30 = 300.

So, he knows 5 × 30 must be half of 300, which is 150.

You can multiply by 5 in two steps: multiplying by 10 and then halving.

10 × 30

| 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

5 × 30   5 × 30

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

Think together

Please complete this in your journal.

1 Isla plans to learn 180 French words in April. How many words does she need to learn each day?

$180 \div 30 = \boxed{}$

180 is 18 tens.

30 is 3 tens.

$\boxed{} \times 3 = 18$

$\boxed{} \times 3 \text{ tens} = 18 \text{ tens}$

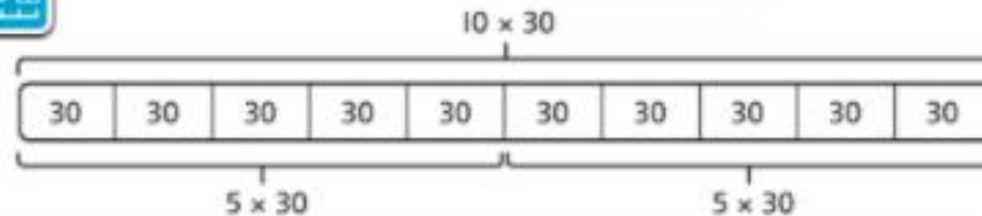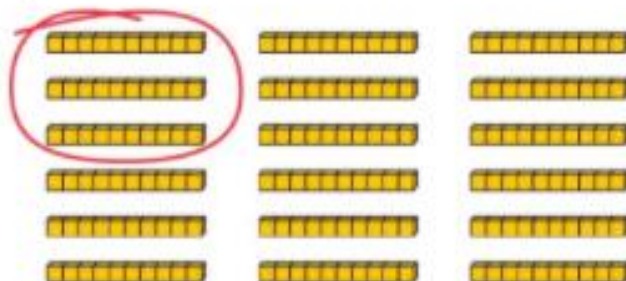There are $\boxed{}$ groups of 3 tens in 18 tens.

$180 \div 30 = \boxed{}$, so Isla needs to learn $\boxed{}$ new words each day.

2 Using known number facts from the multiplication table, solve 4×300 and $2,400 \div 600$.

a) $4 \times 3 = \boxed{}$ $4 \times 300 = \boxed{}$
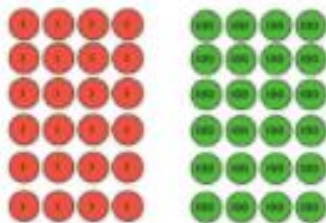
b) $24 \div 6 = \boxed{}$ $2,400 \div 600 = \boxed{}$

3 a) Two athletes are training for a race.

Athlete A runs 800 m per day for 12 days.

Athlete B runs 600 m per day. How many days will she have to train for before she has run as far as Athlete A?

| 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 |

| 600 | | | | | | | | | | | |

$800 \times 12 = 600 \times \boxed{}$

Athlete B will have to train for $\boxed{}$ days before she has run as far as Athlete A.

> I am not sure about this.
> 800×12 does not equal 600.
> Maybe I need to read it again.

b) Work out the following calculations.

$9 \times 3,000 = 90 \times \boxed{}$

$4,000 \times \boxed{} = 8 \times 2,000$

$35,000 \div 7,000 = \boxed{} \div 7$

$2,400 \div 120 = \boxed{} \div 60$

CHALLENGE

Activity Time

Turn to your Power Maths practice book and complete pages 135 – 137.

Please complete this in your journal.

Here are examples of Dexter's maths work.

He has made a mistake in each question.

Can you spot it and explain why it's wrong?

Correct each calculation.

Session 2 – English – LIVE ZOOM LESSON @ 11:00AM

Describing Arthur

Instead of repeating his name, how else could we refer to Arthur?
Make a quick list in your notebook.

A few ideas:
the valiant boy
noble warrior
the small-town hero
him / he

Model Write

Activity Time

Write a recount of Arthur's journey, introducing each paragraph with a different adverbial for time or place, or through character speech.

- Use expanded noun phrases to convey complicated information concisely

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

- Link ideas across paragraphs using adverbials

- **Vocab sheet on the next slide to help with your writing!**

Additional vocabulary to support with todays activity.

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

Session 3 – Science – NEW TOPIC - Materials

Imagine. Your auntie has moved in with your family but she is allergic to your pet guinea pig. It will have to move outside so you will need to design a new outdoor shelter.

By the end of the unit, you will need to design this shelter listing the materials that you would use and giving reasons for your choices.

This dog had an injury and his rear legs do not work. This machine helps the injured dog move.

Why do you think different parts of the machine are made from certain materials?

metal and plastic frame

canvas harness

elasticated bandage made from cotton or polyester

rubber tires

Your aunt moved in with your family. She is allergic to your pet guinea pig, so he needs to move outside. At the end of the Quest, you will design an outdoor shelter for him.

