



St Margaret's-at-Cliffe CP School

Weekly Timetable Class 5

Week	Monday	Tuesday	Wednesday	Thursday	Friday
4 th Jan	4 th January	5 th January	6 th January	7 th January	8 th January
Vocab Ninja	<p>Ninja Word of the day starting with Shinobi words for year 5 can be found here.</p> <p>Children first Look, Say, Cover and finally write the word five times, they then write the definition and example sentence, underlining the featured word. They then use the word to create their own descriptive sentence. They can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could create a sentence using one of these.</p>				
English	<p><u>WALT:be able to identify expanded noun phrases.</u></p> <p>Children will need to have read chapters of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander read by Mrs Enters (Chapter 9 and 10) - YouTube</p> <p>Task Read the first four pages of Chapter 9 or listen to the audio version above.</p>	<p><u>WALT:be able to use expanded noun phrases.</u></p> <p>Children will need to have read chapters of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander read by Mrs Enters (Chapter 9 and 10) - YouTube</p> <p>Task complete the Chapter 9 and list down the expanded noun phrases used. Now take each one (at least ten phrases please)</p>	<p><u>WALT:be able to use colons.</u></p> <p>Children will need to have read chapters of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander read by Mrs Enters (Chapter 9 and 10) - YouTube</p> <p>Now A colon can be used to separate two independent clauses where the second clause expands on or explains or balances the information on the first to introduce a list.</p>	<p><u>WALT: be able to explain what character's personality is like by referring to their behaviours.</u></p> <p>Children will need to have read chapters of Malamander in preparation for today's lesson. You can listen to the chapter here Malamander read by Mrs Enters (Chapter 9 and 10) - YouTube</p> <p>Task Having read chapters 9 and 10 what do you</p>	<p><u>WALT:be able to improve comprehension skills.</u></p> <p>Task Read A Pirate's Life for Me which is below. Think carefully about the vocabulary that is used. Complete the questions and then check your answers with the answer sheet below the comprehension.</p> <p><u>WALT be able to make thoughtful</u></p>

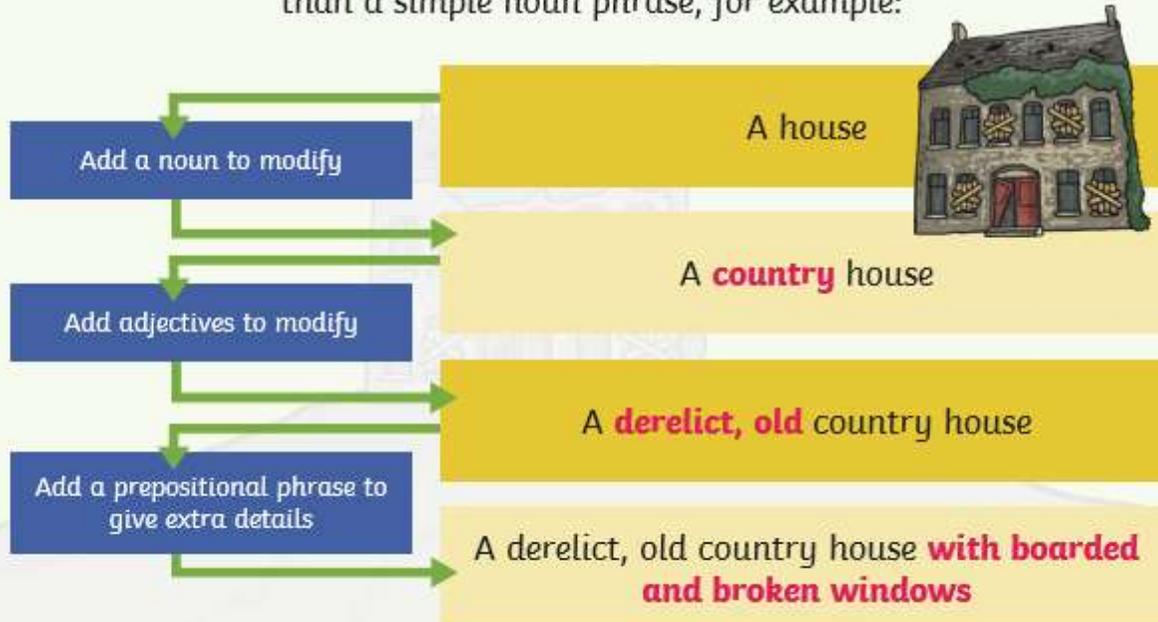
	<p>What expanded noun phrases did you notice? Now complete the Noun phrases work below.</p>	<p>Change this expanded noun phrase into one of your own design. <i>e.g. A derelict old boarded house with smashed windows</i> could be turned into <i>An abandoned Victorian cottage with cracked walls and ivy encrusted roof.</i></p>	<p><u>TASK</u> Now complete the colon questions below. Challenge Can you write five of your own sentences that use a colon each time.</p> <p><u>WALT:be able to improve dictionary skills.</u> Look at the Dictionary Game below and have fun with some challenging vocabulary.</p>	<p>think the author wants you to think of Mrs Fossil, Mr Seegol, the bookshop owner and the Boathook Man. What words does the author use to create this opinion of the characters?</p>	<p><u>predictions about a story.</u> Having read chapters 9 and 10 what do you think will happen next? Why do you think this? You can listen to the chapter here Malamander read by Mrs Enters (Chapter 9 and 10) - YouTube</p> <p><u>Predicting</u> From the small amount that you already have read about this adventure what do you think will happen next?</p>
<p>Maths</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 56×9 5 squared 5384 subtract 2729 562 divide by 4 Sum of 4920 and 2849</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 73×8 8 squared 8362 subtract 2729 936 divide by 4 Sum of 8920 and 2849</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 302×9 12 squared 21384 subtract 8935 582 divide by 3 Sum of 45690 and 6749</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 87×9 5 cubed 8309 subtract 2729 3109 divide by 4 Sum of 7520 and 2849</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 847×9 4 cubed 2909 subtract 2729 3569 divide by 4 Sum of 9020 and 2879</p>

