

# Home Learning – **Week 6** – 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 8th February 2021**

Day	Session 1		Session 2	Session 3	Session 4		
Monday 8 <sup>th</sup> February	<b>Maths</b> YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 1		English	<b>B R E A K L U N C H</b>	Reading Independent Reading	Research Project Display your Research	Whole School Reading
Tuesday 9 <sup>th</sup> February	<b>Maths</b> YEAR 4 – SEE MR FOSTER'S PowerPoint Lesson 4 YEAR 5 – My Maths	<b>Drama</b> ONLINE LESSON 10:00– 10:30AM	Music ONLINE LESSON 11:00 – 11:45AM		English	RE	Whole School Reading
Wednesday 10 <sup>th</sup> February	<b>Maths</b> YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 2		English ONLINE LESSON 11:00 – 11:30AM		Science	Guided Reading	Whole School Reading
Thursday 11 <sup>th</sup> February	<b>Maths</b> YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 3		Spanish ONLINE LESSON 11:00 – 11:45AM		Dance ONLINE LESSON 1:30 – 2:00PM	RE	Whole School Reading
Friday 12 <sup>th</sup> February	<b>Maths</b> YEAR 4 – SEE MR FOSTER'S PowerPoint YEAR 5 – Unit 6: Measure: Area and Perimeter, Lesson 4		English		Reading Comprehension	Wellbeing Friday	Whole School Reading & Assembly
<b>HAPPY HALF TERM!</b>							

Monday 8<sup>th</sup>  
February

Make sure you read today!

**And will you succeed?  
Yes you will indeed!  
98 and 3/4 percent  
guaranteed.**

**Dr. Seuss**

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

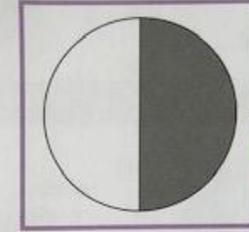


Please use these answers to mark your Maths work from last week!

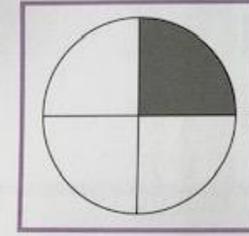
Match each shaded circle to the equivalent fraction.

Shaded circle

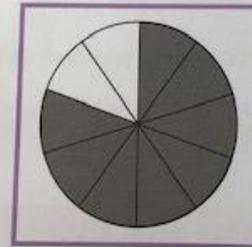
Fraction



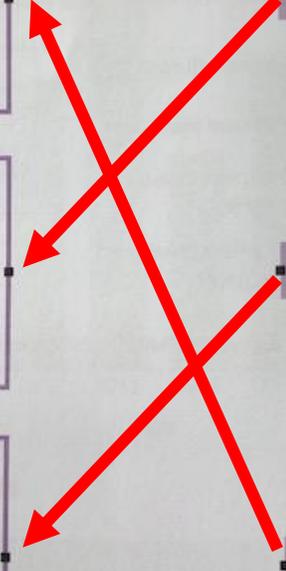
$\frac{25}{100}$



$\frac{4}{5}$



$\frac{5}{10}$



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



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

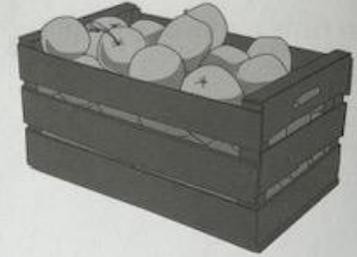
Show your working:

$$60 + 60 + 60 + 60 = 240$$

$$240 + 15 = \underline{225}$$

minutes

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

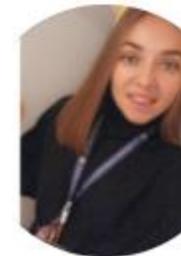


There are **346** children in a school.

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

**7** boxes

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



# Session 1 – Maths (Year 5)

<https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zsr4k7h#:~:text=The%20perimeter%20is%20the%20distance,lengths%20of%20all%20the%20sides.>

Please complete this  
in your journal.



## Measuring perimeter

Discover



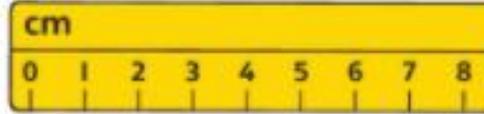
- 1 a) What is the perimeter of the red stripy sticker?
- b) Work out the perimeter of the blue dotty sticker without measuring all of the sides.

# Share

a)



The perimeter of a 2D shape is the distance all around it.



There are no measurements labelled on the sticker, so I will use a ruler to measure all the sides.



$$6 \text{ cm} + 3 \text{ cm} + 2 \text{ cm} + 3 \text{ cm} + 8 \text{ cm} + 6 \text{ cm} = 28 \text{ cm}$$

The perimeter of the red stripy sticker is 28 cm.

b)



Rectangles have two pairs of equal sides, so I only need to measure two of the sides. I will add these, then double that number.

$$10 \text{ cm} + 3 \text{ cm} = 13 \text{ cm}$$

$$13 \times 2 = 26 \text{ cm}$$



$$10 \text{ cm} \times 2 = 20 \text{ cm}$$

$$3 \text{ cm} \times 2 = 6 \text{ cm}$$

$$20 + 6 = 26 \text{ cm}$$

I doubled the length, doubled the width and added them.

The perimeter of the blue dotty sticker is 26 cm.

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



## Think together

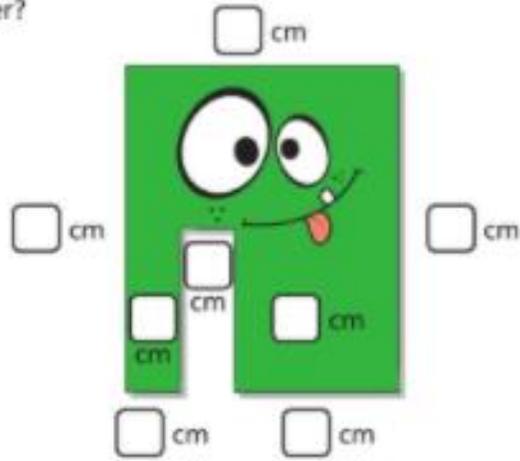
1 What is the perimeter of this sticker?

cm +  cm +  cm +

cm +  cm +  cm +

cm +  cm =  cm

The perimeter is  cm.



Please complete this in your journal.

This sticker was a rectangle. What was its perimeter?



The perimeter of the sticker was  cm.

Explain how you know.

3 You have been asked to find the perimeter of this shape by only measuring two sides.

Point to the two sides you would choose to measure.

Explain how you can use them to find the answer.



I can see some sides that combine together.



The perimeter of the shape is  cm.

CHALLENGE

# Activity Time

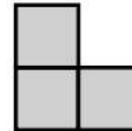
Turn to your Power Maths practice book and complete pages 140 – 142.

**CHALLENGE**

Please complete this in your journal.



- i** This tile has sides of 7 cm. Different shapes can be made by putting two or more tiles together.



- a) Draw shapes with a perimeter of 42 cm, 70 cm and 84 cm.
- b) Explain why it is not possible to make shapes with perimeters of 21 cm and 50 cm.

I noticed something about the perimeters of all the shapes I made.



# Session 2 – English

Please read



A gigantic boom echoed around the valley as the beast's huge paws hit the floor.



Arthur held on tight to Thor's jar and captured as much of the sound as possible, before making a quick getaway.



# Writing in Paragraphs

Watch

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7>

# Creating Cohesion

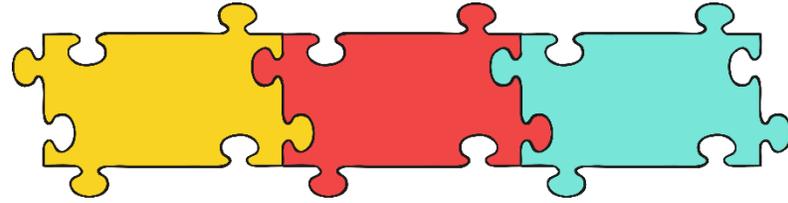
When the ideas within paragraphs link well together we say the paragraph has **cohesion**.

You can think of cohesion like glue holding the text together.

What does cohesion do? Discuss your ideas with the other children in your group.

- It keeps order in the paragraph.
- Related ideas are kept together.
- It makes it easier for the reader to understand the text.
- Ideas flow more smoothly.
- It provides links between ideas.





Connecting adverbs/adverbials can help to create cohesion within paragraphs.

They join separate sentences together and ensure that ideas flow more smoothly.

They are mobile and can be used in different places in sentences.

Example:

The brown bear looks cuddly. **However**, he is not a friendly animal.

The brown bear looks cuddly. He is not, **however**, a friendly animal.



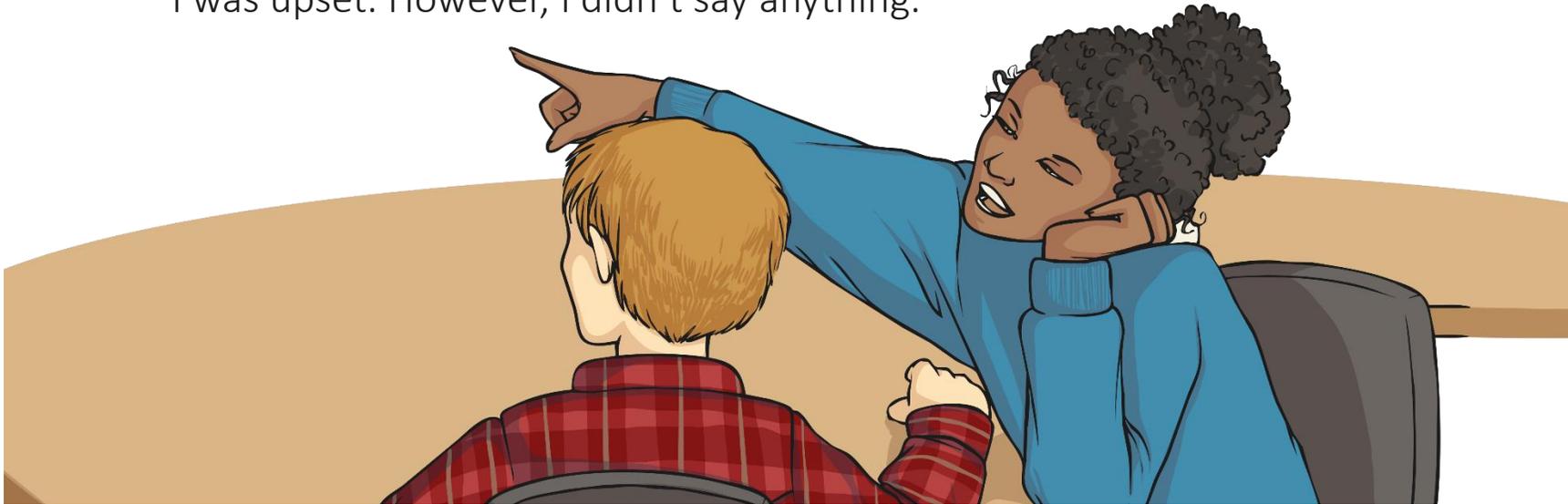
'However' connects the ideas in the two separate sentences.

Commas are often used to mark off connecting adverbs/adverbials. Can you spot the connecting adverbs / adverbials in these sentences?

First of all, I want to welcome you to the meeting.

I didn't think much of the film. Helen, on the other hand, enjoyed it.

I was upset. However, I didn't say anything.



## Answers

**First of all**, I want to welcome you to the meeting.

I didn't think much of the film. Helen, **on the other hand**, enjoyed it.

I was upset. **However**, I didn't say anything.



# Which of these elements could be used to introduce the paragraphs to create cohesion?

- adverbial phrase
- speech
- character description using a range of nouns/pronouns/synonyms
- use of a subordinate clause
- action word
- question
- repetition of a word or phrase

# Answers...

- adverbial phrase
- speech
- character description using a range of nouns/pronouns/synonyms
- use of a subordinate clause
- action word
- question
- repetition of a word or phrase

# Activity Time

Using the pictures on the next slide.

Write the opening sentence for each of the paragraphs.

Each picture is a different paragraph.

Try to **use a range of different** ways to open the paragraphs.