Learn about the properties of different materials. Then design a safe shelter using appropriate materials.
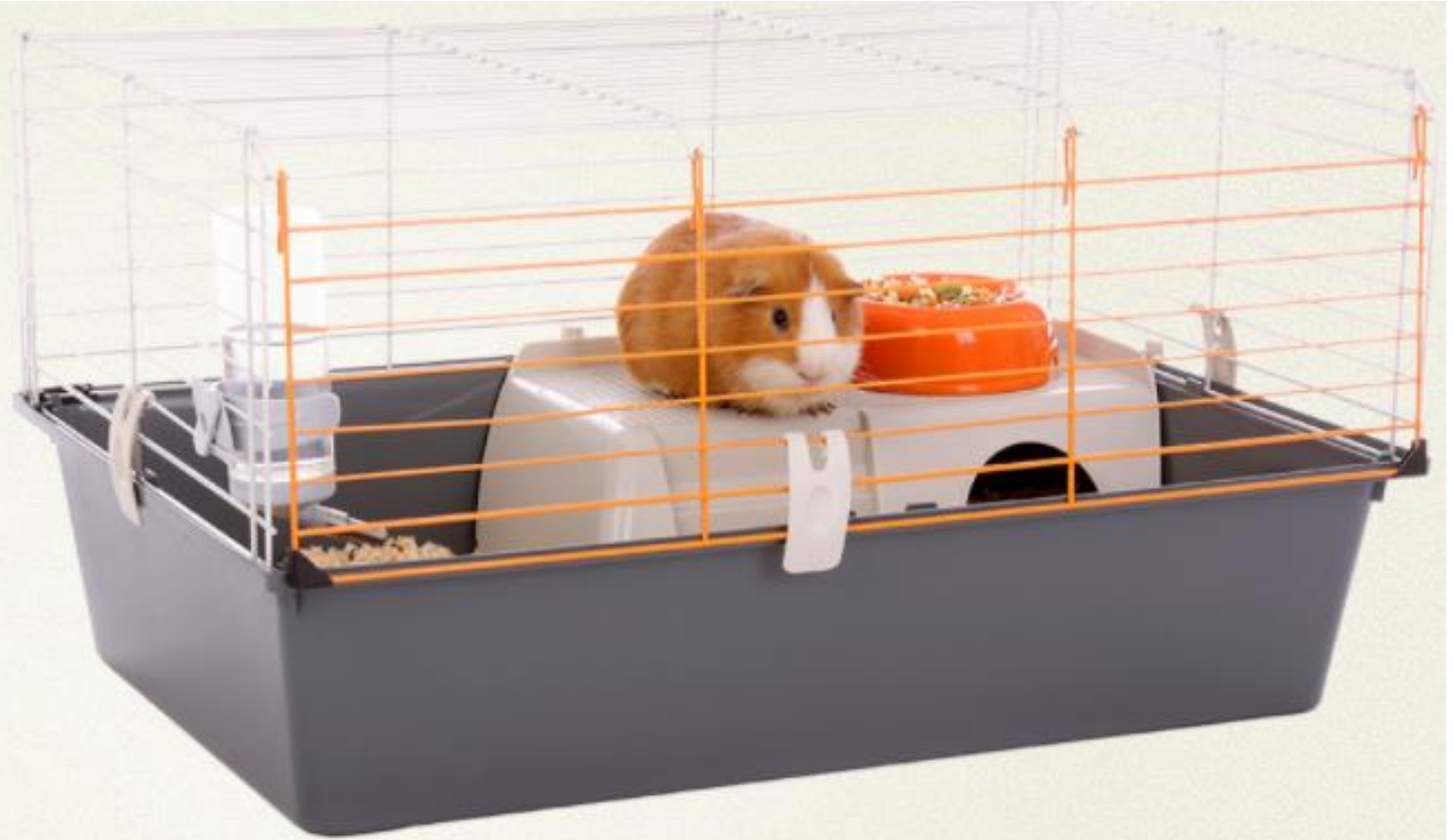
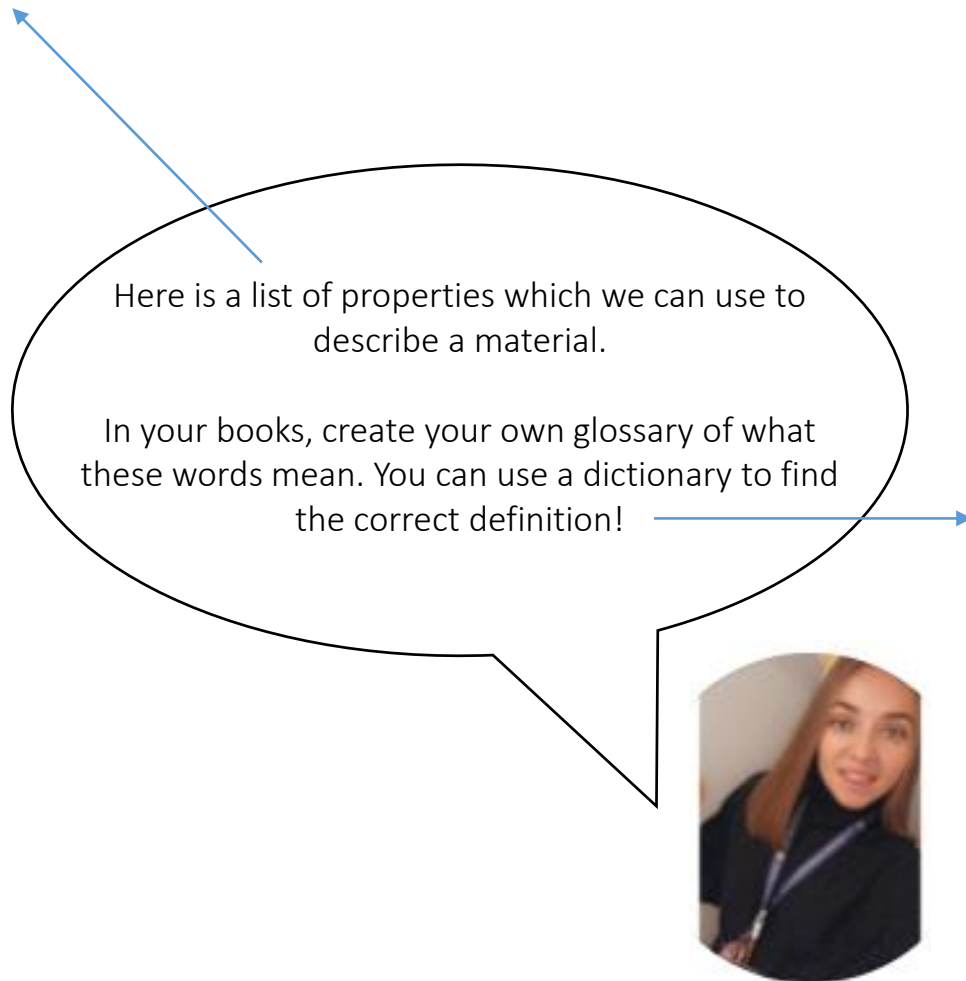| Properties	Definitions
Hard	Objects are attracted to magnets.
Translucent	Will bounce off its surface.
Insulating	Is able to soak up liquid easily.
Reflective	Will allow liquids and gases to pass through it.
Absorbent	Will let light, but not detailed shapes, pass through them.
Magnetic	Easy to bend.
Transparent	Will easily catch fire and burn quickly.
Flexible	Difficult to scratch.
Permeable	Will stop energy such as electricity or heat from transferring through.
Flammable	Light passes through easily and objects are seen clearly.