	<p><u>WALT: Be able to round decimals with one d.p. to the nearest whole number</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy Decimals - Oak National Academy (thenational.academy)</p> <p>Questions below Problem of the Day can be accessed here: Problem of the Day White Rose Maths</p>	<p><u>WALT: Be able to read and write numbers with up to 2 d.p.</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy Decimals - Oak National Academy (thenational.academy)</p> <p>Questions below Problem of the Day can be accessed here: Problem of the Day White Rose Maths</p>	<p><u>WALT: be able to order and compare numbers with up to 2 d.p</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy Decimals - Oak National Academy (thenational.academy)</p> <p>Questions below Problem of the Day can be accessed here: Problem of the Day White Rose Maths</p>	<p><u>WALT: Be able to Identify the value of each digit to two decimal place</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy Decimals - Oak National Academy (thenational.academy)</p> <p>Questions below Problem of the Day can be accessed here: Problem of the Day White Rose Maths</p>	<p><u>WALT: Be able to solve problems involving decimals</u></p> <p>Follow the video with White Rose to solve the questions As a reminder, you can watch the video and take the quizzes by Oaks National Academy Decimals - Oak National Academy (thenational.academy)</p> <p>Problem of the Day can be accessed here: Problem of the Day White Rose Maths</p>
Topic	<p>PE Tag Rugby skills <u>WALT: be able to pass a rugby ball</u></p> <p>Explain technique of passing and moving into space. The different types of passing i.e short, long, fast and high lofted pass.</p>	<p>Music Playing Recorders <u>WALT: be able to play recorders</u></p> <p>We will begin by reminding ourselves of 'Feather Breath' and correct positioning of hands and fingers. Listening and playing as a small group and then</p>	<p>RE <u>If God is everywhere, why go to a place of worship?</u> <u>WALT: Be able to recognise features of places of worship</u></p> <p>TASK Look at the religious buildings in the pictures below.</p>	<p>History <u>WALT be able to explain the significance of the Battle of Hastings in 1066</u> Look at the Battle of Hastings powerpoint enclosed and then present your work in your own way using pictures bulletpoints or</p>	<p>French <u>WALT: be able to ask what you would like to drink in French</u></p> <p>Can you ask what you would like to drink in French? <i>Qu'est-ce que vous desiez boire?</i></p>

	<p>Science <u>WALT: be able to present conclusions.</u> <u>WALT: be able to use evidence to support an idea.</u> Pattern-seeking - Is there a relationship between the mass of adult animal and the length of the gestation period? Use the information below to draw a scatter graph; plotting the gestation period of an animal against its mass.</p>	<p>progressing to playing as whole class. We are improving our playing of recorder music. An upbeat positive start to the term with: Follow the lesson here; Baby Shark - Recorder Notes Tutorial - VERY EASY!!! - YouTube</p>	<p>What are they? What makes a place of worship special? Describe how these places are special to the people that worship there.</p>	<p>perhaps a poster format.</p>	<p>Use the French descriptive phrases below to create 5 sentences to describe what drink you would like in French.</p>
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What Is an Expanded Noun Phrase?

An expanded noun phrase gives much more detail than a simple noun phrase, for example:

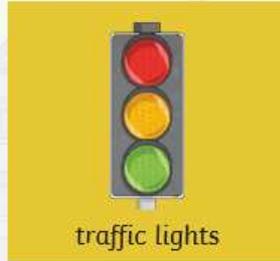


The Triple-Decker Sandwich

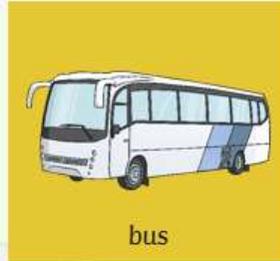
Below are three fantastic additions which could be used to make an expanded noun phrase. Can you use **all** three in one expanded noun phrase which still makes sense?



rain



traffic lights



bus

An example could be:

*The large, impressive **bus** by the **traffic lights** in the **rain***

Did you think of any other examples?

Writing Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man with the wooden walking stick walked slowly across the road.

Look at each of the images below. Write a sentence with an expanded noun phrase about each image. The first one has been done for you.



The kind boy with the blond hair helped his friend to carry the books.

















Wednesday English

WALT be able to improve dictionary skills.

You could use your own dictionary if you have one at home or perhaps use your reading book to find a unusual word or even perhaps use one of the Vocab Ninja words that you have discovered this year to play this fun game.

Dictionary Game

Look through the dictionary and find a word that you do not know. Write it down and correctly define it. Then, write two fake definitions. Read them all out in a random order to your partner and see if they can work out the real definition. One has been done as an example.