# 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

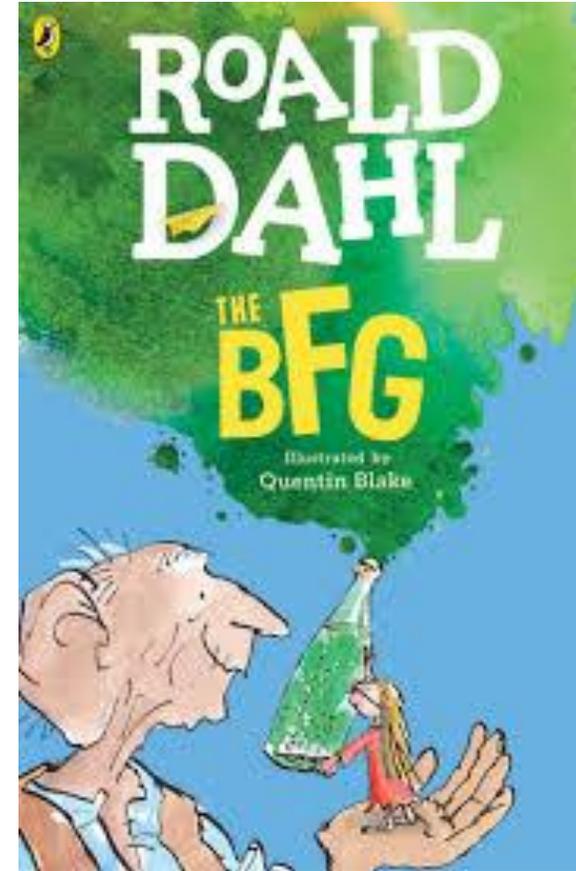
Can you put all of your research into a well presented PowerPoint or paper leaflet.

If you need to email any work across please send it to:  
[Sec.HolySpiritPrimary@halton.gov.uk](mailto:Sec.HolySpiritPrimary@halton.gov.uk)



# Whole School Reading ZOOM

Link to be posted on Dojo.



Tuesday 9<sup>th</sup>  
February

Make sure you read today!

THINK AND WONDER,  
WONDER AND THINK.



~ DR. SEUSS



# Session 1 – Maths (Year 5)

[All Classes](#) > [Amethyst - Year 5](#)

?

Set task

Set activity

Delete

Toggle Fullscreen

<input type="checkbox"/> Task or activity	Type	Created	Completed	Start	Due	Feedback
<input type="checkbox"/> <a href="#">Perimeter</a>		01/02/21	0/14	09/02/21	<u>10/02/21</u>	Task not started

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

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



# Drama Session

ONLINE ZOOM lesson with Andrew at 10am.

Link to be posted on Class Dojo.

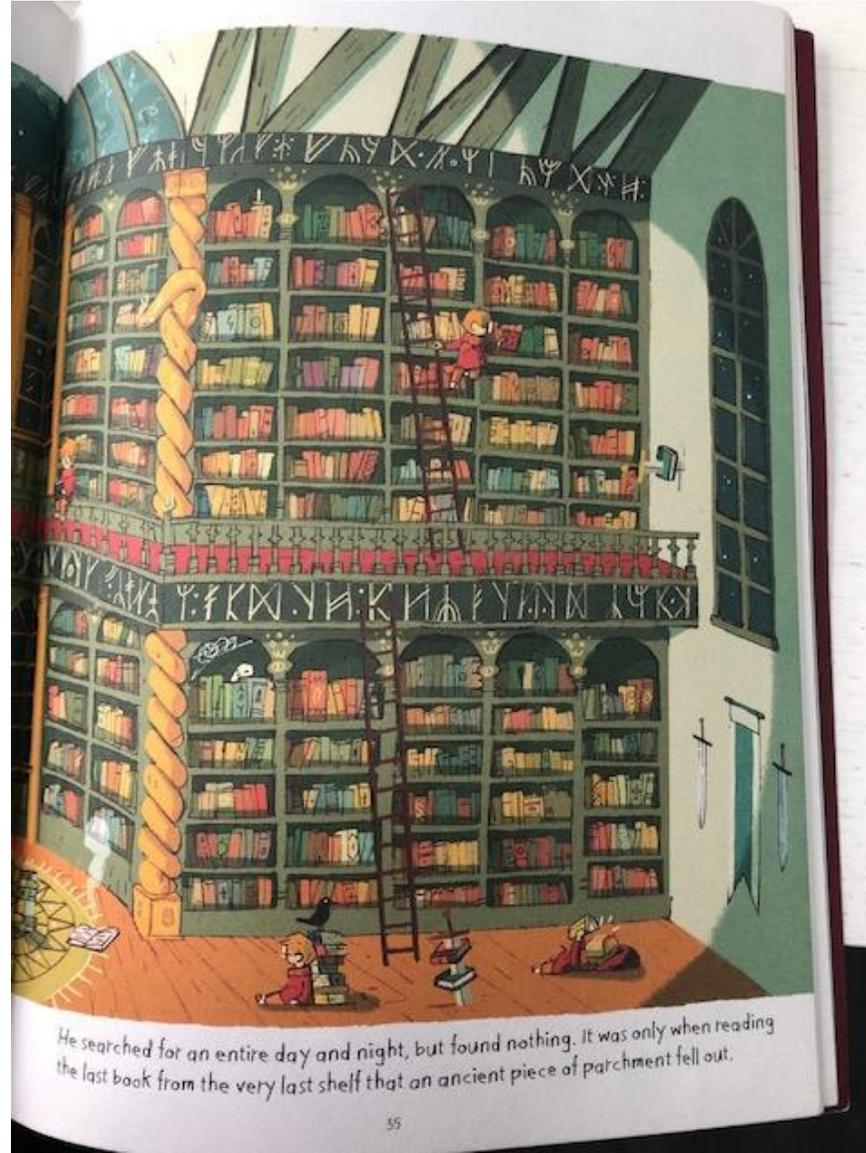
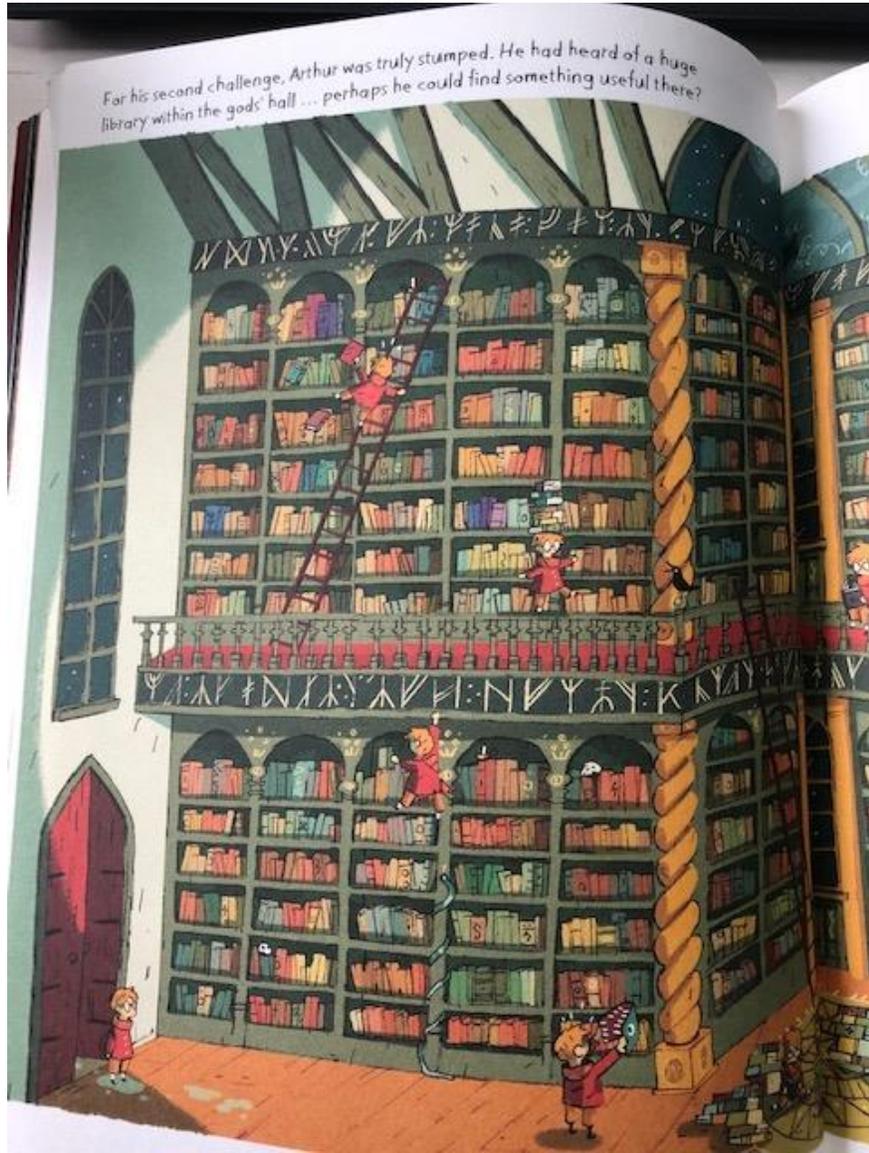
# Session 2 - Music

ONLINE ZOOM LESSON 11:00 – 11:45

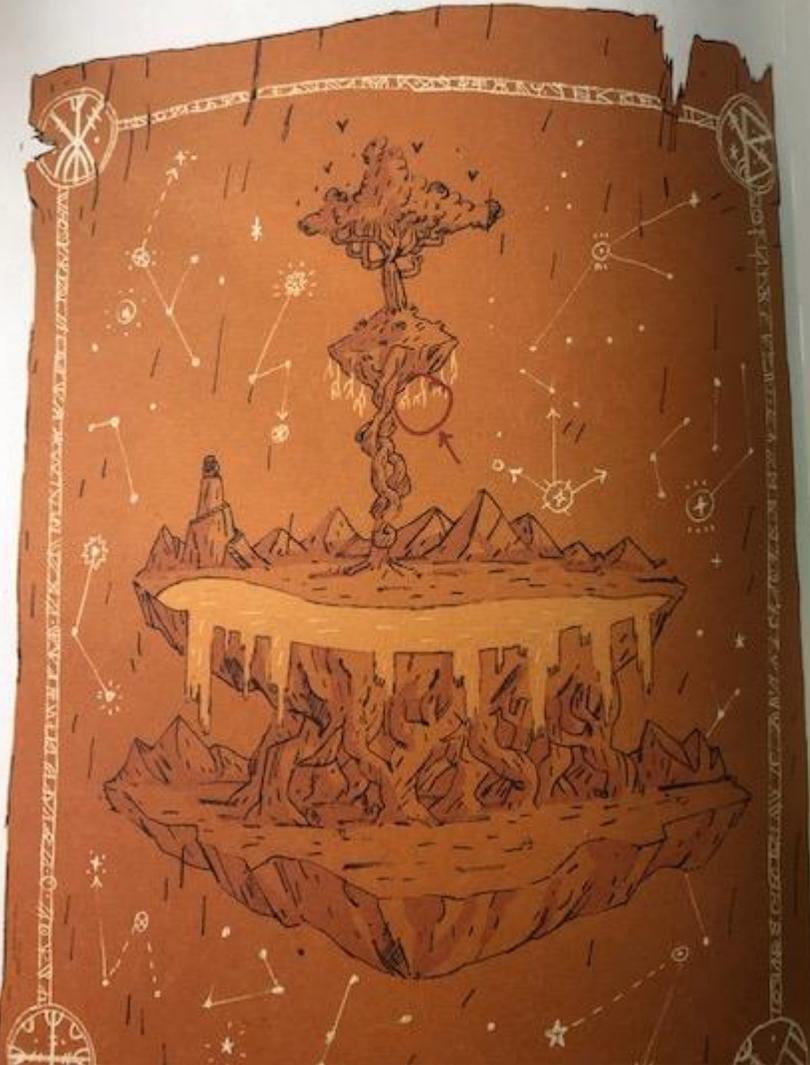
Link to be posted on Class Dojo.