Here is a list of properties which we can use to describe a material.

In your books, create your own glossary of what these words mean. You can use a dictionary to find the correct definition!

WORLD CHILDREN'S MENTAL HEALTH WEEK

"Today we will be thinking about why kindness matters, what it means to be kind, what it feels like to be kind and what can happen when we are kind."

https://nowandbeyond.org.uk/

On Wednesday 3rd February 2021

Wear an item of clothing inside out!

Be kind always… you never know how someone is feeling inside.

Activity Time

Choose two feelings one for each side of the sheet.

Write the feeling inside the top label. Draw what YOU think that feeling might look like.

You can use shapes, colours, patterns and symbols. Remember, everyone feels differently so it doesn't have to look the same as anyone else's.

Fill in the Care Label on the side of the t-shirt with things you can do to be kind.

Things I can do to be Kind:

When we stop to think about how others are feeling it reminds us to be kind.

Heads Up Kids
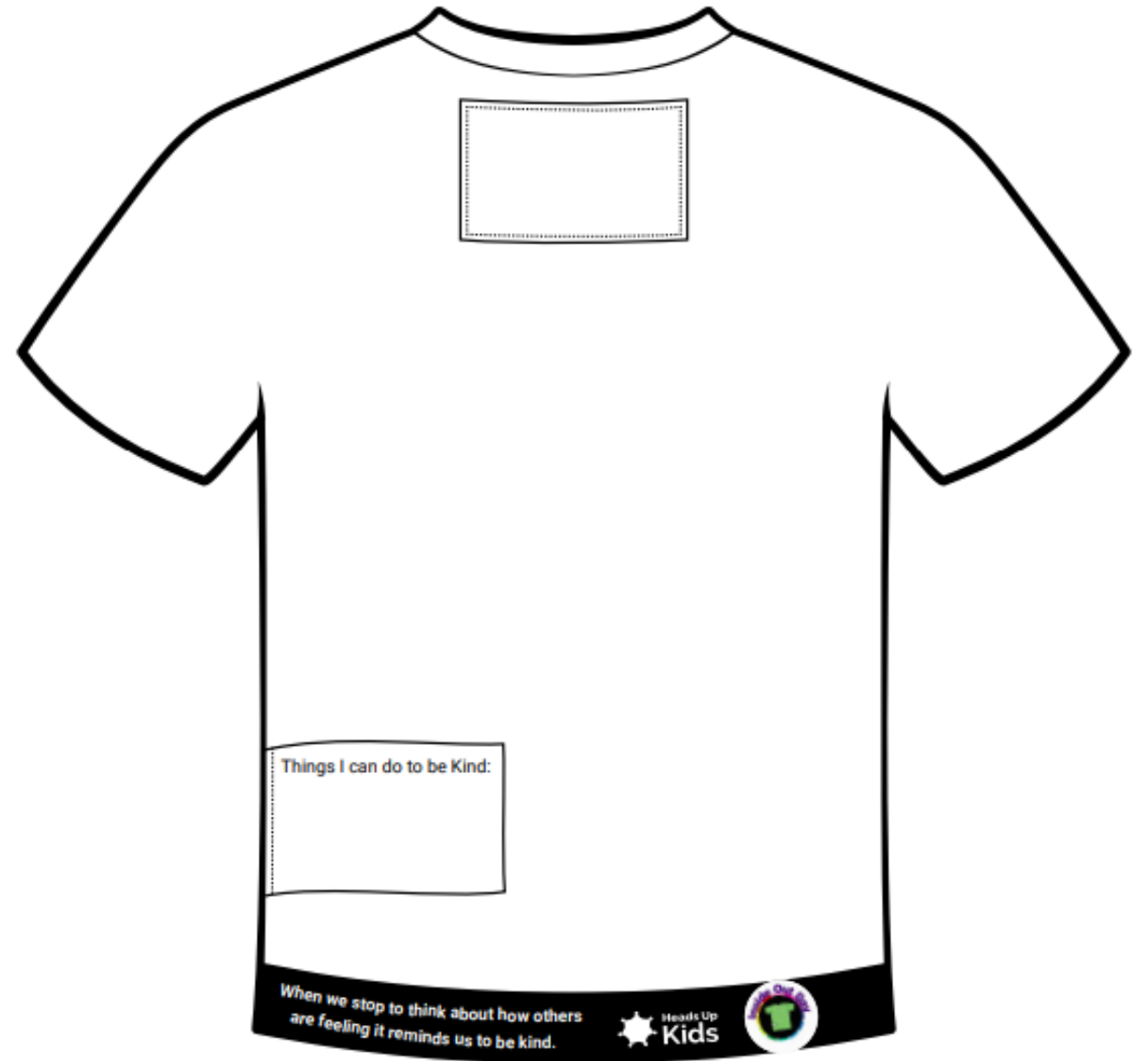
Session 4 – Guided Reading

Predict:

Which animal is which god?

Odin
All-father
Greatest of all Gods

Thor
God of Thunder

Loki
Blood brother to the
Gods
Trickster, Meddler

Explore the vocabulary needed for reading the next section of text: snorted, runt, impregnable, meddling, fend, inhabitants, exception.

Have a look at the words.
Do you know the meanings of any of these words?

Clarify vocabulary:

Draw a line to match the word with its meaning.

inhabitants	indestructible – something that can't be invaded
snorted	people or citizens of a place
runt	look after yourself without help
impregnable	making a grunting sound because you don't agree with the speaker
meddling	a special case, excluded from the rest of the rule
fend	smallest or weakest
exception	interfering, butting in, being a busybody

Please read!

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.

Odd looked at the bear. The bear looked at Odd with big brown eyes. Odd spoke aloud. 'I can't run,' he said to the bear. 'So if you want to eat me, you'll find me easy prey. But I should have worried about that before, shouldn't I? Too late now.'

He took a deep breath and swung the axe one last time. The birch tree tipped and fell away from the bear, who blinked and pulled its paw from the hollow in the tree. The paw was dripping with honey.