Word: stupendous
Real Definition: Extremely impressive and amazing.
Fake Definition: A very big pen.
Fake Definition: An unintelligent mouse.

Word:
Real Definition:
Fake Definition:
Fake Definition:

Word:
Real Definition:
Fake Definition:
Fake Definition:

Word:
Real Definition:
Fake Definition:
Fake Definition:



Picture Perfect

Look at the illustrations, including those on the front cover. They may give away details about characters you are about to meet.

Travel Back in Time

What has happened in the text so far? Has a character or prop been mentioned and then seemingly forgotten about? They could reappear...



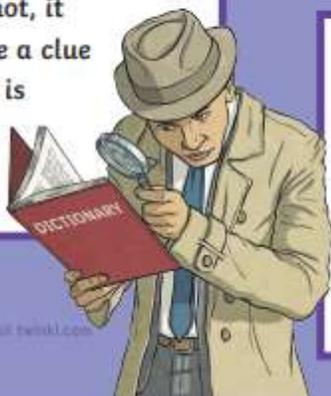
It's All about You

How would you react if you were in that situation? Has a similar thing happened to you in the past? What did you do?

Making Predictions When Reading

The Clue's in the Name

What is the story called? Do you know why it is called that yet? If not, it might be a clue to what is coming next...



Copycats

Think about other stories you have read in the past. Could something similar happen in this one?



Blabbering Blurbs

Read the blurb on the back cover. Does it mention anything that hasn't happened yet in the book? Does it imply that something is about to happen?

Read Between the Lines

Sometimes, it isn't what is being said, it's what isn't being said that counts. Are the characters hinting at something? Have they done something that might lead to something else happening?



MAP of FERRIE-ON-SEA

M A W
R O C K S

FERRIE BEACH

THE PIER

The Wreck of the
LEVATHAN

Threats at the
End of the Pier

Seagull's Dish

F I S H
S I M



Castle

Museum

Dr. Thalass's Surgery

Crozier's Crawl

Headings Hoar

Mr. Proust's House

St. Peter's Church

Gazabalcon Alley

St. Peter's Square

Doobles Square

Island

Ferris Book Dispensary

The Wind & Water Pub

Lady Kooker's Confections

GRAND HOTEL

THE PROMENADE

Fishermen's Sheds

Single Boats

Friday Comprehension

WALT be able to improve comprehension skills.

A Pirate's Life For Me

A Pirate's Life for Me

A pirate's life was a tiresome one,

Spent long on the open sea,

But when they spotted another boat

They'd plunder and pillage with glee.

They took all the riches from other ships,

Who happened to pass them by;

Gold and silver and precious gems -

Crossbones flogging on high.

A pirates' language is fun to learn,

With lots of 'ayes' and 'arrrs!'

'Me' means my and 'ye' means you -

Try saying that with soars!

'Booty' is treasure; 'blimey' means wow

And 'dungrbie' is your rear end!

'Hornswaggle' means cheat, 'ahoy'
is hello,

Yet most of them tend to offend!



Q1: If a pirate says 'ahoy' to you, what does it mean?



Q2: '*...they'd plunder and pillage with glee.*'

What do you think that this phrase means?



Q3: Why do you think that a pirate's life could be tiresome?



The best-known pirates were 'orrible men,
Who came to a sticky demise:

Black Bart Roberts was 'pistol-proof' -

The bullet came quite by surprise!

Captain Kidd was hung by the

noose,

His body then covered in tar,

And ol' Jean David was eaten for tea,

By a tribe from Panama!

Edward Teach had his head chopped off,

And Drake passed away with a fever.

Calico Jack was hanged for his crimes,

While others were killed with a cleaver!



Q4: Whose body was covered in tar?

Q5: Find and copy a phrase which the writer uses to show that many
well-known pirates were not liked.



Q6: '*...who came to a sticky demise*'

In this phrase, what do you think sticky demise means?



Q7: How do we know that Black Bart Roberts was not really 'pistol-proof'?



A Pirate's Life For Me

The food wasn't great on a pirate's ship;
The meat would often rot.
The biscuits could have little beetles in,
And there'd be maggots in the pot.
A famous disease amongst pirate crews
Was an unpleasant thing they called scurvy;

They'd get it from not eating vitamin C
And it meant that they would get rather poorly.
But it wasn't all bad on the Seven Seas;
You travelled the whole world for free!
With an 'aye' and an 'arrr' and some 'pieces of eight',
It's a pirate's life for me!

Q8: Why do you think that the meat would 'often rot'?



Q9: Why didn't pirates eat enough vitamins?

Q10: Would you have liked to have been a pirate?

Yes No

Explain your answer using evidence from the text:



Q11: Sum up what you think are the key points of this poem.



Answers to these comprehension questions can be found below:



A Pirate's Life For Me Answers

Q1: If a pirate says 'ahoy' to you, what does it mean?

Accept the answer 'hello' only

Q2: '*...they'd plunder and pillage with glee.*' What do you think that this phrase means?

Accept answers which equate the phrase to meaning happily stealing / robbing / thieving from other ships.

Q3: Why do you think that a pirate's life could be tiresome?