# Session 3 - English

Please read



It was an old map of the Norse world. It showed the realms of the gods, the humans and the giants, and connecting them all was a great tree. The huge, mountainous World Tree, Arthur thought to himself... That was it – the World Tree was the mountain with roots!



It looked much bigger in real life ... but with no time to waste, and legs as sturdy as two cooked noodles, Arthur began the climb.





Just as Arthur thought he was in the greatest peril, Wind Weaver swooped down and caught him in her talons. She carried Arthur all the way back to the gods' hall, where he triumphantly handed both glass jars to Thor.



Odin, the father of the gods, appeared and emptied the jars into a giant cauldron. With a sudden flash of light, a huge golden rope began to rise, winding its way up through the air.

# Which words describe Arthur best?

triumphant	perilous	courageous
noble	headstrong	valiant
egotistical	selfish	selfless
bold	mighty	self-assured
calm	clear-thinking	resolved
clever	foolish	risky

# Activity Time

Please have your sentences in front of you in tomorrow's Zoom lesson



Write sentences about what Arthur has done so far which include some of the words in either precise noun phrases or relative clauses. Ensure correct use of comma.

(Use the words you chose from the last slide)

My examples:

- *The clear-thinking, pocket-sized hero defeated the sea-monsters.*
- *Arthur, who resolved to meet Thor, finally reached the great stairs to Valhalla.*

# Session 4 – RE – The Teaching of Jesus

## Jesus' Mission

Jesus had been given a special mission. When he grew up, he spent a lot of time teaching – he was a rabbi or teacher. He travelled around Galilee. Sometimes he taught in synagogues or outside on a mountain or beside a lake.

Huge crowds gathered to hear Jesus, sometimes as many as four or five thousand people! Everyone listened to his wonderful teaching about God's love for us.

Jesus taught the people that, if they believed in him and followed his teaching, they would live with him forever.



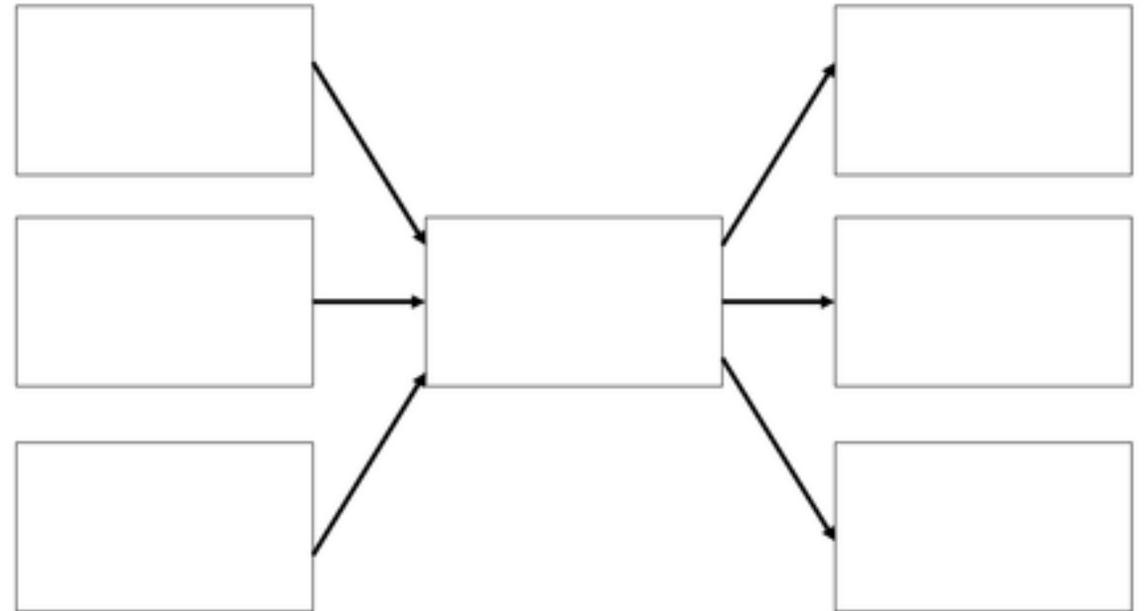
# Activity Time

Think of what it would be like to live in heaven forever with Jesus.

**“No eye has seen and no ear has heard the wonderful things God has prepared for all those who love Him” (1Cor. 2:9).**

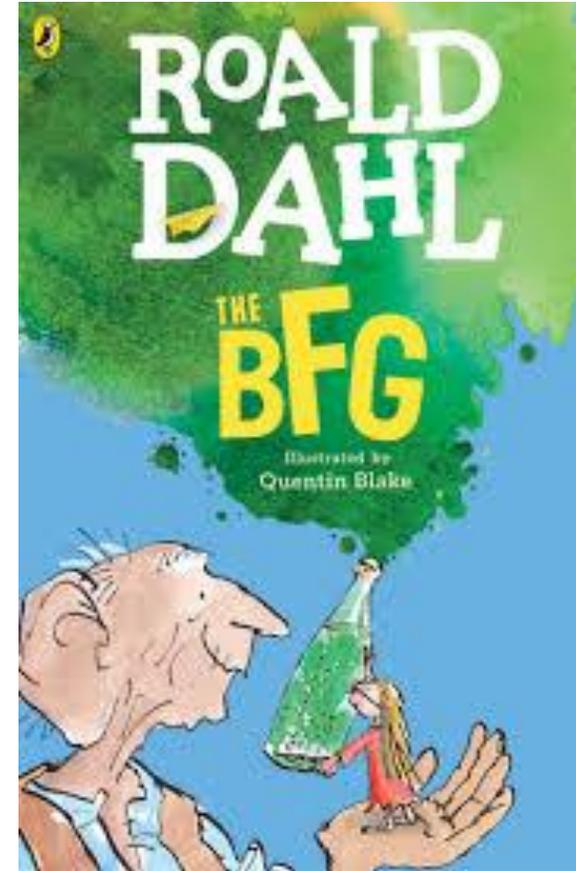
Create a spider diagram showing what you would want heaven to be like?

You can also draw a picture (in pencil) and add labels.



# Whole School Reading ZOOM

Link to be posted on Dojo.



Wednesday 10<sup>th</sup>  
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 1: Measuring Perimeter

→ pages 140–142

- $8\text{ cm} + 6\text{ cm} + 4\text{ cm} + 4\text{ cm} + 4\text{ cm} + 2\text{ cm} = 28\text{ cm}$   
The perimeter of the shape is 28 cm.
  - $6\text{ cm} + 5\text{ cm} + 3\text{ cm} + 2\text{ cm} + 8\text{ cm} + 5\text{ cm} + 1\text{ cm} + 2\text{ cm} = 32\text{ cm}$   
The perimeter of the shape is 32 cm.
- Perimeter = 16 cm
  - Perimeter = 26 cm
  - Perimeter = 12 cm
  - Perimeter = 24 cm
  - Shape B
- Words circled: incorrect shorter
- A rectangle has 4 sides. Amelia has 5 measurements, so it looks like she has measured the same side twice.  
52 cm
- False: because you need to double its length too  
True: because the perimeter of a square is  $4 \times$  the length of one side  
False: because two of the sides now lie inside the new shape so won't count as part of the perimeter



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

## Reflect

Explanations may vary. Children should discuss the need to measure sides accurately and write the length of each side then add all the lengths together. Some children may explain how you can work out the length of one vertical/horizontal side if you have measured the other vertical/horizontal sides.



## Answers

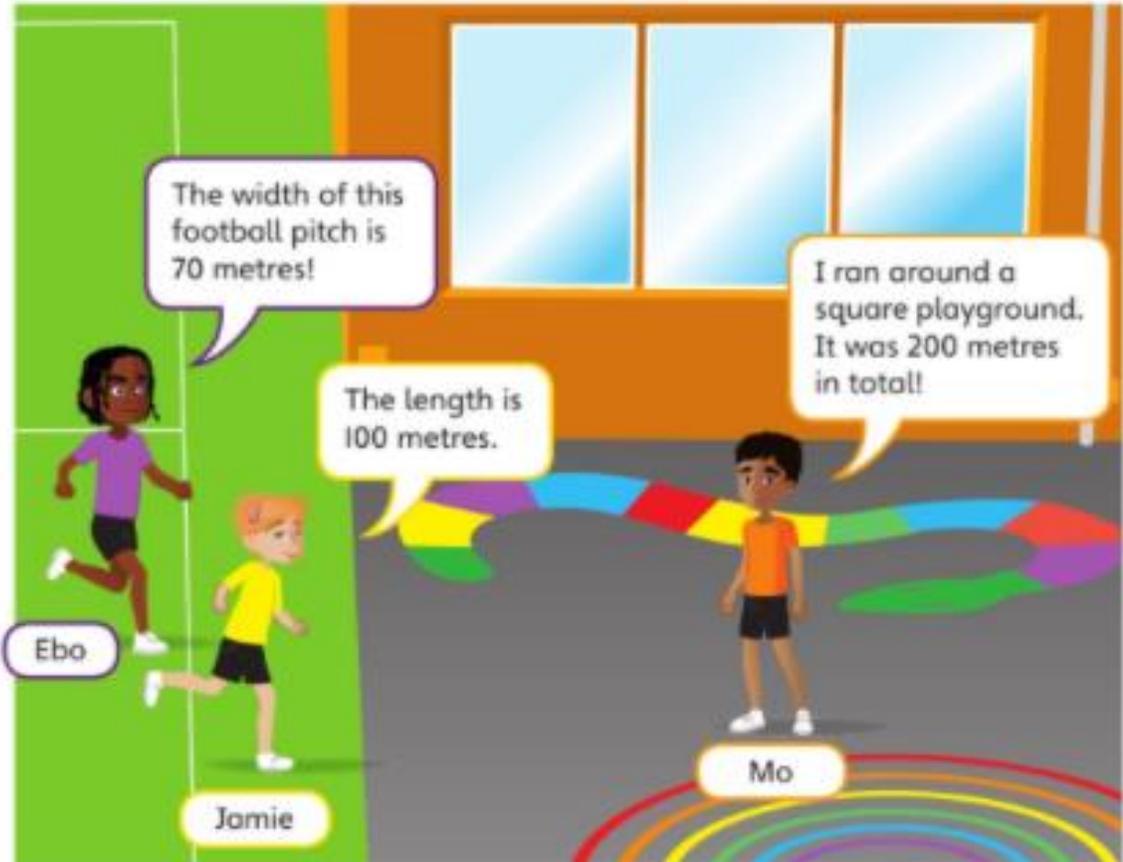
### Activity 1

- Answers will vary but one shape should have a perimeter of 42 cm, one should have a perimeter of 70 cm and one should have a perimeter of 84 cm.
- It is not possible to make a rectilinear shape with a perimeter of 21 cm because this would mean that it would only have three sides of 7 cm length. It is not possible to use the tiles to make a rectilinear shape with a perimeter of 50 cm because 50 is not a multiple of 7 and the tile lengths are 7 cm.

# Session 1 – Maths (Year 5)

## Calculating perimeter 1

Discover



Please complete this  
in your journal.



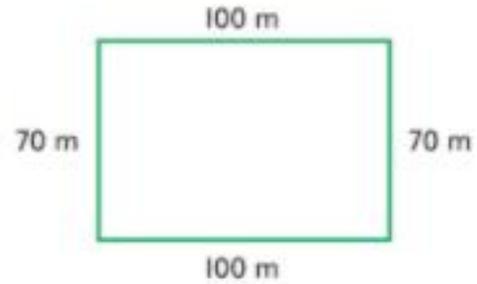
- 1 a) What is the perimeter of the football pitch?
- b) What is the length of the playground?

## Share

a) Jamie and Ebo gave the length and the width of the football pitch.



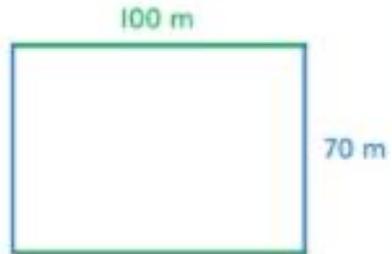
I am going to sketch a picture to help find the answer.



$$100 + 70 + 100 + 70 = 340 \text{ m}$$



I added the length and width and then doubled the result.



$$100 + 70 = 170$$

$$170 \times 2 = 340 \text{ m}$$



**Brackets** show which bit of the calculation to do first.

In this example, double the length and double the width before adding them together.

$$\begin{aligned}(70 \times 2) + (100 \times 2) \\ &= 140 + 200 \\ &= 340 \text{ m}\end{aligned}$$

The perimeter of the football pitch is 340 metres.