The bear licked its paw with a startlingly pink tongue. Odd, who was hungry, picked a lump of honeycomb from the edge of the hole, and ate it, wax and all. The honey oozed down his throat and made him cough.

The bear made a snuffling noise. It reached into the tree, pulled out a huge lump of comb

and finished it off in a couple of bites. Then it stood up on its hind legs and it roared.

Odd wondered if he was going to die now, if the honey had just been an appetiser, but the bear got down on all fours once more, and continued, single-mindedly, to empty out the tree of honey.

It was getting dark.

Odd knew it was time for him to head for home. He started down the hill, and was almost at the bottom when he realised that he had absolutely no idea where his hut was. He had followed the fox to get here, but the fox was not going to lead him back. He tried to hurry, and he stumbled on a patch of ice, and his crutch went flying. He landed face-first in the hard snow.

He crawled towards his crutch, and as he

did so, he felt hot breath on the back of his neck.

'Hello, bear,' said Odd cheerfully. 'You had better eat me. I'll be more use as bear food than I will be frozen to death on the ice.'

The bear did not seem to want to eat Odd. It sat down on the ice in front of him, and gestured with its paw.

'You mean it?' said Odd. 'You aren't going to eat me?'

The bear made a rumbling sort of noise in the back of its throat. But it was a gloomy noise, not a hungry noise, and Odd decided to chance his luck. The day could not get stranger, after all.

He clambered on to the bear's back, holding on to his crutch with his left hand, and clutching the bear's fur with his right. The

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bear stood up slowly, making sure the boy was on, then set off at a fast lope through the twilight.

As the bear sped up, the cold went through Odd's clothes and chilled him to the bone.

The fox sauntered ahead of them, the eagle flew above them, and Odd thought crazily, happily, *I'm just like one of the brave lords in my mother's ballads. Only without the horse, the dog and the falcon.*

And he thought, *I can never tell anyone about this because they won't believe it. Because even I wouldn't believe it.*

Snow fell from branches as they brushed past and it stung his face, but he laughed as they went. The moon rose, pale and huge, and cold, cold, but Odd laughed some more, because his hut was waiting for him, and he

---

was an impossible lord riding a bear, and because he was Odd.

The bear stopped in front of Odd's hut, and Odd half climbed, half fell from the beast's back. He pulled himself up with his crutch, and then he said, 'Thank you.' He thought the bear nodded its head in the moonlight, but perhaps he imagined it.

There was a crash of wings, and the eagle landed on the snow a few feet from Odd. It tipped its head on one side to stare at Odd with an eye the colour of honey. There was nothing but darkness where its other eye should have been.

He walked up to his door. The fox was already waiting there, sitting like a dog. The bear padded up to the hut behind him.

Odd looked from one animal to the other.

'What?' he said testily, although it was obvious what they wanted.

And then, 'I suppose you had better come in,' he said. He opened the door.

And they came in.

CHAPTER THREE

The Night Conversation

Odd had imagined that the side of salmon would feed him for a week or more. But bears and foxes and eagles all, he discovered, eat salmon, and he felt that feeding them was the least he could do to thank them for seeing him home. They ate until it was all gone, but only

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Odd and the eagle seemed satisfied. The fox and the bear both looked like they were still hungry.

'We'll find more food tomorrow,' said Odd. 'Sleep now.'

The animals stared at him. He walked over to the straw mattress, and climbed on to it, placing the crutch carefully against the wall, to pull himself up when he woke. The bed didn't smell like his father at all, he realised, as he lay down. It just smelled like straw. Odd closed his eyes, and he was asleep.

Dreams of darkness, of flashes, of moments, nothing he could hold on to, nothing that comforted him. And then into the dream came a booming, gloomy voice that said:

'It wasn't my fault.'

And a higher voice, bitterly amused, said,

'Oh, right. I *told* you not to go pushing that tree down. You just didn't listen.'

'I was hungry. I could smell the honey. You don't know what it was like, smelling that honey. It was better than mead. Better than roasted goose.' And then, the gloomy voice, so bass it made Odd's stomach vibrate, changed its tone. 'And *you*, of all people, don't need to go blaming anyone else. It's because of you we're in this mess.'

'I thought we had a deal. I thought we weren't going to keep harping on about a trivial little mistake . . .'

'You call this trivial?'

And then a third voice, high and raw, screeched, 'Silence.'

There was silence. Odd rolled over. There was a glow from the fire embers, enough to see

the inside of the hut, enough to confirm to Odd that there were not another three people in there with him. It was just him and the fox and the bear and the eagle . . .

Whatever they are, thought Odd, *they don't seem to eat people.*

He sat up in the bed and leaned against the wall. The bear and the eagle both ignored him. The fox darted him a green-eyed glance.

'You were talking,' said Odd.

The animals looked at Odd and at each other. If they did not actually say 'Who? Us?', it was there in their expressions, in the way they held themselves.

'*Somebody* was talking,' said Odd. 'And it wasn't me. There isn't anyone else in here. That means it was you lot. And there's no point in arguing.'

'We weren't arguing,' said the bear. 'Because we can't talk.' Then it said, 'Oops.'

The fox and the eagle glared at the bear, who put a paw over his eyes and looked ashamed of himself.

Odd sighed. 'Which one of you wants to explain what's going on?' he said.

'Nothing's going on,' said the fox brightly. 'Just a few talking animals. Nothing to worry about. Happens every day. We'll be out of your hair first thing in the morning.'

The eagle fixed Odd with its one good eye. Then it turned to the fox. 'Tell!'

The fox shifted uncomfortably. 'Why me?'

'Oh,' said the bear. 'I don't know. Possibly because it's *all your fault?*'

'That's a bit much,' replied the fox. 'Blaming the whole thing on a chap like that.'

It wasn't like I set out to do this. It could have happened to any of us.'

'*What* could?' asked Odd, exasperated. 'And why can you talk?'

The bear pushed itself up on to all fours. It made a rumbling noise, then it said, 'We can talk because, O mortal child – do not be afraid – beneath these animal disguises we wear . . . well, not actual disguises, I mean we *are* actually a bear and a fox and a big bird, which is a rotten sort of thing to happen, but where was I?'