Accept answers which discuss the fact that pirates had many difficult feats, including long and arduous days sailing, boat maintenance (e.g. scrubbing the decks) and many dangerous tasks, such as fighting with other ships over loot. Example:

- A pirate's life was tiresome because they had to spend every day fighting for supplies and goods, which must have been difficult.

Q4: Whose body was covered in tar?

Accept the answer 'Captain Kidd' only.

Q4: Find and copy a phrase which the writer uses to show that many well-known pirates were not liked.

Accept the phrase 'the best-known pirates were 'orrible men' only.

Q6: '*...who came to a sticky demise*' In this phrase, what do you think sticky demise means?

Accept answers which equate a 'sticky demise' to a horrible downfall, unpleasant end or nasty death.

Q7: How do we know that Black Bart Roberts was not really 'pistol-proof'?

Accept any answer which infers that Black Bart Roberts could not have been as 'pistol-proof' as thought because, surprisingly, he was killed by a bullet, such as:

- Black Bart could not have been 'pistol-proof' because it was a bullet from a pistol which killed him.

Q8: Why do you think that the meat would 'often rot'?

Accept answers which discuss the lack of modern refrigeration aboard pirate vessels, e.g.

- The meat could have rotted because it was not kept cool, as there were no fridges on board pirate ships.
- Fridges were not invented when pirates sailed so they would have had no way to keep their meat cool and fresh.

Q9: Why didn't pirates eat enough vitamins?

Accept any answer which discusses the fact that prolonged periods at sea gave pirates very little access to fresh fruit and vegetables, therefore creating a shortage of vitamin intake, e.g.

- When pirates were out at sea they would not be able to get fruit and vegetables to give them vitamins so they would not be able to eat enough.

Q10: Would you have liked to have been a pirate? Explain your answer using evidence from the text.

Accept either yes or no as an answer provided that a reasonable justification based on the text has also been provided, such as the following:

Yes because...

- their lives were full of excitement and adventure.
- you get to travel the world.
- you could become rich from loot and bounties.
- their language was fun to speak.

No because...

- the food was unpleasant.
- you could get poorly quite easily.
- lots of pirates had unpleasant deaths.
- constant sailing was very tiresome.

Q11: Sum up what you think are the key points of this poem.

Accept any reasonable summary of the texts which includes all of the following points:

- Many well-known pirates met unpleasant ends.
- Food aboard pirate ships was unpleasant.
- Pirates had their own language.

What are Colons?

Colons are used to expand a sentence.

A colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon.

For example:

There was only one thing the wolf wanted to do now: eat that juicy Little Red Riding Hood.

The flaw in the wolf's plan was clear to see: he looked nothing like Grandma.

Using Colons Questions below:

Insert the colons in the correct place in these sentences.

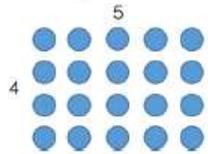
- a) At the seaside the waves crashed noisily against the shore the storm had whipped up frenzy of sea-foam.
- b) Don't forget to do your chores the washing, ironing and dusting.
- c) Sadie's project was doomed to fail she had run out of time to finish.
- d) Describe when you would use a colon in your writing.
- e) Now think of five of your own sentences that include a colon.

Answers to Colons questions below:

- a) At the seaside the waves crashed noisily against the shore: the storm had whipped up a frenzy of sea-foam.
- b) Don't forget to do your chores: the washing, ironing and dusting.
- c) Sadie's project was doomed to fail: she had run out of time to finish.
- d) *To separate two independent clauses where the second clause explains, expands on or balances the information in the first. To introduce a list.*

Varied Fluency

- If you have twenty counters, how many different ways of arranging them can you find?



How many factors of twenty have you found by arranging your counters in different arrays?

- Circle the factors of 60

9, 6, 8, 4, 12, 5, 60, 15, 45

Which factors of 60 are not shown?

- Fill in the missing factors of 24

$$1 \times \underline{\quad} \quad \underline{\quad} \times 12$$

$$3 \times \underline{\quad} \quad \underline{\quad} \times \underline{\quad}$$

What do you notice about the order of the factors?

Use this method to find the factors of 42

81

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

Always, Sometimes, Never

- An even number has an even amount of factors.
- An odd number has an odd amount of factors.

True or False?

The bigger the number, the more factors it has.

Decimal Place Value Chart

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	●	tenths	hundredths	thousandths	ten thousandths	hundred thousandths	millionths
M	HTh	TTh	Th	H	T	O	●	t	h	th	tth	hth	m
							●						
							●						

Identify the Value of Decimal Digits

Complete this Carroll Diagram from these numbers.

0.43 0.33 0.98 0.99 0.69 0.89 0.07 0.97
0.81 0.96 0.91 0.93 0.19 0.36 0.16 0.56
0.22 0.52 0.31 0.24 0.15 0.85 0.25 0.62

	9 in the hundredths place	not 9 in the hundredths place
8 in the tenths place		
not 8 in the tenths place		

Identify the Value of Decimal Digits

Answers

Complete this Carroll Diagram from these numbers.