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





Please complete this in your journal.

**b)** The square playground has four sides all the same length.

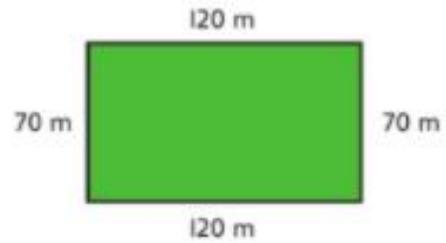
perimeter = 200 m			
? m	? m	? m	? m

$200 \div 4 = 50$

The length of the playground is 50 metres because  $50 \text{ m} \times 4 = 200 \text{ m}$ .

### Think together

**1** A rugby pitch has a width of 70 metres and a length of 120 metres. What is its perimeter?



I could use addition, but I can think of a quicker method using multiplication instead.



$$\begin{aligned} & (\text{length} \times 2) + (\text{width} \times 2) \\ &= (\square \times 2) + (\square \times 2) \\ &= \square + \square \\ &= \square \end{aligned}$$

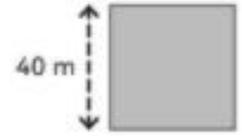
The perimeter of the rugby pitch is  metres.

**2 a)** A square car park has a length of 40 metres.

What is its perimeter?

$\times$   =

The perimeter of the car park is  metres.

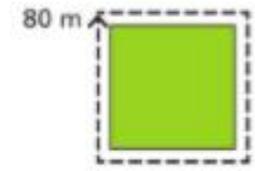


**b)** A square lawn has a perimeter of 80 metres.

What is its length?

$\div$   =

The length of the lawn is  metres.



**3** The length of a square is 25 cm.

Two squares are put together to make a rectangle.



I can't work out the perimeter of the rectangle because I don't know its length.



Amelia

The perimeter of the rectangle is double the perimeter of the square.



Danny

The perimeter of the rectangle is six times the length of the square.



Lee

Who is right? Explain your answer.



I am going to draw a quick sketch to help me work out what the rectangle looks like.

I am not sure if I need to count all the sides. I will check if any sides are inside the rectangle.



# Activity Time

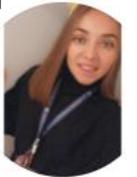
Turn to your Power Maths practice book and complete pages 143 - 145



**CHALLENGE**



Please complete this  
in your journal.



- 2 a) The length of a rectangular garden is twice its width. The fence around the garden is 36 m long.  
What is the area of the garden?
- b) What other areas can be made with a perimeter of 36 m?

Session 2 – English – Live ZOOM @ 11am

Model using the vocabulary, noun phrases and sentences created to write a short profile about Arthur.

# Activity Time

Write a character profile for Arthur.

Example:

Arthur, a selfless individual, put himself forward to carry out the most perilous of tasks. To save his town from the clutches of the evil wolf Fenrir, he ventured to meet Thor who was the God of Thunder...

# Session 3 – Science

How can you select the best materials for your animal shelter?

Manmade objects are made of one or more materials. Each material is used for a certain reason. Discuss why you think the materials were used for different objects in the picture.



# Activity Time

What different materials can you see around the house?

What are they used for?

Complete a survey of different materials around the house that have been used for particular purposes, e.g. plastic for electric sockets, metal for radiators.

You should list as many different objects from each material as they can.

# My Example

Glass for windows.

Can you think of a different material that could be used for windows?

(E.g. glass windows can be replaced with plastic, the frames can be wood, metal or PVC plastic.)

Can you think of ideas for alternative materials for as many of the materials on their list as possible, giving reasons why they are suitable.

Recap the Quest: designing an outdoor shelter for your guinea pig.

What have you learned about materials so far? What different types of material might be suited to an outdoor shelter?

**There are lots of alternative materials and that there is no 'right' answer.**

# Session 4 – Guided Reading

Predict the text from the last sentence:

*'The puddle of colour splashed...and opened.'*

- What is inside the puddle?  
What can they see?
- Will the characters enter the puddle?  
Who is likely to go first?
- Where will they go to?  
Can you describe using the Norse world place names?

# Clarify Vocabulary

- arced
- velvet
- lurch
- prism
- relish

1. Find the dictionary definition.
2. Find a synonym for the word.
3. Use the word in a sentence.

## **What is a synonym?**

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk>



Please read

#### ODD AND THE FROST GIANTS

eyes shining like twin sapphires in the moonlight. "For although you are obviously tall and powerful and extremely attractive, I have promised my father – a king who lives far from here – that I will not give my heart or my lips to any but he who possesses one thing."

"And that one thing is?" says I, determined to bring her anything she named.

"Mjollnir," says the maiden. "The hammer of Thor."

'Hah! Pausing only to tell her not to go anywhere, my feet flew, and like the wind I rushed to the great hall. They were all asleep, or so drunk it made no difference. There was Thor, sleeping in a drunken stupor, his face on the gravy-covered wooden trencher, and hanging from his side, his hammer. Only the nimble fingers of Loki, wiliest and cleverest, could

#### THE NIGHT CONVERSATION

have teased it from the belt without waking Thor –'

At this, the bear made a deep noise in the back of its throat. After glaring at him for a moment, the fox said, 'Heavy it was, that hammer. Heavier than people dream. It weighed as much as a small mountain. Too heavy to carry, if you are not Thor. And yet, not too much for my genius. I took off my shoes, which as I said can walk on the air, and I tied them, one to the handle and one to the head. Then I snapped my fingers and the hammer followed me.'

'This time I hurried to the gates of Asgard. I unbarred them and I walked through – followed, I do not need to tell you, by the hammer.'

'The maiden was there. She was sitting on a boulder and she was weeping.

#### ODD AND THE FROST GIANTS

"Why the tears, O loveliness itself," I asked.

'At that, she looked up at me with a tear-stained face. "I weep because once I saw you, great and noble lord, I knew I could never love another. And yet I am doomed to give my heart and my caress only to he who lets me touch the hammer of Thor."

'I reached out a hand and touched her cold, wet cheek. "Dry your tears," I told her. "And behold . . . the hammer of Thor!"

'She stopped crying then, and reached out her delicate hands and held the hammer tightly. I had reckoned I could have my fun with the lady and still get the hammer back into the hall before Thor woke up. But we would need to get a move on.

"Now," I said. "About that kiss."

For a moment I thought she had begun to cry once again, and then I knew that she was laughing. But the noise she made was not a sweet, tinkling, maidenly laugh. It was a deep crashing noise, like an ice-sheet grinding against a mountainside.

The maiden pulled my shoes from the hammer and dropped them to the ground. She held the hammer as if it were a feather. A wave of cold engulfed me and I found myself looking up at her, and to make matters worse she wasn't even a *she* any longer.

'She was a man. Well, not a *man*. Male, yes. Yet big as a high hill, icicles hanging from his beard. And she . . . he, rather, said, "After so long, all it took was one drunken, lust-ridden oaf, and Asgard is ours." Then the Frost Giant peered down at me, and he gestured with the

hammer of Thor. "And you," he said, in a deep and extremely satisfied voice, "*you* need to be something else."

'I felt my back arching up. I felt a tail pushing its way out from the base of my spine. My fingers shrank into paws and claws. It wasn't the first time I had turned into animal form – I was a horse once, you know – but it was the first time it was imposed on me from the outside, and it wasn't a nice feeling. Not a nice feeling at all.'

'It was worse for us,' said the bear. 'One moment you are fast asleep, dreaming about thunderstorms and the next you're being scrunched into a bear. They turned the All-Father into an eagle.'

The eagle screeched, startling Odd. 'Rage!' it said.

The bear said, 'The Giant laughed at us, waving my hammer around the while, and then he forced Heimdall to summon the Rainbow Bridge, and exiled the three of us here to Midgard. There's no more to tell.'

There was silence then, in the tiny hut. Only the crackle and spit of a pine branch on the fire.

'Well,' said Odd. 'Gods or not, I can't keep feeding you. If this winter keeps going, I don't think I can keep feeding me.'

'We won't die,' said the bear. 'Because we can't die here. But we'll get hungry. And we'll get more wild. More animal. It's something that happens when you have taken on animal form. Stay in it too long and you become what you pretend to be. When Loki was a horse –'

'We don't talk about that,' said the fox.

'So is that why the winter isn't ending?' said Odd.

'The Frost Giants like the winter. They are the winter,' said the bear.

'And if spring never comes? If summer doesn't happen? If this winter just goes on forever?'

The bear said nothing. The fox swished its tail impatiently. They looked to the eagle. It tilted its head back, and with one fiery yellow eye it stared at Odd. Then it said, 'Death!'

'Eventually,' added the fox. 'Not immediately. In a year or so. And some creatures will go south. But most of the people and the animals will die. It's happened before, back when we had wars with the Frost Giants at the dawn of time. When they won, huge ice-sheets would cover this part of the world. When we

won – and if it took us a hundred thousand years, we always did – the ice-sheets would retreat and the spring would return. But we were Gods then, not animals.'

'And I had my hammer,' said the bear.

'Well then,' said Odd. 'We'll set off as soon as it gets light enough to travel.'

'Set off?' said the fox. 'For where?'

'Asgard, of course,' said Odd, and he smiled his infuriating smile. Then he went back to his little bed, and he went back to sleep.

## Making Rainbows



'What's that you've got there?' asked the fox.

'It's a lump of wood,' said Odd. 'My father began to carve it into something years ago, and he left it here, but he never came back to finish it.'

'What was it going to be?'

'I don't know,' admitted Odd. 'My father

used to say that the carving was in the wood already. You just had to find out what the wood wanted to be, and then take your knife and remove everything that wasn't that.'

'Mm.' The fox seemed unimpressed.

Odd was riding on the bear's back. The fox trotted along beside them. High above them, the eagle rode the winds. The sun shone in a cloudless blue sky, and it was colder than it had been when there was cloud cover. They were heading towards higher ground, along a rocky ridge, following a frozen river. The wind hurt Odd's face and ears.

'This won't work,' said the bear gloomily. 'I mean, whatever it is, it won't.'

Odd said nothing.

'You're smiling, aren't you,' said the bear. 'I can tell.'

The thing was this:

You got to Asgard, the place the Gods came from, by crossing the Rainbow Bridge, which was called Bifrost. If you were a God, you simply wiggled your fingers and a rainbow appeared, and you walked across it.

*Easy*, or so the fox said, and the bear morosely agreed. Or at least, it *was* easy until you didn't have fingers. Which they didn't. Still, even if you didn't have fingers, Loki pointed out, you could normally still find a rainbow and use it. Rainbows turned up after it rained, didn't they?

Well, they didn't in midwinter.

Odd thought about it. He thought about the way rainbows appeared on rainy days, when the sun came out.

'I think,' said the bear, 'as a responsible

adult, I should point a few things out.'

'Talk is free,' said Odd. 'But the wise man chooses when to spend his words.' It was something his father used to say.

'I just thought I should point out that we are wasting our time. We don't have any way of getting to the Rainbow Bridge. And if by some miracle we summon it, look at us – we're animals, you can barely walk. We can't defeat Frost Giants. This whole thing is hopeless.'

'He's right,' said the fox.

'If it's hopeless,' said Odd, 'why are you coming with me?'

The animals said nothing. The morning sun sparkled up at them from the snow, dazzling Odd, making him squint.

'Nothing better to do,' said the bear, after a while.

MAKING RAINBOWS

'Up here!' said Odd. He clung tightly to the bear's fur as they clambered up the side of a steep hill. They could see the mountains beyond.

'Stop,' said Odd. The waterfall was one of his favourite places in the world. From spring until midwinter it ran high and fast before it crashed down almost a hundred feet into the valley beneath, where it had carved out a rocky basin. In high summer, when the sun barely set, the villagers would come out to the waterfall and splash around in the basin pool, letting the water tumble on to their heads.

Now, the waterfall was frozen and ice ran from the crags down to the basin in twisted ropes and great clear icicles.