'Gods!' screeched the eagle.

'Gods?' said Odd.

'Aye. Gods,' said the bear. 'I was just getting to that. I am great Thor, Lord of the Thunders. The eagle is Lord Odin, All-Father, Greatest of the Gods. And this runt-eared meddling fox is –'

'Loki,' said the fox smoothly. 'Blood brother to the Gods. Smartest, sharpest, most brilliant of all the inhabitants of Asgard, or so they say –'

'Brilliant?' snorted the bear.

'You would have fallen for it. Anyone would,' said the fox.

'Fallen for *what?*' said Odd.

A flash of green eyes, a sigh, and the fox began. 'I'll tell you. And you'll see. It could have happened to anyone. So, Asgard. Home of the mighty. In the middle of a plain, surrounded by an impregnable wall, built for us by a Frost Giant. And it was due to me, I should add, that that wall did not cost us the Giant's fee, which was unreasonably high.'

'Freya,' said the bear. 'The Giant wanted Freya. Most lovely of the Goddesses – with

obviously, the exception of Sif, my own little love. And it wanted the sun and the moon.'

'If you interrupt me one more time,' said the fox, '*one more time*, I will not only stop talking, but I shall go off on my own and leave the two of you to fend for yourselves.'

The bear said, 'Yes, but –'

'*Not one word.*'

The bear was silent.

The fox said, 'In the great hall of Odin sat all the Gods, drinking mead, eating and telling stories. They drank and bragged and fought and boasted and drank, all through the night and well into the small hours. The women had gone to bed hours since, and now the fires in the hall burned low and most of the Gods slept where they sat, heads resting on the wooden tables. Even great Odin slept in his

high chair, his single eye closed in sleep. And yet there was one among the Gods who had drunk and eaten more than any of the others and still was not sleepy. This was I, Loki, called Sky Walker, and I was neither sleepy nor yet drunk, not even a little . . .'

The bear made a noise, a small grumpy harrumph of disbelief. The fox looked at him sharply.

'I said *one word* . . .'

'That wasn't a word,' said the bear. 'I just made a noise. So. You weren't drunk.'

'Right. I wasn't. And not-drunkenly I wandered out from the hall, and I walked, with my shoes that step on air, up to the top of the wall around Asgard, and I looked out over the wall. In the moonlight, standing beneath the wall, staring up at me, I saw the most beautiful

woman anyone has ever seen. Her flesh was creamy, her hair was golden, her lips, her shoulders . . . perfection. And, in a voice like the striking of a harp string, she called out to me. "Hail, brave warrior," she said.

'"Hail yourself," says I. "Hail, most beautiful of creatures," at which she laughed prettily and her eyes sparkled and I knew she liked me. "And what would a young lady of such loveliness be doing a-wandering alone, and at night, with wolves and trolls and worse on the loose? Let me offer you hospitality – the hospitality of Loki, mightiest and wisest of all the lords of Asgard. I declare that I shall take you into my own house and care for you in every way that I can!"

'"I cannot accept your offer, O brave and extremely good-looking one," she said to me,

Activity Time

Read from *'Aye Gods,'* on page 33 to *'The bear was silent.'* on page 35.
Now have a go at answering these questions:

- How does Loki describe himself?
- Who built the wall?
- *The wall could be entered by enemies: true or false?*
- *List the three things that the frost giant wanted in payment for building the wall.*

What are the two contrasting views of Loki (the fox)?

What does the bear think of him?
What does the fox think of himself?

The bear thinks he's weak, interfering and not always truthful:

- - *'this runt-eared meddling fox'* – runt implies small and weak, meddling meaning he sticks his nose into other people's business
- - *''Brilliant' snorted the bear'* – this shows he doesn't think the fox is brilliant
- - *'a grumpy harrumph of disbelief'* – the bear doesn't believe what the fox is saying or is doubting him

The fox/Loki thinks highly of himself:

- - *'sharpest, smartest and most brilliant of all the inhabitants in Asgard'* – he thinks he's very clever
- - *'I wasn't…drunk'* – he's showing off, making himself seem superior

Activity Time

Bifrost
Asgard
Midgard
Jotunheim
Niflheim
Middle Earth

Home of the Gods
Giant's home
World of the dead
Where humans live
Home to humans, dwarves and giants
Rainbow bridge between Midgard and Asgard

Whole School Reading ZOOM

Link to be posted on Dojo.
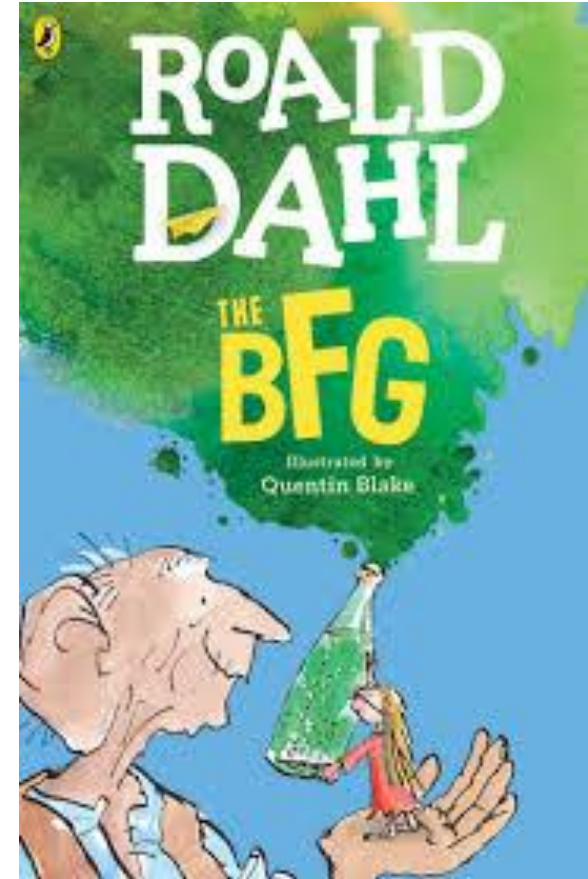
Thursday 4th February

Make sure you read today!
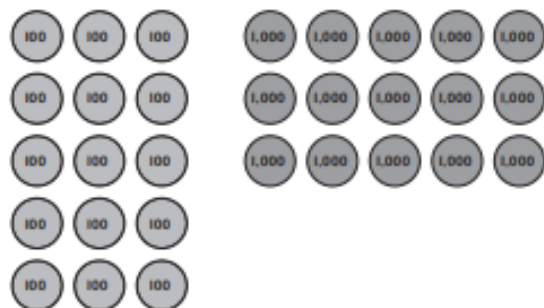

Happy Birthday Maddie!