0.43 0.33 0.98 0.99 0.69 0.89 0.07 0.97
 0.81 0.96 0.91 0.93 0.19 0.36 0.16 0.56
 0.22 0.52 0.31 0.24 0.15 0.85 0.25 0.62

	9 in the hundredths place	not 9 in the hundredths place
8 in the tenths place	0.89	0.81, 0.85
not 8 in the tenths place	0.99, 0.69, 0.19	0.43, 0.33, 0.98, 0.07, 0.97, 0.96, 0.91, 0.93, 0.36, 0.16, 0.56, 0.22, 0.52, 0.31, 0.24, 0.15, 0.25, 0.62

Round Decimal Numbers

Round decimals of two decimal places to whole numbers

Aim: I can round decimal numbers.

Round the following decimal numbers to the nearest whole number.

3.54

3.57

6.17

7.42

8.69

7.48

8.44

4.09

1.23

4.34

8.95

7.47

6.71

4.68

0.01

6.75

6.42

0.92

8.54

5.54

7.71

1.39

3.33

6.3

3.75

2.96

7.16

6.5

9.13

4.53

Round Decimal Numbers **Answers**

Round decimals of two decimal places to whole numbers

Aim: I can round decimal numbers.

Round the following decimal numbers to the nearest whole number.

3.54

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6.17

7.42

8.69

7.48

8.44

4.09

1.23

4.34

8.95

7.47

6.71

4.68

0.01

6.75

6.42

0.92

8.54

5.54

7.71

1.39

3.33

6.3

3.75

2.96

7.16

6.5

9.13

4.53



Compare Decimals

a) Choose the correct symbol < or > to complete the statements.

1. 14.06 0.3

6. 21.55 30.7

2. 11.6 10.08

7. 19.28 25.2

3. 9.99 13.7

8. 33.05 33.50

4. 17.98 17.89

9. 14.22 41.02

5. 26.65 20.01

10. 16.3 8.80

b) Can you put the numbers below in order from smallest to largest?

17.78, 8.56, 11.5, 5.92, 15.90, 22.37, 7.82, 8.65, 28.1, 6.37

c) Use the numbers below to complete the statements.

8.90, 7.26, 11.50, 9.51, 14.6, 3.11

>

<

>

<

>

<

>

<



Compare Decimals **Answers**

a) Choose the correct symbol < or > to complete the statements.

1. 14.06 0.3

6. 21.55 30.7

2. 11.6 10.08

7. 19.28 25.2

3. 9.99 13.7

8. 33.05 33.50

4. 17.98 17.89

9. 14.22 41.02

5. 26.65 20.01

10. 16.3 8.80

b) Can you put the numbers below in order from smallest to largest?

5.92, 6.37, 7.82, 8.56, 8.65, 11.5, 15.90, 17.78, 22.37, 28.1

c) Use the numbers below to complete the statements.

8.90, 7.26, 11.50, 9.51, 14.6, 3.11

>

<

>

<

>

<

>

<

Which number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1	0.01 0.01
0	1	2

There are ___ ones, ___ tenths and ___ hundredths.

The number is ___

Represent the numbers on a place value chart and complete the stem sentences.

0.28

0.65

0.07

1.26

Make the numbers with place value counters and write down the value of the underlined digit.

2.45

3.04

4.44

43.34

$0.76 = 0.7 + 0.06 = 7$ tenths and 6 hundredths.
Fill in the missing numbers.

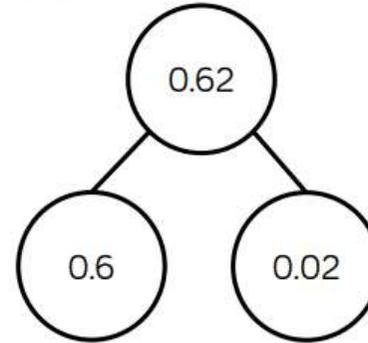
$$0.83 = \underline{\quad} + 0.03 = \underline{\quad} \text{ and } 3 \text{ hundredths.}$$

$$0.83 = 0.7 + \underline{\quad} = 7 \text{ tenths and } \underline{\quad}$$

How many other ways can you partition 0.83?

06

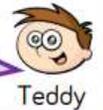
Dexter says there is only one way to partition 0.62



Prove Dexter is incorrect by finding at least three different ways of partitioning 0.62

Match each description to the correct number.

My number has the same amount of tens and tenths.



Teddy



Amir

My number has one decimal place.

My number has two hundredths.



Rosie



Eva

My number has six tenths.

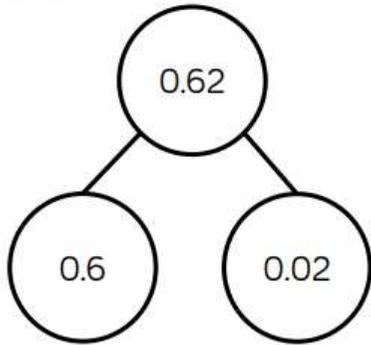
46.2

2.64

46.02

40.46

Dexter says there is only one way to partition 0.62



Prove Dexter is incorrect by finding at least three different ways of partitioning 0.62

$$0.62 = 0.12 + 0.5$$

$$0.62 = 0.4 + 0.22$$

$$0.62 = 0.3 + 0.32$$

$$0.62 = 0.42 + 0.2$$

$$0.62 = 0.1 + 0.52$$

$$0.62 = 0.03 + 0.59$$

etc.

Match each description to the correct number.

My number has the same amount of tens and tenths.



Teddy

My number has one decimal place.



Amir

My number has two hundredths.



Rosie

My number has six tenths.



