







## St Margaret's-at-Cliffe CP School

### Timetable Class 5

Week 7 <sup>th</sup> June	Monday  7 <sup>th</sup> June	Tuesday  8 <sup>th</sup> June	Wednesday  9 <sup>th</sup> June	Thursday  10 <sup>th</sup> June	Friday  11 <sup>th</sup> June
Vocab Ninja	 <p>Ninja Word of the day starting with Shinobi words for year 5 can be found <a href="#">here</a>.</p> <p>You can also play some Vocabulary Ninja Mini Games here:  <a href="http://vocabularyninja.co.uk">Synonym Stars (vocabularyninja.co.uk)</a></p>				
	 <p>Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance.</p> <p>We are a class bubble and we will not be mixing with other bubbles.</p> <p>We need to keep each other safe by following the health and safety guidelines in school.</p>				
STORY	<h2>Thomas Edison biography</h2> <p>This week we are going to be reading the Biography of the famous inventor called Thomas Edison</p> <p>You can listen here: <a href="#">Mini Bio - Thomas Edison - YouTube</a></p> <p>You can learn about his life here: <a href="http://ducksters.com">Thomas Edison Biography (ducksters.com)</a></p>				
English	<p>Read Thomas Edison biography</p> <p><u>WALT:be able to use a thesaurus to define words</u></p>	<p>Read Thomas Edison biography</p> <p><u>WALT:be able to skim a text to retrieve information</u></p>	<p>Read Thomas Edison biography</p> <p><u>WALT:be able to organise and present my writing using devices that</u></p>	<p>Read Thomas Edison biography</p> <p><u>WALT:be able to use the subjunctive form</u></p>	<p>Read Thomas Edison biography</p> <p><u>WALT:Be able to use formal speech to ask questions</u></p>