1. Diagrams matched:
Top diagram ➜ 4 × 3 tens ➜ 12 tens = 120
2nd diagram ➜ 3 × 2 hundreds ➜ 6 hundreds = 600
3rd diagram ➜ 2 × 3 thousands ➜ 6 thousands = 6,000
4th diagram ➜ 3 × 4 hundreds ➜ 12 hundreds = 1,200

2. Children should draw 5 lots of 3 hundred counters and 3 lots of 5 thousand counters.

a) 5 × 300 = 15 hundreds = 1,500
b) 3 × 5,000 = 15 thousands = 15,000

3. a) 300 × 6 = 1,800
6 × 300 = 1,800
1,800 ÷ 300 = 6
1,800 ÷ 6 = 300
b) 30 × 60 = 1,800
60 × 30 = 1,800
1,800 ÷ 30 = 60
1,800 ÷ 60 = 30

4. a) 3 × 700 = 2,100
b) 5,000 × 9 = 45,000
c) 5 × 80 = 400
d) 1,200 ÷ 300 = 4
e) 150 ÷ 5 = 30
f) 72,000 ÷ 9,000 = 8

5. I agree with Reena.
Explanations will vary; for example:
because 4 × 5 = 20 so 40 × 5 = 200 and 40 × 50 = 2,000.

6. a) 600 × 6 = 400 × 9
There are nine 400 g boxes.
b) 80 × 70 = 800 × 7
2,100 ÷ 30 = 21,000 ÷ 300
40,000 ÷ 500 = 400 ÷ 5

Reflect

Answers may vary but should include multiplying and/or dividing by powers of ten or multiples of powers of ten; for example: 4 × 10 = 40; 80 ÷ 2 = 40; 800 ÷ 20 = 40

CHALLENGE

Here are examples of Dexter's maths work.

He has made a mistake in each question.

Can you spot it and explain why it's wrong?

Correct each calculation.

In his first calculation, Dexter has forgotten to use a zero when multiplying by 7 tens.
It should have been
987×76 = 75,012

In the second calculation, Dexter has not included his final exchanges.
324 × 8 = 2,592
324 × 70 = 22,680
The final answer should have been 25,272

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

Session 1 – Maths – End of Unit Check (Year 5)

End of unit check
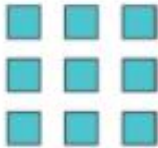
Please complete this in your journal.

1. Which is both a multiple of 3 and a factor of 60?
   - A 180
   - B 15
   - C 20
   - D 4

2. Which statement correctly describes the diagram?

   - A This shows a prime number because there are an odd number of rows.
   - B This shows a cube number because it is 3^3.
   - C This shows that 3 is a square number because there are 3 rows of 3.
   - D This shows that 9 is a square number, because $3 \times 3 = 9$.

3. Which is **not** equivalent to $5 \times 8 \times 7$?
   - A 40×7
   - B 40×56
   - C 35×8
   - D 10×28

4. Which of these is not a prime number?
   - A 2
   - B 17
   - C 31
   - D 39

5. Find the calculation with the answer equivalent to $30 \times 10 \times 10$.
   - A 50×600
   - B $6,000 \div 20$
   - C 5×60
   - D 150×20

6. Find three prime numbers that complete the following calculation.

   $\square \times \square \times \square = 130$

7. Here are three digit cards.

   | 4 | 5 | 7 |

   Debbie makes a 2-digit number and a 1-digit number using the cards.

   She multiplies the two numbers together.

   The answer is a multiple of 10.

   What two numbers did Debbie make?

Activity Time

Turn to your Power Maths practice book and complete pages 138 – 139.

CHALLENGE

Please complete this in your journal.

Teddy has spilt some paint on his calculation.

		2		6	9
×					2
	2	₆2	₅9	₇5	2
	₁5	₁7	₁3		0
	₁1	₁0	₁3	3	2

What are the missing digits?

What do you notice?

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 chooses his first disciples

One day, "while the people pressed upon Jesus to hear the word of God, he was standing by the lake of Gennesaret. He saw two boats by the lake; but the fishermen had got out of them and were washing their nets. Getting into one of the boats, which was Simon's, he asked him to put out a little from the land. Jesus sat down and taught the people from the boat. When he finished, he said to Simon,

"Put out into the deep and let down your nets for a catch."

Simon answered, "Master we worked all night and caught nothing! But at your word I will let down the nets" (Lk. 5:4-6)

When they had done this, they caught so many fish that their nets were breaking. They beckoned to their partners in the other boat to come and help them. They came and filled both boats so that they began to sink. But when Simon Peter saw it, he fell down at Jesus's knees, saying,

"Depart from me, for I am a sinful man, O Lord.' For he was astonished, and all that were with him, at the catch of fish which they had taken. Jesus said to Simon, 'Do not be afraid; from now on you will be catching men." And when they had brought their boats to land, they left everything and followed him" (Lk. 5:1-11)