Eva

46.2

2.64

46.02

40.46

Teddy - 40.46

Amir - 46.2

Rosie - 46.02

Eva - 2.64

Dexter is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.



He measures it to the nearest cm and writes the answer 28 cm.
What is the smallest length the box of chocolates could be?

Whitney is thinking of a number.



Rounded to the nearest whole her number is 4

Rounded to the nearest tenth her number is 3.8

Write down at least 4 different numbers that she could be thinking of.

A number between 11 and 20 with 2 decimal places rounds to the same number when rounded to one decimal place and when rounded to the nearest whole number?

What could this be?

Is there more than one option?

Explain why.

Answers below:

Reasoning and Problem Solving

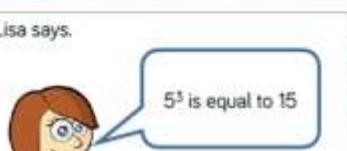
<p>Dexter is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.</p>  <p>He measures it to the nearest cm and writes the answer 28 cm.</p> <p>What is the smallest length the box of chocolates could be?</p>	<p>Smallest: 27.5 cm</p>	<p>A number between 11 and 20 with 2 decimal places rounds to the same number when rounded to one decimal place and when rounded to the nearest whole number?</p> <p>What could this be? Is there more than one option? Explain why.</p>	<p>The whole number can range from 11 to 19 and the decimal places can range from <u> </u>.95 to <u> </u>.99</p> <p>Can children explain why this works?</p>
<p>Whitney is thinking of a number.</p>  <p>Rounded to the nearest whole her number is 4</p> <p>Rounded to the nearest tenth her number is 3.8</p> <p>Write down at least 4 different numbers that she could be thinking of.</p>	<p>Possible answers: 3.84 3.83 3.82 etc.</p> <p>Some children might include answers such as 3.845</p>		

Answers below:

<h2>Factors</h2>																															
<h3>Reasoning and Problem Solving</h3>																															
<p>Here is Annie's method for finding factor pairs of 36</p> <table border="1" data-bbox="212 1189 302 1380"> <tr><td>1</td><td>36</td></tr> <tr><td>2</td><td>18</td></tr> <tr><td>3</td><td>12</td></tr> <tr><td>4</td><td>9</td></tr> <tr><td>5</td><td>X</td></tr> <tr><td>6</td><td>6</td></tr> </table> <p>When do you put a cross next to a number?</p> <p>How many factors does 36 have?</p> <p>Use Annie's method to find all the factors of 64</p>	1	36	2	18	3	12	4	9	5	X	6	6	<p>If it is not a factor, put a cross.</p> <p>36 has 9 factors.</p> <p>Factors of 64:</p> <table border="1" data-bbox="448 1292 537 1540"> <tr><td>1</td><td>64</td></tr> <tr><td>2</td><td>32</td></tr> <tr><td>3</td><td>X</td></tr> <tr><td>4</td><td>16</td></tr> <tr><td>5</td><td>X</td></tr> <tr><td>6</td><td>X</td></tr> <tr><td>7</td><td>X</td></tr> <tr><td>8</td><td>8</td></tr> </table>	1	64	2	32	3	X	4	16	5	X	6	X	7	X	8	8	<p>Always, Sometimes, Never</p> <ul style="list-style-type: none"> An even number has an even amount of factors. An odd number has an odd amount of factors. <p>True or False?</p> <p>The bigger the number, the more factors it has.</p>	<p>Sometimes, e.g. 15 has four factors but 36 has nine.</p> <p>Sometimes, e.g. 21 has four factors but 25 has three.</p> <p>False. For example, 12 has 6 factors but 13 only has 2</p>
1	36																														
2	18																														
3	12																														
4	9																														
5	X																														
6	6																														
1	64																														
2	32																														
3	X																														
4	16																														
5	X																														
6	X																														
7	X																														
8	8																														

Try these Maths problems

When you have finished, you can scroll down to find the answers to mark your own.

Cube Numbers Reasoning and Problem Solving		Cube Numbers Reasoning and Problem Solving	
<p>Lisa says.</p>  <p>Is she correct?</p> <p>Here are 3 number cards:</p>  <p>Each number card is a cubed number. Use the following information to find each number.</p> <p>$A \times A = B$</p> <p>$B + B - 3 = C$</p> <p>Digit total of $C = A$</p>	<p>Jenny is thinking of a two-digit number that is both a square and a cubed number.</p> <p>What number is she thinking of?</p> <hr/> <p>Caroline's daughter has an age that is a cubed number.</p> <p>Next year her age will be a squared number.</p> <p>How old is she now?</p> <hr/> <p>The sum of a cubed number and a square number is 150</p> <p>What are the two numbers?</p>	<p>Lisa says.</p>  <p>Is she correct?</p> <p>Here are 3 number cards:</p>  <p>Each number card is a cubed number. Use the following information to find each number.</p> <p>$A \times A = B$</p> <p>$B + B - 3 = C$</p> <p>Digit total of $C = A$</p>	<p>No- She has multiplied 5 times 3 rather than 5 times 5 times 5</p> <p>$A = 8$ $B = 64$ $C = 125$</p>
			<p>Jenny is thinking of a two-digit number that is both a square and a cubed number.</p> <p>What number is she thinking of?</p> <hr/> <p>Caroline's daughter has an age that is a cubed number.</p> <p>Next year her age will be a squared number.</p> <p>How old is she now?</p> <hr/> <p>The sum of a cubed number and a square number is 150</p> <p>What are the two numbers?</p>
			<p>64</p> <hr/> <p>8</p> <hr/> <p>125 & 25</p>

Square Numbers

Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Julian thinks that 4^2 is equal to 16
Do you agree?