<p>Look at these words below and locate them in a thesaurus.</p> <p><b>TASK</b></p> <p>Now give two alternative words that could be used for each.</p> <p><i>messy, soft, hop, fidget, slip</i></p> <p>If you have not got a thesaurus at home use this on line version</p> <p><a href="#">Collins Thesaurus   Synonyms, Antonyms and Definitions (collinsdictionary.com)</a></p> <p>You can view here</p> <p>Access this lesson using pin code: <b>XD3961</b> at <a href="#">Twinkl Go</a></p> <p><u>WALT be able to describe characters</u></p> <p>After reading the initial information about Thomas Edison's early childhood write a character description of what this boy was like.</p>	<p><u>WALT be able to improve comprehension skills</u></p> <p><u>First look at the activity here</u></p> <p>Access this lesson using pin code: <b>AS7216</b> at <a href="#">Twinkl Go</a></p> <p>Answer the questions carefully using complete sentences.</p>	<p><u>structure text and guide the reader.</u></p> <p>You are going to create a leaflet that is a fact file of Thomas Edison's early life.</p> <p>Present your work as an information leaflet including dates, places, maps and perhaps quotes.</p>	<p>View this power point here</p> <p>Access this lesson using pin code: <b>HJ8165</b> at <a href="#">Twinkl Go</a></p> <p>Now we are going to see if we can spot the subjunctive phrase in different sentences. Look at the examples below.</p>	<p>After reading all about Thomas Edison's life you are going to interview him.</p> <p>(Obviously we will have to time travel you and the rest of the class!) First you need to think of questions you could ask him to discover how he felt about different events during his life. Remember he is now older so you need to be very clear with your questions. Think of at least <u>ten</u> thoughtful questions for your interview.</p> <p><u>Challenge</u></p> <p>Pair up to become the interviewer and the guest (Thomas Edison) What extra information can you discover?</p>
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Maths	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 5, day 1.</p> <p><b>Daily 10</b> This activity can be found here: <a href="#">Daily 10 - Mental Maths Challenge - Topmarks</a></p> <p><u>WALT : be able to understand all imperial units for measure</u></p> <p>Look at this worksheet where these ideas are explored.</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-4-WO4-Imperial-units-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-4-WO4-Imperial-units-2020.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 5, day 2.</p> <p><b>Daily 10</b> This activity can be found here: <a href="#">Daily 10 - Mental Maths Challenge - Topmarks</a></p> <p><u>WALT: be able to use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</u></p> <p>First watch White Rose video <a href="https://vimeo.com/506026189">https://vimeo.com/506026189</a></p> <p>Look at this worksheet where these ideas are explored.</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO5-Imperial-measures-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-4-WO5-Imperial-measures-2019.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 5, day 3.</p> <p><b>Daily 10</b> This activity can be found here: <a href="#">Daily 10 - Mental Maths Challenge - Topmarks</a></p> <p><u>WALT be able to estimate volume</u></p> <p>Look at this worksheet where these ideas are explored.</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO3-Estimate-volume-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO3-Estimate-volume-2020.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 5, day 4.</p> <p><b>Daily 10</b> This activity can be found here: <a href="#">Daily 10 - Mental Maths Challenge - Topmarks</a></p> <p><u>WALT be able to estimate capacity</u></p> <p>Look at this worksheet where these ideas are explored.</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO4-Estimate-capacity-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO4-Estimate-capacity-2020.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 5, day 5.</p> <p><b>Daily 10</b> This activity can be found here: <a href="#">Daily 10 - Mental Maths Challenge - Topmarks</a></p> <p><u>WALT be able to estimate volume and then calculate using 1 cm<sup>3</sup> blocks</u></p> <p>First view the White Rose video here: <a href="https://vimeo.com/508930452">https://vimeo.com/508930452</a></p> <p>Look at this worksheet where these ideas are explored.</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO7-Volume-counting-cubes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO7-Volume-counting-cubes-2019.pdf</a></p>
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Topic	<p><b><u>Science</u></b>  <u>WALT be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.</u></p> <p>First watch this short clip about thermal insulators  <a href="#">Thermal Conductors and Insulators - Bing video</a></p> <p>TASK            Design an experiment to keep a mug of hot chocolate warm for the longest period of time. You may choose to use different thermal insulators. Draw a label diagram. Explain how you would set up your experiment. What will you measure? How will you discover which thermal insulator is the best?</p>	<p><b><u>PE</u></b>  <u>WALT: Be able to hold body in different gymnastic shapes and balances</u>            TASK            Look at this video clip of some fun exercises and have a go yourself:</p>  <p><a href="#">The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube</a>  <b>Star and star jumps</b>- Arms and legs stretched out wide.  <b>Pike</b> - Sitting tall, with legs together and straight, arms stretched out above legs.  <b>Straddle</b> - Sitting tall, with legs out wide and straight, arms stretched out above legs  <b>Arched shape</b>- Your feet and hands are the base of the arch and your body is in a curved shape.</p> <p><b><u>Music</u></b>  <u>WALT be able to recognise musical notation</u></p>	<p><b><u>Computing</u></b>  <u>WALT: Be able to use and design spreadsheets</u>            TASK            Last session we looked at this video tutorial about basic spreadsheets here  <a href="#">Spreadsheet Basics -- Microsoft Excel - YouTube</a></p> <p>We are now going to further design our own spreadsheets to calculate costs.</p> <p>RE  <u>WALT: Be able to explain the significance of a mosque as a place of worship.</u></p> <p>We are going to look at the importance of the Islamic place of worship. First view the power point here:            Access this lesson using pin code: <b>BV8126</b> at <a href="#">Twinkl Go</a>            Now design a poster that explains the important features of an Islamic Mosque.</p>	<p><b><u>PE</u></b>  <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u>            Warm up - running in different directions, skipping, hopping and jumping. , How wide, tall and small can you be? Running in different directions bouncing and catching the ball.            Activity 1 - 'Turn about Catching 'Place 3 cones, 3 metres apart in a straight line.            Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player. Increase/decrease distances between cones            One handed catching            Use weaker hand to catch and throw            3 cones per group and 2 balls per group</p> <p><b><u>French</u></b>  <u>WALT be able to develop French conversation</u>            View this power point <a href="#">describing the different</a></p>	<p><b><u>PSHE</u></b>  <u>WALT: Be able know there are rights and responsibilities when playing a game online</u>            We are all still thinking how to keep safe when playing on line games. Sometimes we might worry about comments from other players.            We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity?            Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity!            NOW            Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn.  <i>If you are at home please ask an adult to read the Calming Script to you</i></p>
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		<p>View this power-point that explains Minims and Semibreves.</p> <p>Access this lesson using pin code: <b>AX4913</b> at <a href="#">Twinkl Go</a></p> <p>Watch this video to explain how to read musical notation  <a href="#">How to read music - Tim Hansen - YouTube</a></p>		<p><u>subjects taught in a French school.</u></p> <p>Access this lesson using pin code: <b>BP0246</b> at <a href="#">Twinkl Go</a></p> <p>NOW</p> <p>Write five sentences hat describe in French which subject each of the children like.</p>	
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# Thomas Edison Fact File