'It's a waterfall,' said Odd. 'I used to come



MAKING RAINBOWS

out here. And when the water came down and the sun was shining brightly, you could see a rainbow, like a huge circle, all around the waterfall.'

'No water,' said the fox. 'No water, no rainbow.'

'There's water,' said Odd. 'But it's ice.'

He took the hatchet from his belt, pushed his crutch beneath his arm as he got down from the bear's back, and walked over the ice until he stood before the frozen waterfall. He used the crutch to hold himself in position as best he could. Then he began to swing the hatchet. The noise of the blade hitting the thick icicle cracked off the hills around them, making echoes that sounded as if an entire army of men was hammering on the ice . . .

There was a crash, and an icicle as large as

Odd smashed down to the surface of the frozen pool.

'Clever,' said the bear, in the kind of tone of voice that meant that it wasn't clever at all. 'You broke it.'

'Yes,' said Odd. He inspected the shards of ice on the ground, picked up the biggest, most cleanly broken piece he could find, then took it to the side of the frozen pool, and put it on a rock, and stared at it.

'It's a lump of ice,' said the fox. 'If you ask me.'

'Yes,' said Odd. 'I think the rainbows are imprisoned in the ice when the water freezes.'

The boy took out his knife and began to trace outlines on the ice block with the blade, going back and forth with it, scoring it as best he could.

The eagle circled high above them, almost invisible in the midwinter sun.

'He's been up there a long time,' said the bear. 'Do you think he's looking for something?'

The fox said, 'I worry about him. It must be hard to be an eagle. He could get lost in there. When I was a horse—'

'A mare, you mean,' said the bear with a grunt.

The fox tossed its head and walked away. Odd put his knife down and took out his hatchet once more. 'I've seen rainbows on the snow sometimes,' said Odd, loud enough for the fox to hear, 'and on the side of buildings, when the sun shone through the icicles. And I thought, ice is only water, so it must have rainbows in it too. When the water freezes, I think

the rainbows are trapped into it, like fish in a shallow pool. And the sunlight sets them free.'

Odd knelt on the frozen pool. He hit the big lump of ice with his hatchet. This did nothing – the axe just glanced off the ice and nearly cut into his leg.

'Do that again and you'll break the axe,' said the fox. 'Or hurt yourself. Hold on.'

He nosed along the bank of the frozen pool for several minutes. Then he began scrabbling at the snow. 'Here,' he said. 'This is what you need.' He put his paw on a grey rock he had revealed.

Odd pulled at the stone, which came up easily from the ground, and it proved to be a flint. Part of it was grey, but the other part, the translucent part of the flint, was a deep salmon-pink colour, and it seemed to have been chipped.

'Don't touch the edges,' said the fox. 'It'll be sharp. Really sharp. They didn't mess about when they made those things, and they don't blunt easily if you make them well.'

'What is it?'

'A hand-axe. They used to do sacrifices here, on that big rock over there, and they used tools like this to slice up the animal and to part the flesh from the bones.'

'How do you know?' asked Odd.

There was satisfaction and pride in the fox's voice as it said, 'Who do you think they were making sacrifices to?'

Odd brought the tool over to the lump of ice. He ran his hands over the ice, slippery as a fish, then he began to attack it with the flint. The rock felt warm in his hands. Hot, even.

'It's hot,' said Odd.

'Is it?' said the fox, sounding pleased with itself.

The ice fell away under the flint axe, just as Odd had wanted it to. He hacked it into a shape that was almost triangular, thicker on one side than on the other.

The fox and the bear stood nearby watching. The eagle descended to see what was going on, landed in the leafless branches of a tree, and was still as a statue.

Odd took his ice triangle, and placed it so that the sunlight shone through it on to the white snow that drifted on the frozen pool. Nothing happened. He twisted it, tilted it, moved it around and . . .

A puddle of light appeared on the snow, all the colours of the rainbow . . .

'How is that?' asked Odd.

'But it's on the ground,' said the bear doubtfully. 'It should be in the air. I mean, how can *that* be a bridge?'

The eagle took off from the tree with a clap of wings, and began to fly upwards.

'I don't think he's very impressed,' said the fox. 'Nice try, though.'

Odd shrugged. He could feel his mouth pulling up into a smile even as his heart sank. He had been so proud of himself, making a rainbow. His hands were numb. He hefted the stone axe, was about to throw it, hard, away from him, and then simply dropped it.

A screech. Odd looked up to see the eagle plummeting towards them. He began to step back, marvelling at the eagle's speed, wondering how the bird could pull out in time . . .

It didn't pull out.

The eagle hit the patch of coloured light on the white snow without slowing, as if it were diving into a pool of liquid water.

The puddle of colour splashed . . . and opened.

Scarlet fell softly about them and everything was outlined in greens and blues and the world was raspberry-coloured and leaf-coloured and golden-coloured and fire-coloured and blueberry-coloured and wine-coloured. Odd's world was colours, and, despite his crutch, he could feel himself falling forward, tumbling into the rainbow . . .

Everything went dark. Odd's eyes took moments to adjust, and when they did, above him was a velvet night sky, hung with a billion stars. A rainbow arced across it, and Odd was walking on the rainbow – no, not walking: his

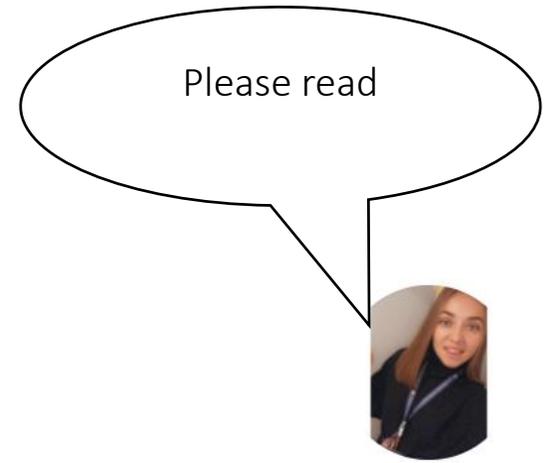
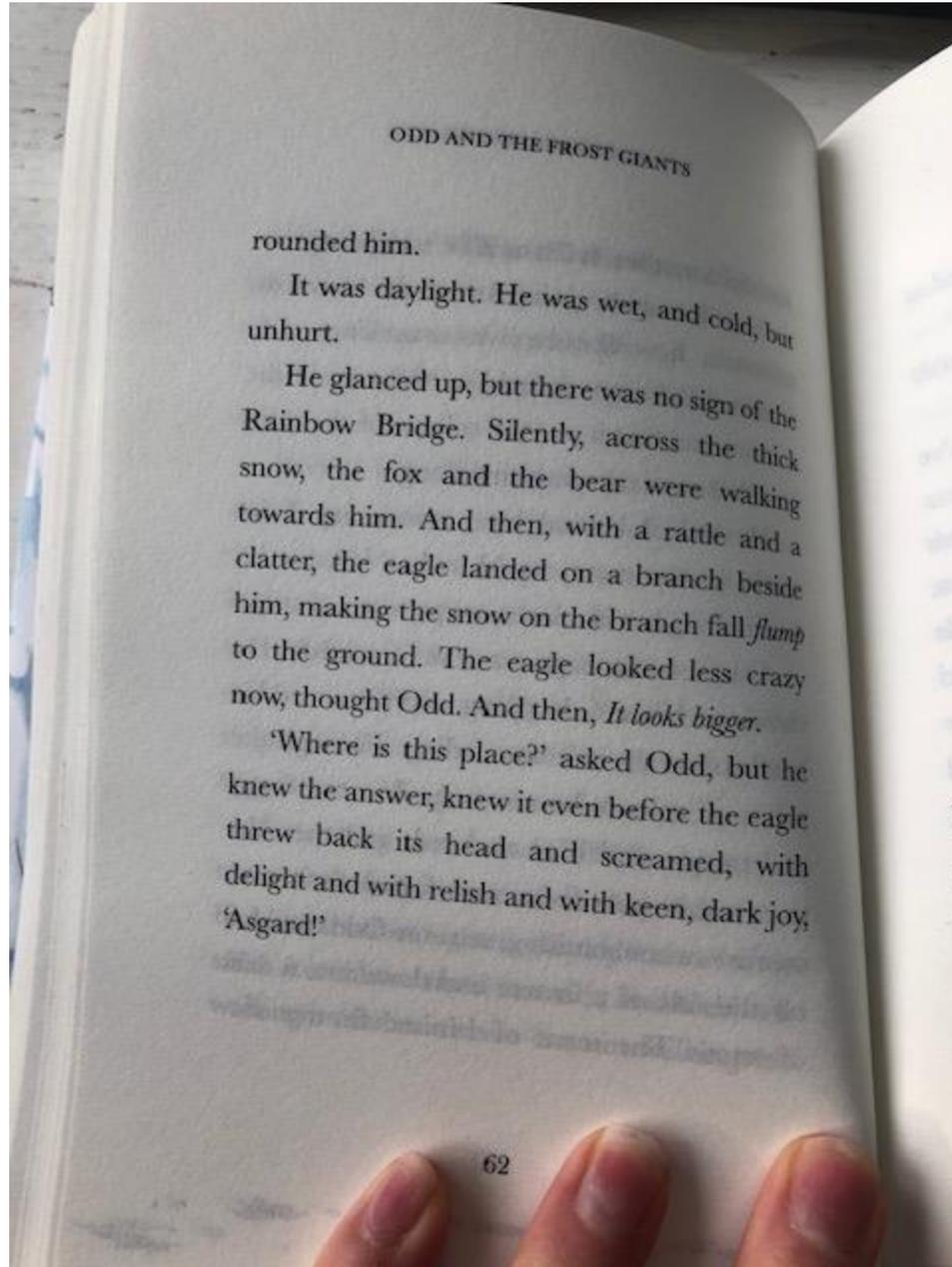
feet did not move. It felt as if he was being carried up the arch, going upwards, forwards, uncertain how fast he was travelling, only certain that he was somehow swept up in the colours, and that it was the colours of the rainbow that were carrying him along.

He looked behind him, wondering if he would see the snowy world he had left, but he saw nothing but blackness, empty even of stars.

Odd's stomach gave a sort of a lurch. He could feel himself dropping, and he turned his head to see the rainbow fading. Through the prism of colours he saw huge fir trees, foggy and purple and blue and red, and then the trees came into focus and found their own colour – a cool bluish green – as Odd tumbled off the side of a fir tree and down into a drift of snow. The scent of bruised fir tree sur-

# Read and Retrieve

- List three things Odd could see once he had tumbled into the rainbow.
- Complete the sentence:  
Odd found it \_\_\_\_\_ to see in the dark at first.
- Find and copy a phrase which tells you how Odd was travelling on the rainbow.



# Read and Explain

Compare two journeys made by Odd and how he felt during them.

- a) The journey home after he had shattered his leg.
- b) The journey from Earth to Asgard along the rainbow.

# Answers...

Compare two journeys made by Odd and how he felt during them.

a) The journey home after he had shattered his leg

It was hard (carrying the heavy axe) and painful (his leg was shattered) – it would not have been an easy journey and not one he would like to repeat.

# Answers...

Compare two journeys made by Odd and how he felt during them.

b) The journey from Earth to Asgard along the rainbow.

It was a joyful ride (he was carried along by the rainbow, swept up in the colours). It felt like a rollercoaster ride (his stomach lurched). For once he didn't need his crutch. He was excited to go to a new place.

# Activity Time

Complete this table in your books.

If you are going to draw it out,  
please use a pencil and ruler!

(I have put a bigger copy on the  
Next slide if you wish to print it out.)