Convince me.

He also thinks that 6^2 is equal to 12

Do you agree?

Explain what you have noticed.

Always, Sometimes, Never:

A square number has an even number of factors.

Square Numbers

Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Children will find that some numbers don't have an even number of factors e.g. 25
Square numbers have an odd number of factors.

Solutions include:

$$2 + 2 = 4$$

$$2 + 7 = 9$$

$$11 + 5 = 16$$

$$23 + 2 = 25$$

$$29 + 7 = 36$$

Julian thinks that 4^2 is equal to 16
Do you agree?

Convince me.

He also thinks that 6^2 is equal to 12

Do you agree?

Explain what you have noticed.

Always, Sometimes, Never:

A square number has an even number of factors.

Children may use concrete materials or draw pictures of to prove it.

Children should spot that 6 has been multiplied by 2

They may create the array to prove that $6^2 = 36$ and $6 \times 2 = 12$

Never. Square numbers have an odd number of factors.

Friday Maths

WALT be able to solve problems using decimals



	Hull	York	Leeds	
Adult	single	£12.50	£15.60	£10.25
	return	£23.75	£28.50	£19.30
Child	single	£8.50	£10.80	£8.25
	return	£14.90	£17.90	£14.75



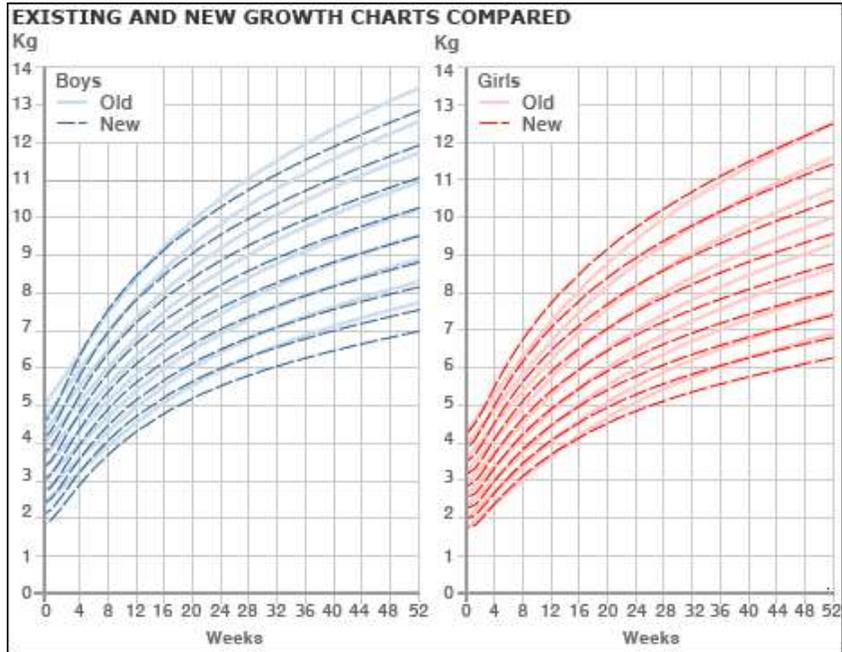
1. Look at the table above
 - a. What is the total cost for a return journey to York for one adult and one child?
 - b. What is the total cost for a return to Hull and a single to Leeds for two adults?
2. Michael Schumacher can travel at 166.35 mph in his Ferrari. How far can he travel in 3 hours?
3. The temperature in the classroom was 21.8 °C. Claire left the door open and the temperature dropped by 3.7 °C. What was the temperature now?
4. Sarah was 88.49 cm tall when she was 3 years old. By the time she was 18, Sarah had grown a further 83.91 cm. How tall was she when she was 18?
5. Long-haired Lucy decided it was time for a new haircut. She went to the hairdressers with hair 74.2 cm long. When she left it was 21.6cm long. How much had the hairdressers taken off?

Science

Use this information to draw graph and answer question;

Is there a relationship between the mass of adult animal and the length of the gestation period?

Animal	Mass (Kg)	Animal	Mass (Kg)
Human	70	Cow	753
Hamster	0.2	Sheep	100
Cat	4	Pig	250
Grey squirrel	0.6	Mouse	0.1
Rabbit	1	Horse	450



The scientific data shows that breast-fed babies are known to gain weight more slowly during that period and the charts reflect this as by the age of one there is a 1kg difference with the old charts.

Use the information on these graphs to complete the table below. Read this information report here:

<http://news.bbc.co.uk/1/hi/health/8035784.stm>

Boy	Mass at birth (Kg)	Age now (weeks)	Expected mass using old chart (Kg)	Expected mass using new chart (Kg)	
A	4.5	8			
B	3	20			

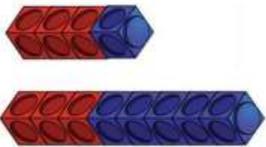
C	2	40			
D					
E					

Maths

Fraction Reasoning Problems below'

Reasoning and Problem Solving

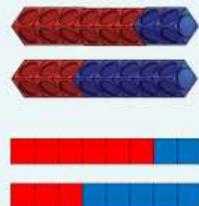
Ron makes $\frac{3}{4}$ and $\frac{3}{8}$ out of cubes.