Activity Time
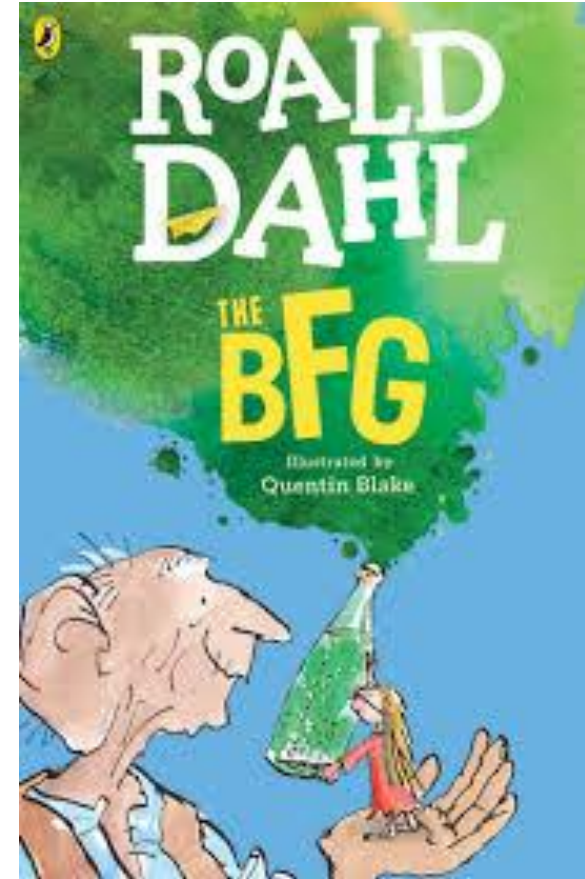
Think of all the ways we are called to follow Jesus.

How might you encourage others to be followers of Jesus?

Here are some of my ideas..
- Love your enemies. ...
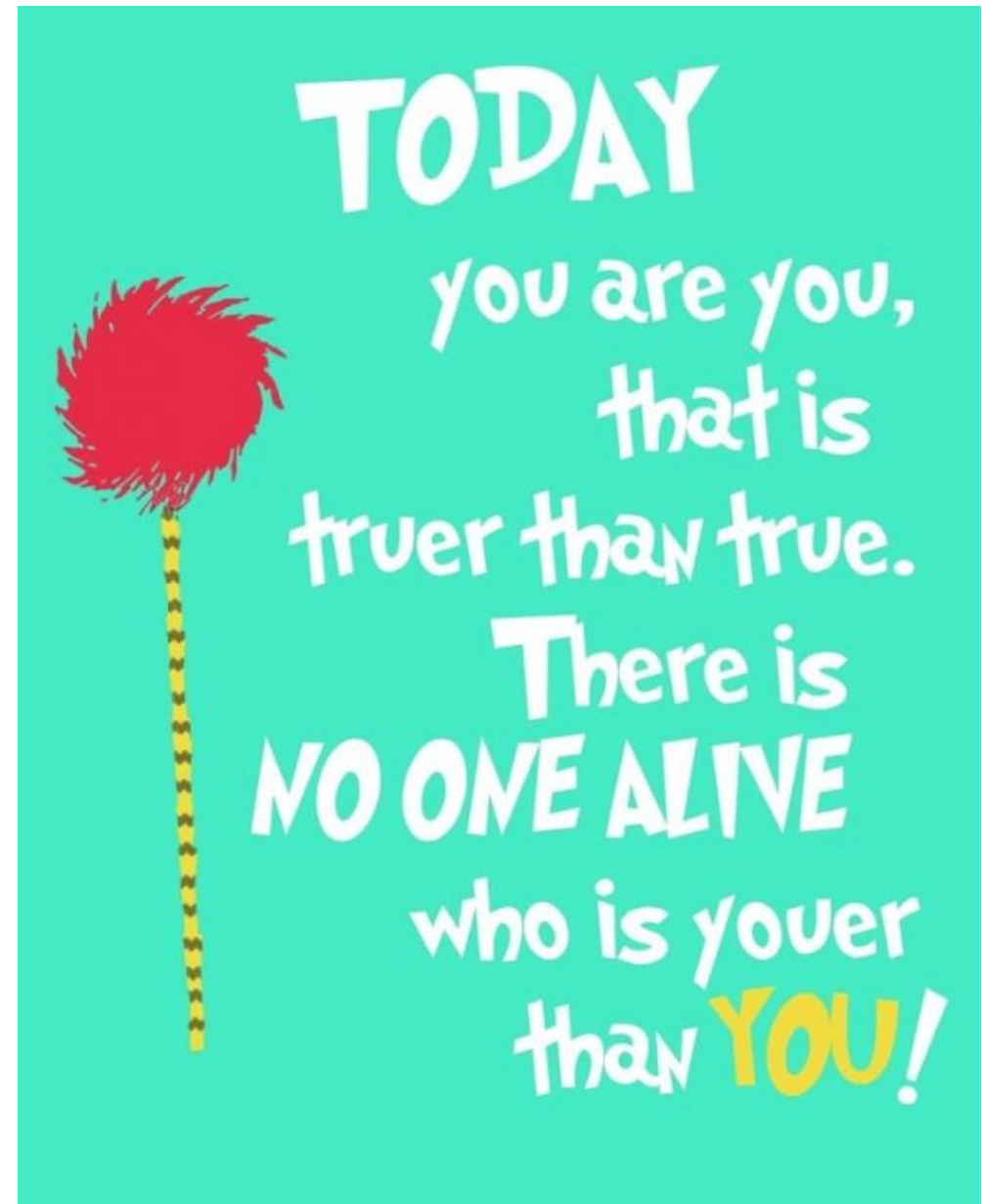- Love your neighbour. ...
- Don't judge others. ...
- Be humble. ..

Whole School Reading ZOOM

Link to be posted on Dojo.

Friday 5th February

Make sure you read today!

TODAY you are you, that is truer than true. There is NO ONE ALIVE who is youer than YOU!

End of unit check

My journal

Children may write answers such as:

I know 250 isn't a square number because 15 squared is 225 and 16 squared is 256; 2,500 is a square number because 50 × 50 is 2,500; I know 2,500 is going to be square because 5 × 5 is 25. If I multiply both 5s by 10 then the answer must be multiplied by 100.
25 × 100 = 2,500.

Power puzzle

Prime factors of 90 = 2 × 3 × 3 × 5

Prime factors of 210 = 2 × 3 × 5 × 7

CHALLENGE

Teddy has spilt some paint on his calculation.

What are the missing digits?

What do you notice?

The missing digits are all 8

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

Session 1 – Maths (Year 5)

Please complete this in your journal.

Alex is saving up to buy a new computer game that costs **£36**

He gets **£4.50** pocket money each week.