*Hansel and Gretel Vs Odd and the Frost Giants*

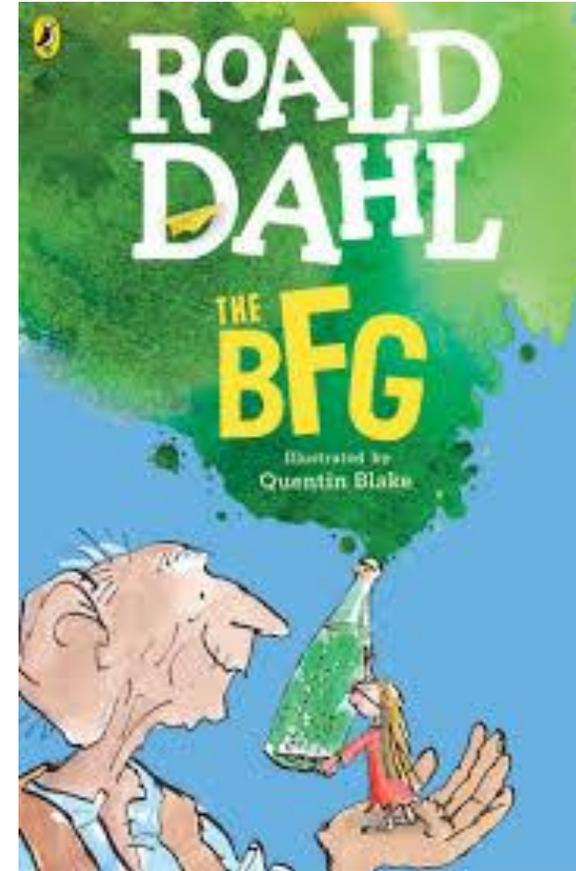
	Similarities	Differences
Main characters		
Settings		
Problems		
Journeys		
Time that it was set		
The 'bad' characters		
The 'good' characters		
Main themes		
Traditional tale features		

## ***Hansel and Gretel Vs Odd and the Frost Giants***

	<b>Similarities</b>	<b>Differences</b>
<b>Main characters</b>		
<b>Settings</b>		
<b>Problems</b>		
<b>Journeys</b>		
<b>Time that it was set</b>		
<b>The 'bad' characters</b>		
<b>The 'good' characters</b>		
<b>Main themes</b>		
<b>Traditional tale features</b>		

# Whole School Reading ZOOM

Link to be posted on Dojo.



Thursday 11<sup>th</sup>  
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.” - Dr. Seuss

## Lesson 2: Calculating perimeter (I)

→ pages 143–145

1. a)  $= (220 \times 2) + (90 \times 2)$   
 $= 440 + 180$   
 $= 620$

The perimeter of this playing field is 620 m.

b)  $= (125 \times 2) + (110 \times 2)$   
 $= 250 + 220$   
 $= 470$

The perimeter of this playing field is 470 m.

2. A = 70 cm   B = 70 cm   C = 80 cm

3.

Shape	Number of tiles used	Perimeter (cm)
A	1	40
B	2	60
C	3	80
D	3	80

4.  $2 \times 8 \text{ cm} = 16 \text{ cm}$ ;  $50 \text{ cm} - 16 \text{ cm} = 34 \text{ cm}$ ;  
 $34 \text{ cm} \div 2 = 17 \text{ cm}$   
Alternative method:  $50 \text{ cm} \div 2 = 25 \text{ cm}$ ;  
 $25 \text{ cm} - 8 \text{ cm} = 17 \text{ cm}$   
The length of the rectangle is 17 cm.

5.  $128 \div 4 = 32$   
One side is 32 cm long.

6. Answers will vary. Children should give 4 pairs of dimensions where length + width = 90 cm each time; for example:  
1 cm by 89 cm; 40 cm by 50 cm; 30 cm by 60 cm;  
a square with side 45 cm

### Reflect

Children should have ticked the methods explained by Bella and Max.

**CHALLENGE**

### Activity 2

a) The area is  $72 \text{ m}^2$  (width = 6 cm, length = 12 cm)

b) Possibilities are:

L: 17 m W: 1 m Area:  $17 \text{ m}^2$

L: 16 m W: 2 m Area:  $32 \text{ m}^2$

L: 15 m W: 3 m Area:  $45 \text{ m}^2$

L: 14 m W: 4 m Area:  $56 \text{ m}^2$

L: 13 m W: 5 m Area:  $65 \text{ m}^2$

L: 11 m W: 7 m Area:  $77 \text{ m}^2$

L: 10 m W: 8 m Area:  $80 \text{ m}^2$

L: 9 m W: 9 m Area:  $81 \text{ m}^2$



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

# Session 1 – Maths (Year 5)

## Calculating perimeter 2

Discover



Please complete this  
in your journal.



- 1 a) How long is the queue of three vehicles?
- b) Car A drives all the way around the road once.  
How far does it travel?

## Share

a)

I am going to use some of the side lengths I already know to help find the missing length.



$$95 \text{ m} - 60 \text{ m} = 35 \text{ m}$$

The length of the queue of three vehicles is 35 metres.

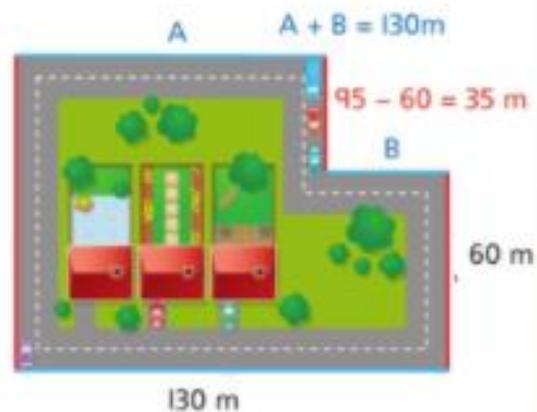


b) Work out the missing lengths then add to find the distance travelled.

$$130 + 35 + 60 + 130 + 95 = 450$$

The car travels  
450 metres.

95 m



130 m

The sides can combine to make double the length and double the width.

$$(130 \times 2) + (95 \times 2) = 260 + 190 \\ = 450$$

Car A travels 450 metres.

I found the answer  
by using doubling!



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



## Think together



Please complete this in your journal.

1 This is a race track.

a) Complete these number sentences with the correct letters.

$$\square + \square = 250 \text{ m}$$

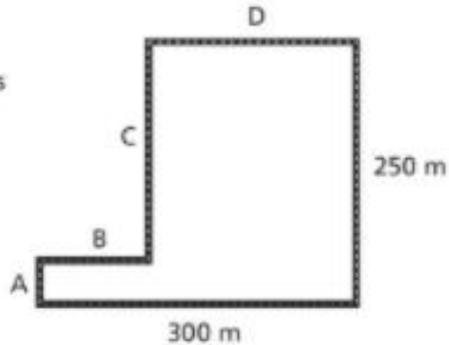
$$\square + \square = 300 \text{ m}$$

b) Find the perimeter of the track.

$$(\square \times 2) + (\square \times 2)$$

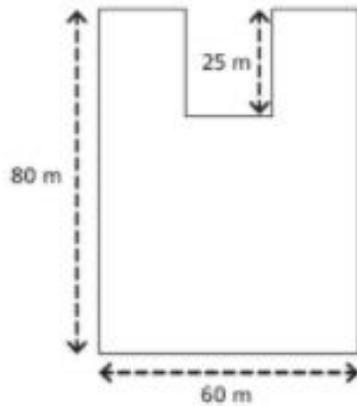
$$= \square + \square$$

$$= \square \text{ m}$$



2 This diagram shows the shape of a playground.

What is the perimeter of the playground?



Even though only some of these sides are labelled, I think I can see what the others are equal to.



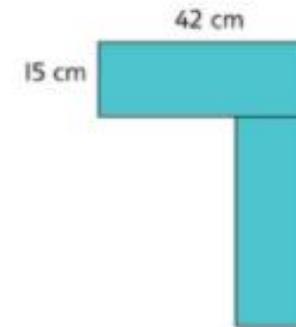
The perimeter of the playground is  $\square$  m.

3 Lexi has two cardboard rectangles the same size.



She puts the rectangles together to make a new shape.

What is its perimeter?



I know all the side lengths except one.



I have spotted a way to work it out using what I know already.



# Activity Time

Turn to your Power Maths practice book and complete pages 146 – 148.

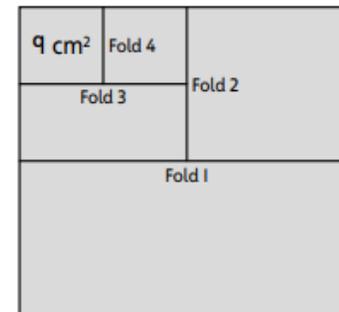
**CHALLENGE**

Please complete this in your journal.



**3** Ambika folds a square piece of paper in half horizontally, then vertically and then again horizontally and again vertically. After four folds, she has made a square with an area of  $9 \text{ cm}^2$ . Ambika then opens the paper out.

- a) What is the area of the piece of paper?
- b) What is the perimeter?



# 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

## Joys and challenges of following Jesus

Jesus never promised things would be easy if we choose to be one of his disciples. He explained that although we will have difficulties and problems many times in our lives, we can also find happiness and peace. By the way he lived, Jesus gave us an example of loving and helping each other. He knew that there is sin and hatred in the world, so he challenged this by living his life full of goodness and love.

Jesus explained that when we help others, we please him very much.

# Activity Time

Our actions can spread outwards like ripples in a pool.

Think of one small things you could do to help someone, which could start a ripple effect.

Here is my example:



I was walking in the park and I picked a piece of litter up and put it in the bin.



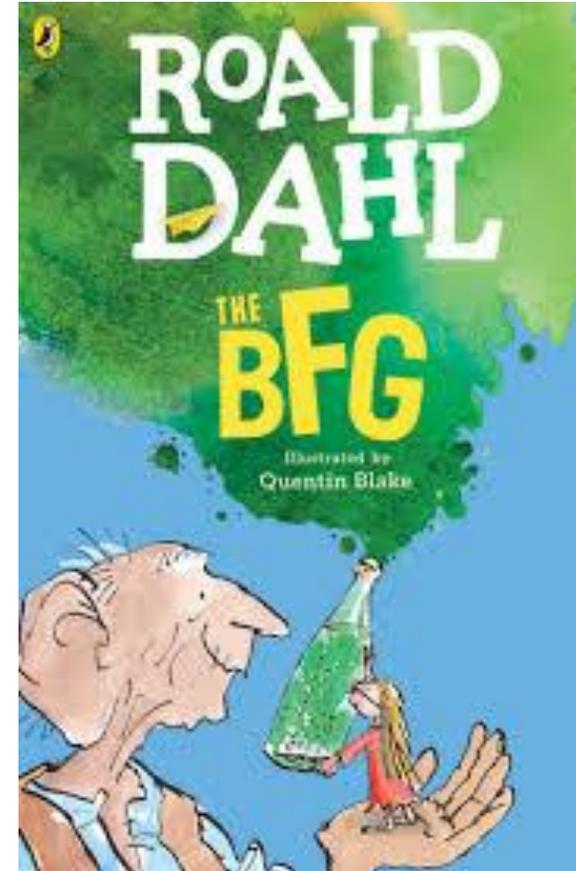
People see me doing this and they are inspired to pick litter up too.



Our park is lovely and clean. With all the litter in the bin. Jesus is proud and happy.

# Whole School Reading ZOOM

Link to be posted on Dojo.



Friday 12<sup>th</sup>  
February

Make sure you read today!



## Lesson 3: Calculating perimeter (2)

→ pages 146–148

1. Route A  $100\text{ m} + 80\text{ m} + 100\text{ m} + 40\text{ m} + 200\text{ m} + 120\text{ m}$   
 $= 640\text{ m}$

Length of Route A = 640 m

Route B  $A + C = 180\text{ m}$      $B + D = 240\text{ m}$

$(180\text{ m} \times 2) + (240\text{ m} \times 2)$

$= 360\text{ m} + 480\text{ m}$

$= 840\text{ m}$

Length of Route B = 840 m

Route C  $(230\text{ m} \times 2) + (300\text{ m} \times 2) = 1,060\text{ m}$

Length of Route C = 1,060 m

2.  $6\text{ cm} + 23\text{ cm} = 29\text{ cm}$ ;  $13\text{ cm} + 6\text{ cm} = 19\text{ cm}$

$(29\text{ cm} \times 2) + (19\text{ cm} \times 2) = 96\text{ cm}$

Perimeter = 96 cm

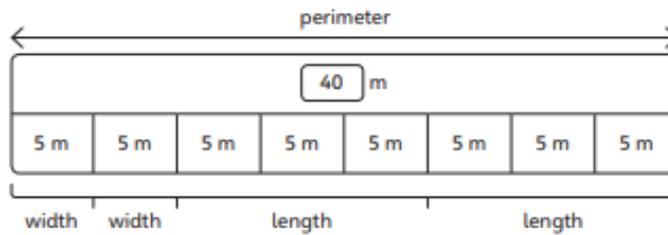
3.  $102 - (21 \times 2) = 102 - 42 = 60$

$60 \div 2 = 30$     width = 30 cm

$30 - 20 = 10$     B = 10 cm

Side B = 10 cm

4.



width =  $10\text{ m} \div 2 = 5\text{ m}$

length =  $5\text{ m} \times 3 = 15\text{ m}$

5. Children should sketch 6 squares joined in different arrangements and find perimeters. Answers will vary; for example:

All 6 tiles in one row have a perimeter of 140 cm; tiles arranged in two rows of 3 have a perimeter of 100 cm.