He thinks that $\frac{3}{8}$ is equal to $\frac{3}{4}$

Do you agree?
Explain your answer.

Possible answer:
I disagree with Ron because the two wholes are not equal. He could have compared using numerators or converted $\frac{3}{4}$ to $\frac{6}{8}$. If he does this he will see that $\frac{3}{4}$ is greater. Children may use bar models or cubes to show this.



Always, sometimes, never?

If one denominator is a multiple of the other you can simplify the fraction with the larger denominator to make the denominators the same.

Example:

Could $\frac{?}{4}$ and $\frac{?}{12}$ be simplified to $\frac{?}{4}$ and $\frac{?}{4}$?

Prove it.

Sometimes

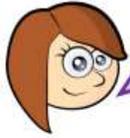
It does not work for some fractions

e.g. $\frac{8}{15}$ and $\frac{3}{5}$

But does work for others e.g. $\frac{1}{4}$ and $\frac{9}{12}$

Reasoning and Problem Solving

Rosie says,



To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions Rosie has found for $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16} \quad \frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4} \quad \frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?
Does Rosie's method work?
Explain your reasons.

$\frac{4}{8} = \frac{1}{5}$ and $\frac{4}{8} = \frac{6}{10}$
are incorrect.

Rosie's method doesn't always work. It works when multiplying or dividing both the numerator or denominator but not when adding or subtracting the same thing to both.

Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.

Do you agree?
Explain your answer.

Here are some fraction cards.
All of the fractions are equivalent.

$$\frac{4}{A} \quad \frac{B}{C} \quad \frac{20}{50}$$

$A + B = 16$
Calculate the value of C.

Ron is wrong. For example $\frac{3}{9}$ can be simplified to $\frac{1}{3}$ and these are all odd numbers.

$A = 10$
 $B = 6$
 $C = 15$

Friday French

WALT: be able to ask what you would like to drink in French

Can you ask what you would like to drink in French? *Qu'est-ce que vous desiez boire?*



Containers



une tasse
de

thé

▶ une tasse de thé

café au lait

▶ une tasse de café au lait

café

▶ une tasse de café

chocolat chaud

▶ une tasse de chocolat chaud

▶ Chaude ou froide ?



froide

chaude



le café au lait



le jus d'orange



le café



le coca



l'eau



le chocolat chaud



la limonade



le thé

Containers



une bouteille
de

coca

▶ une bouteille de coca

limonade

▶ une bouteille de limonade

jus d'orange

▶ une bouteille de jus d'orange

eau

▶ une bouteille d'eau

Qu'est-ce que vous désirez boire ?



▶ What Would You Like to Drink?

▶ Je voudrais...

une bouteille

une tasse

un verre

thé

café

café au lait

chocolat chaud



coca

limonade

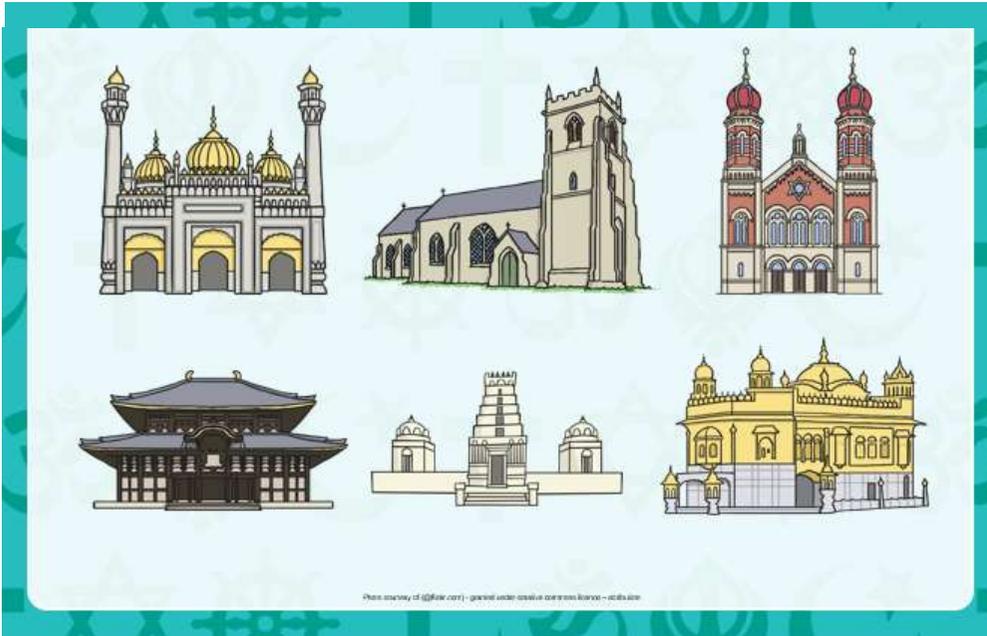
eau

jus d'orange



Wednesday RE

WALT: Be able to recognise features of places of worship



Look at these pictures above.

What are they?

What makes a place of worship special?

Describe how these places are special to the people that worship there.