He does this calculation:

$$36 \div 4.50 = 8$$

Tick (✓) to show what this calculation tells him.

how much the game will cost ☐

how much he will save each week ☐

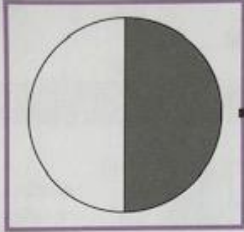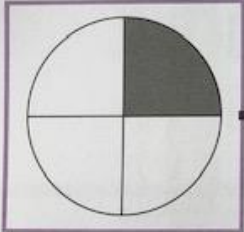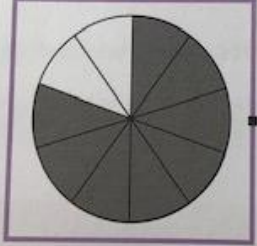how many weeks it will take to save the money he needs ☐

how much money he will have left when he buys the game ☐

Match each shaded circle to the equivalent fraction.

Shaded circle	Fraction
	$\frac{25}{100}$
	$\frac{4}{5}$
	$\frac{5}{10}$

Mr Chen runs a marathon in $4\frac{1}{4}$ hours.

How many **minutes** are there in $4\frac{1}{4}$ hours?

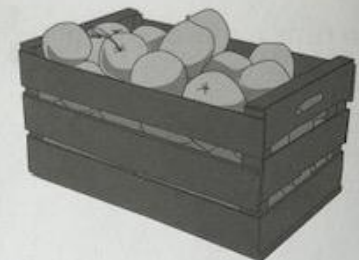Show your working:

minutes

There are **50** apples in a box.

There are **346** children in a school.

How many boxes does the school need for every child to get an apple?

boxes

Please complete this in your journal.

Please complete pages 18 & 19 in your CGP Maths Targeted Question Book

Session 2 – English

Please read.

Fenrir had nearly squished Freyja, the goddess of love, while she had tried to cast a spell.

Then there was Baldr, the god of justice, who had only just escaped from the jaws of the beast despite his amazing strength.

And Thor's own brother, Tyr, had his hand bitten off when he tried to outwit the wolf.

"The only way to stop Fenrir is with a rope made from two incredibly rare items: the sound of a cat's footfall and the roots of a mountain..." said Thor, "...and by the looks of things, you have collected many strange things already!" Before Arthur could refuse, Thor handed him two glass bottles and sent him on his way.

Reread the information about Thor and Loki. Establish that Thor and Loki are enemies, and that Loki is the villain.

Avengers information

Thor – God of Thunder

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.

Loki – Trickster and Mischief-Maker

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.

Watch the clip from The Avengers film
Watch it up to the start of the fight scene – 27 seconds.

https://www.youtube.com/watch?v=f7cjpeRuNQc

Thor vs. Loki

- If the scene was written as a narrative, each time the camera moved to zoom out, home in, look at one character, focus on one setting, the writer would need to start a new paragraph.

- How many events, changes of focus, setting, character, speech are there in that 27 second scene? Can you count them?

Activity Time

Using the sentences (on the next slide) about the scene (each sentence represents a new paragraph), consider ways to introduce and connect the paragraphs using adverbials.

- Think about extra details and further sentences you may want to add to each paragraph.

- You may wish to join two sections together to make one paragraph. Write on the sheet, make edits and add revisions.

- High up, near the top of a building, a cantilevered platform juts out.

- Loki strolls across to the centre of the circular platform. His armour glitters menacingly as he strides. He is carrying a staff with a blue orb at the end.

- The city's high-rise buildings loom. Small fighter planes dash in and out of the skyscrapers.

- Thor jumps onto a balcony just below Loki and shouts, "Loki".

- Loki turns to face Thor with a menacing grimace on his face.

- Both Thor and Loki raise their weapons.

- Loki bellows, "There is no stopping it. There is only the war."

- Loki jumps down to Thor and roars.

Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 10 – 11
(Julius Caesar's Goat)

Year 5 – CGP Comprehension Book – Pgs. 10 – 11
(The Great Fire of London)

Session 4 – Wellbeing Friday

Today is World Nutella Day!

10 SIMPLE WAYS TO HAVE A PARTY

MAKE A RECIPE WITH NUTELLA®

WRITE A SONG OR POETRY DEDICATED TO NUTELLA®

ENJOY NUTELLA® IN A PARTICULAR PLACE

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RELIVE YOUR FIRST EXPERIENCE WITH NUTELLA®

GIVE NUTELLA® TO THE PEOPLE YOU LOVE
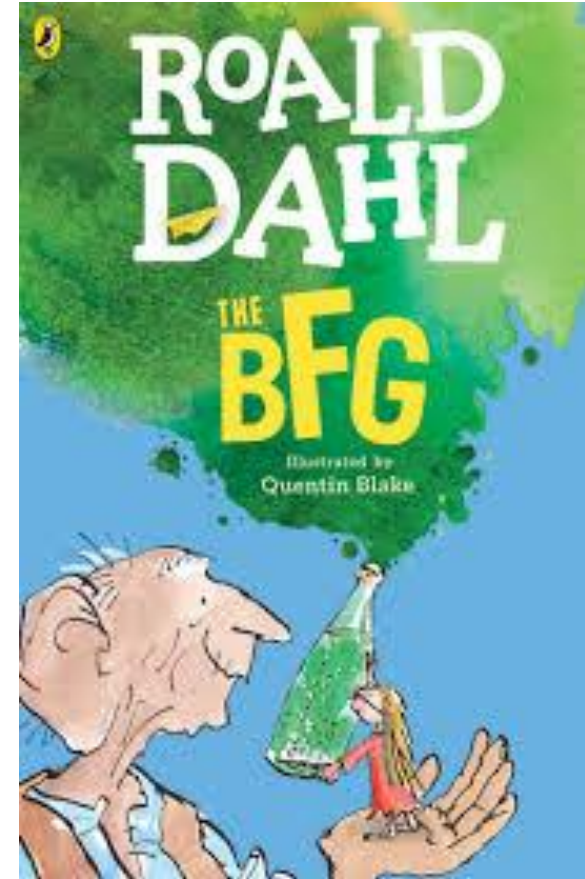
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World nutella Day FEBRUARY 5th

Whole School Reading ZOOM & **Assembly**

Link to be posted on Dojo.

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

KEEP SAFE!