### Reflect

Answer will vary; for example:

Add the two horizontal measurements to find the overall horizontal width of the shape:

$9\text{ cm} + 31\text{ cm} = 40\text{ cm}$ .

Add the two vertical measurements to find the overall vertical height of the shape:

$10\text{ cm} + 23\text{ cm} = 33\text{ cm}$ .

Doubling these gives:

$40\text{ cm} \times 2 = 80\text{ cm}$

$33\text{ cm} \times 2 = 66\text{ cm}$

Adding together to find the total perimeter:

$80\text{ cm} + 66\text{ cm} = 146\text{ cm}$

**CHALLENGE**

### Activity 3

a) Area =  $144\text{ cm}^2$

b) Perimeter = 48 cm



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

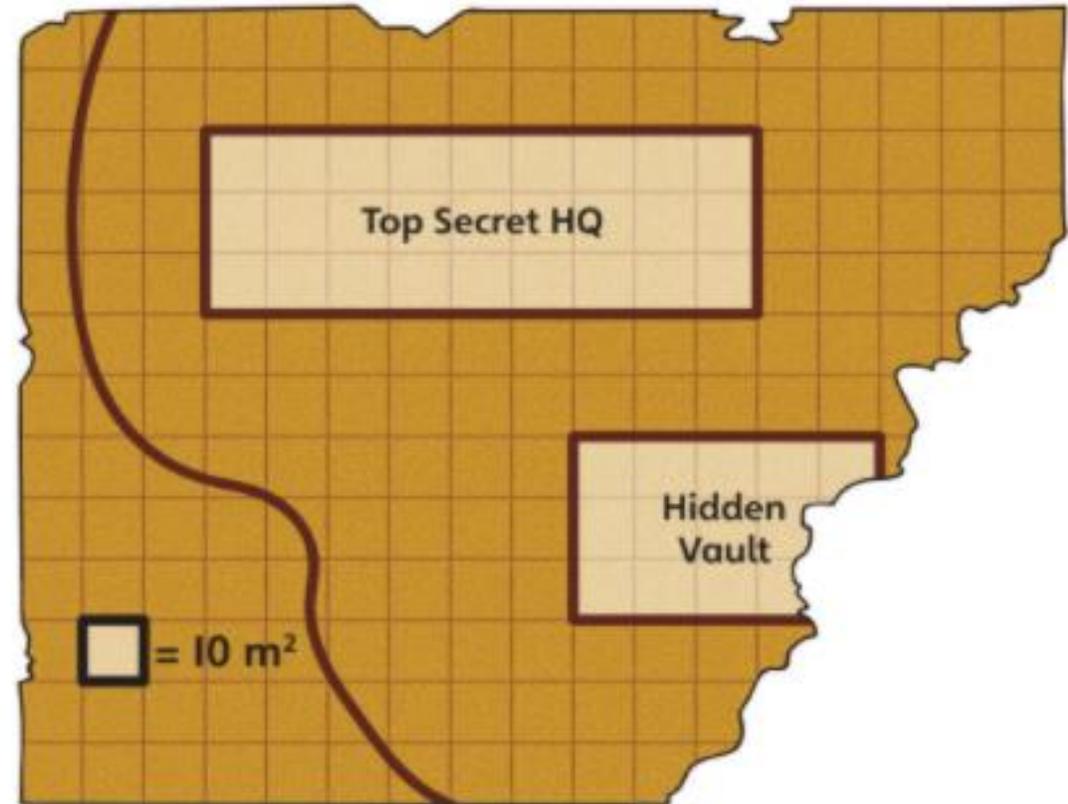
# Session 1 – Maths (Year 5)

Please complete this  
in your journal.



## Calculating area 1

Discover



- What is the actual area of the Top Secret HQ?
- The Hidden Vault is rectangular. What is its actual area?

# Share



a) The map is drawn to **scale**.

1 square on the map has an area of 10 square metres in real life.

$$\square = 10 \text{ m}^2$$

A **square metre** is the area of a 1 m  $\times$  1 m square. Square metres are written as **m<sup>2</sup>**.



You can count that there are 27 squares in the rectangle.

I will multiply to find the total area.

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

$$27 \times 10 = 270$$

The actual area of the Top Secret HQ is 270 m<sup>2</sup>.

b) The length of the vault is 5 squares

The width of the vault is 3 squares.

There are 15 squares in total.

I know the Hidden Vault is rectangular, so I can predict what the complete shape looks like!

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

$$15 \times 10 = 150$$

The actual area of the Hidden Vault is 150 m<sup>2</sup>.



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



## Think together



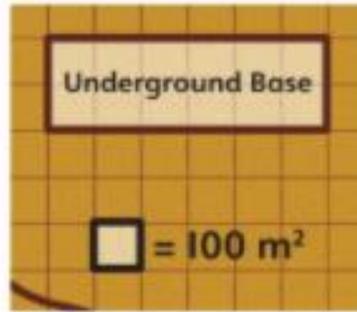
- 1 Find the actual area of the Underground Base.

The area of the rectangle on the map is made up of  squares.

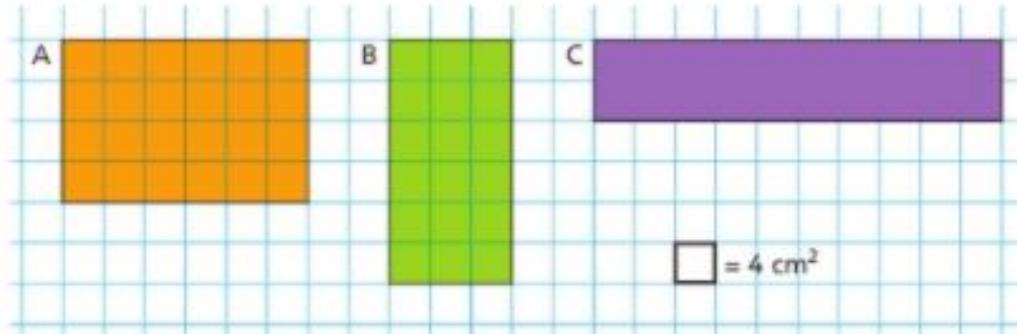
Each square is worth  square metres.

You can find the actual area by calculating  × .

The actual area of the Underground Base is  m<sup>2</sup>.



- 2 Find the actual areas of these rectangles by counting the squares, then using the scale to help.



- a)  $A = 24 \text{ squares} \times 4 \text{ cm}^2 = \text{ cm}^2$   
 b)  $B = \text{ squares} \times 4 \text{ cm}^2 = \text{ cm}^2$   
 c)  $C = \text{ squares} \times \text{ cm}^2 = \text{ cm}^2$

Square centimetres are written as cm<sup>2</sup>.

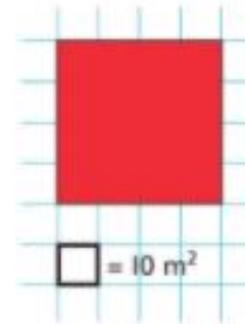
Please complete this in your journal.



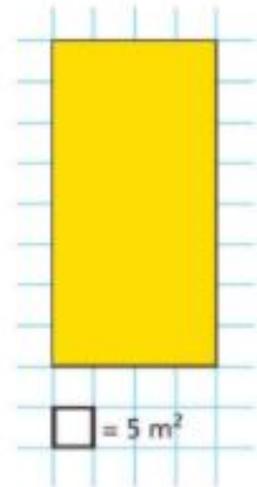
- 3 These rectangles are drawn to different scales.

Which shape has the smallest actual area?

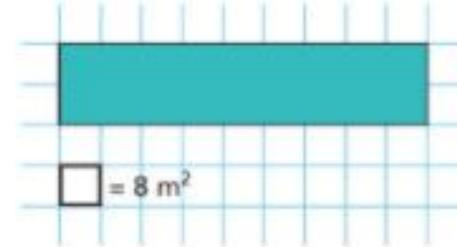
A



C



B



Explain how you found the correct answer.

I think that the shape with the smallest actual area is the one covering the least squares.



It is not as easy as that! I think that you need to use each scale to calculate the area of each shape before you decide.



# Activity Time

Turn to your Power Maths practice book and complete pages 149 - 151.



**CHALLENGE**



Please complete this  
in your journal.



1

Here is a square.

Inside the square is an equilateral triangle.

The perimeter of the triangle is 54cm.

Find the perimeter of the square.



# Session 2 – English

Please read



It was a trap! A loud roar erupted from the forest as the most terrifying of creatures appeared.



Arthur looked on feeling impossibly small and helpless ... and then he saw the beast right behind him! In fear, Arthur ran as fast as he could into the forest to hide.



Fenrir's powerful nose quickly sniffed Arthur out, and a gigantic claw began to creep closer and closer.



In that moment, Arthur was struck with an idea. He jumped up, ready to bash the wolf on its nose –



– but Fenrir was too quick. With a loud CRUNCH he bit Arthur's hand straight off...

# Predict

Predict what will happen next.

What has happened to Arthur's hand?

Can pupils remember the magical objects...? Does Arthur have one left?



...and then Arthur pulled out his real hand. Fenrir had been tricked! The huge beast had bitten the Hand of Time and swallowed it whole. His whole body froze in an instant except for his eyes, which blinked in confusion.



After defeating Fenrir's minions, Thor was able to tie Fenrir up while Arthur beamed with pride.

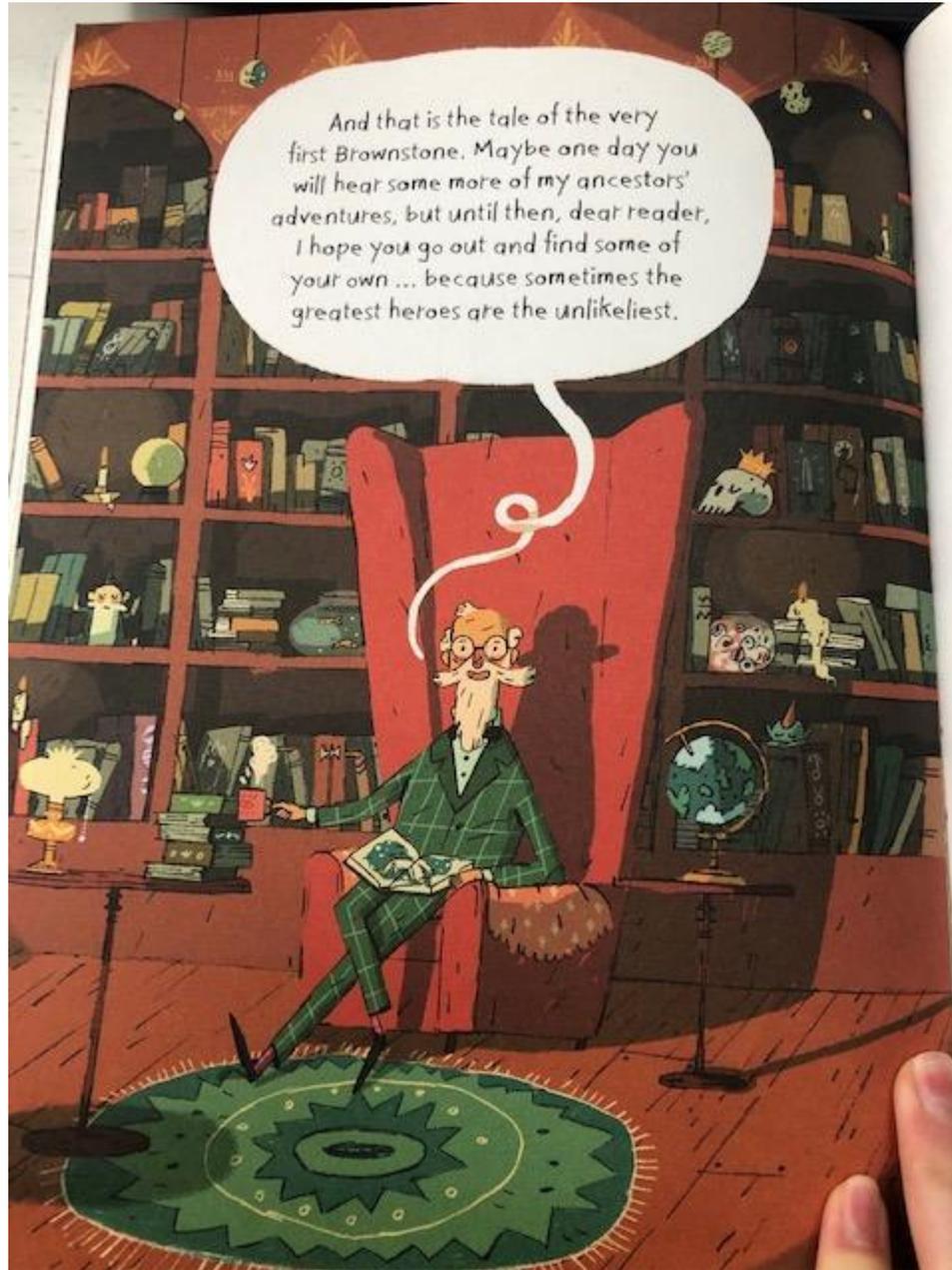


As they flew back to Arthur's frozen town, a bolt of lightning crashed down from the clouds into the main square. The great fire burst into life and the ice began to melt again.



The townsfolk cheered and gathered around to hear Thor speak. Arthur went quietly over to Atrix with his journal full of the adventures and creatures he had seen. When Thor explained that it was actually Arthur who had defeated Fenrir, they all went to celebrate with him, but by then he was already fast asleep.

And that is the tale of the very first Brownstone. Maybe one day you will hear some more of my ancestors' adventures, but until then, dear reader, I hope you go out and find some of your own ... because sometimes the greatest heroes are the unlikelyest.



# Summarise

Summarise the main details of the story

How did the magical objects link to the quests that Arthur carried out?

# Story overview - Opening

- Introduction of the main hero
- Setting description of where s/he lives
- Description of the main character's magical object collection

# Story overview – Build up

- A monster arrived at the setting
- Peace and harmony at the setting was destroyed
- Villagers were in danger
- Main character asked for Thor's help

# Story overview – Quest 1

- Main character had to collect a rare item
- Used one of the magical objects to help with the quest
- Main character made it to safety

# Story overview – Quest 2

- Main character had to visit Yggdrasill to collect another rare item
- An accident happened
- One of the magical objects came to the hero's rescue

# Story overview – Quest 3 / Resolution

- Both items were taken to Thor
- Odin appeared and helps to make a magic item to defeat the monster
- Thor and the main character set about capturing the monster
- The monster had set a trap
- The last magical item was used to defeat the monster alongside Odin's item

# Story overview - Ending

- Thor took the main character back to the setting/village
- Main character was a hero
- Everyone celebrated

# Activity Time

You are going to create a storyboard – retelling the story of Arthur and the Golden Rope.

Make sure you write in **full** sentences!

Try to use:

- Subordinate Clauses
- Relative Clauses
- Fronted Adverbials
- Adjectives, similes, expanded noun phrases.

On the next slide, please find a storyboard layout you may wish to print.



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# Session 3 – Reading Comprehension

Complete a comprehension.

Year 4 – CGP Comprehension Book – Pgs. 12 – 13  
(Armoured Dinosaurs)

Year 5 – CGP Comprehension Book – Pgs. 12 – 13  
(The Iron Man)

# Session 4 – Wellbeing Friday

## **The Mystery of the Missing Chocolates Valentine's Day Maths Mystery Game**

In a small junior school, a teacher bought a delicious box of chocolates to share as a Valentine's Day treat. However, as they opened the cupboard where the chocolates were kept, they discovered that the Valentine treats had been moved! Quickly, the children began searching the school for the missing chocolates.

Solve the clues to work out who found the missing chocolates.



# The Mystery of the Missing Chocolates

## Valentine's Day Maths Mystery Game

# The Mystery of the Missing Chocolates

## Valentine's Day Maths Mystery Game

Match the colours to the numbers.

Name	Boy or Girl	Hair Colour	Year Group	Favourite Subject	Favourite Colour
Ava	Girl	Ginger	3	Music	Blue
Balvinder	Girl	Black	6	Music	Red
Carter	Boy	Brown	5	Computing	Pink
Destiny	Girl	Ginger	3	Maths	Green
Elias	Boy	Brown	4	Music	Yellow
Fred	Boy	Ginger	6	Music	Yellow
Gurvinder	Boy	Black	5	Computing	Green
Harry	Boy	Blonde	6	Science	Yellow
Isla	Girl	Black	4	Maths	Blue
Jack	Boy	Ginger	3	English	Blue
Kaylee	Girl	Black	4	Computing	Pink
Li	Boy	Brown	5	English	Red
Malik	Boy	Blonde	3	Maths	Blue
Nikita	Girl	Ginger	6	Computing	Green
Oscar	Boy	Blonde	4	Maths	Red
Poppy	Girl	Brown	5	Science	Red
Quinn	Boy	Brown	3	English	Green
Rhys	Boy	Brown	5	Computing	Blue
Selma	Girl	Black	4	English	Pink
Terrence	Boy	Ginger	6	Maths	Green
Uri	Girl	Black	5	English	Pink
Victoria	Girl	Blonde	3	Computing	Pink
William	Boy	Black	4	English	Green
Xanthe	Girl	Black	5	Computing	Yellow
Yaseem	Boy	Brown	6	English	Red
Zoe	Girl	Blonde	4	Science	Red

### Clue 1: Missing Number Problems

Solve the following missing number problems.

The missing number that occurs the most will give a clue about the pupil who found the chocolates.

$\square \times 3 = 57$	$\square \times 4 = 64$	$\square \times 4 = 68$
$3 \times \square = 48$	$\square + 4 = 4$	$8 \times \square = 128$
$\square \times 4 = 76$	$57 + \square = 3$	$\square \times 3 = 51$

<b>16</b>	<b>17</b>	<b>19</b>
The pupil doesn't have brown hair.	The pupil doesn't have blonde hair.	The pupil doesn't have ginger hair.

Clue: \_\_\_\_\_

# The Mystery of the Missing Chocolates Valentine's Day Maths Mystery Game

## Clue 2: Multiplication Tables

Find a path through the maze by colouring in the multiplication facts that are correct.

The path will reveal a clue about the pupil who found the chocolates.

<b>START</b>	$3 \times 12 = 36$	$4 \times 8 = 32$	$8 \times 2 = 16$	$9 \times 3 = 27$
$4 \times 4 = 12$	$5 \times 8 = 50$	$3 \times 7 = 25$	$6 \times 4 = 28$	$8 \times 2 = 16$
$7 \times 4 = 21$	$8 \times 9 = 81$	$3 \times 4 = 14$	$4 \times 5 = 20$	$8 \times 7 = 56$
$6 \times 3 = 16$	$3 \times 4 = 12$	$4 \times 12 = 48$	$8 \times 11 = 88$	$12 \times 3 = 32$
$12 \times 4 = 48$	$8 \times 11 = 88$	$3 \times 3 = 6$	$4 \times 1 = 8$	$8 \times 11 = 96$
$3 \times 11 = 33$	$9 \times 4 = 44$	$10 \times 8 = 88$	$3 \times 1 = 6$	$12 \times 3 = 48$
<b>Their favourite subject isn't maths.</b>	<b>Their favourite subject isn't computing.</b>	<b>Their favourite subject isn't science.</b>	<b>Their favourite subject isn't English.</b>	<b>Their favourite subject isn't music.</b>

Clue: \_\_\_\_\_

# The Mystery of the Missing Chocolates Valentine's Day Maths Mystery Game

## Clue 3: Multiplication and Division

Find the answers to these calculations and cross them off in the grid.

The **remaining** box will give you a clue about the pupil who found the chocolates.

	8	4		6	8		5	8		6	7
x		4	x		8	x		3	x		3
	7	5		9	6		5	1		3	6
x		4	x		5	x		3	x		3

336 blue or yellow	201 green or pink	480 yellow or red
174 blue or green	544 pink or yellow	474 red or green
153 pink or blue	108 pink or red	300 green or yellow

Clue: The pupil who found the chocolates has a favourite colour of \_\_\_\_\_  
or \_\_\_\_\_.

# The Mystery of the Missing Chocolates Valentine's Day Maths Mystery Game

## Clue 4: Time

Are these maths statements true or false?

If the statement is true, put a tick. If it is false, put a cross.

Count the number of ticks and crosses.

If there are more ticks than crosses, the pupil who found the chocolates is a boy.

If there are more crosses than ticks, the pupil who found the chocolates is a girl.

	True ✓	False ✗
There are 60 seconds in one minute.		
There are 30 days in January.		
There are 180 seconds in 3 minutes.		
There are 31 days in March.		
There are 100 seconds in 2 minutes.		
There are 30 days in February.		
April and June both have 30 days.		
November and December both have 31 days.		
There are 365 days in a year.		
Total		

**Clue:** The pupil who found the chocolates is a boy / a girl.  
(Circle the correct answer.)

# The Mystery of the Missing Chocolates Valentine's Day Maths Mystery Game

## Clue 5: Clocks

In each row, colour the time that is shown on the analogue clock.

The column with the most correct answers will tell you which year group the pupil who found the chocolates is in.

	Half past three	2:30	3 o'clock	Half past four
	6:45	7:45	7:15	6:15
	11:10	Twenty past 11	11:30	Quarter past 11
	3:50	4:15	4:10	4:50
	6:45	Five to seven	7:55	Quarter to seven
	3	4	5	6

**Clue:** The pupil who found the chocolates is in year \_\_\_\_.

The person who was responsible for finding the chocolates is:

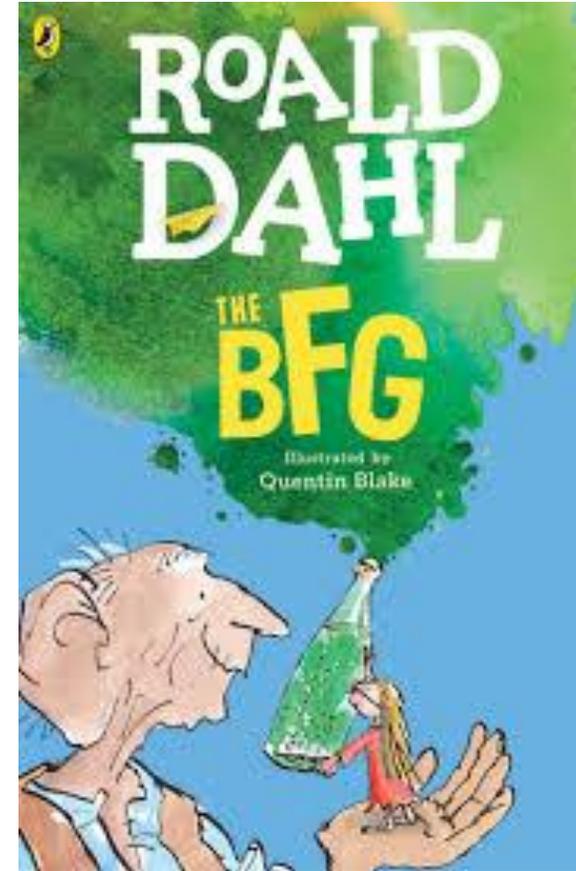
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# Who stole the chocolates?

When you have decided who stole the chocolates – comment on my Dojo post and tell me who you think it is!

# Whole School Reading ZOOM & Assembly

Link to be posted on Dojo.



HAPPY HALF TERM!!!!

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

KEEP SAFE!