## Childhood

Thomas Edison was born in Ohio, America. He was the seventh child of Samuel and Nancy Edison.

As a child, he had hearing problems from the illness scarlet fever. His mother was a teacher, so he did not go to school but was taught at home.

As a teenager, he sold candy and newspapers on trains. Quickly, he became quite a good businessman, and with four assistants started selling newspapers on the streets.

## Getting a Job

He got his first job by accident when he saved a three-year-old boy from being hit by a train. The boy's father was so grateful that he gave Thomas a job as a telegraph operator.

At 19 years old, Thomas moved to Kentucky to start a new job. He chose to work at night so that he could carry on with his experiments. Unfortunately, he spilt sulphuric acid on the floor and it dripped through the wooden floorboards onto the desk of his boss below. Thomas Edison lost his job!

## First Invention

Thomas Edison's first invention was completed in 1877 – the phonograph. This was a machine that could record and replay sound. The sound was played through a large horn.

Suddenly, Thomas Edison became very famous.



**Born:**  
11th February, 1847

**Died:**  
18th October, 1931  
aged 84



**A telegraph operator:**  
a person who  
operates a telephone  
switchboard.



## The Electric Lightbulb

Thomas wanted to invent a light that did not need oils or gas to be lit. After some tests and changes, Edison created a lightbulb that would stay lit using electricity for 13 ½ hours!

In 1879, he demonstrated this amazing invention to a group of people in Menlo Park. He then became known as the 'Wizard of Menlo Park'.

## An Amazing Man

Thomas Edison was a very careful worker, who went on to become one of the most famous inventors in history. He always thought carefully about all the different things that could go wrong in his projects and how to put them right. He managed to encourage very important people to support his inventions and put money into them, so that he had the time to work on them properly.

## His Legacy

Thomas Edison died in 1931 from problems with diabetes. He was 84 years old. Almost everyone in the world has used at least one of his inventions: the electric lightbulb. We are still using them today, over 100 years later!



Edison with his  
phonograph invention.

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

Here are some examples:

*If I **were** you I'd accept.*

*I suggested that he **face** up to the bully.*

*It is vital that she **attend** the meeting.*

*I wish I **were** able to fly.*

*I suggest you **take** a rain coat with you.*

*I demand that they **be** counted again!*

The subjunctive is the same as the verbs we use in almost every case, but it is **different in the third person singular and when using the verb to be.**

For the subjunctive we remove the final s at the end of the verb, so

I request that he *write* to her (instead of he *writes* to her)

and in the subjunctive we use the forms *I were* and *they be*, so

I wish I *were* able to fly (instead of I *was*)

She asked that they *be* told immediately (instead of they *were* told).

# Identifying the Subjunctive Mood

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

1.

☐ If I were chosen, I would do my best.

☐ If you choose me, I would do my best.

2.

☐ I request that she demand a recount in the election.

☐ I have requested that she demands a recount in the election.

3.

☐ Honesty is part of our school rules.

☐ Our school rules require that all children be honest.

4.

☐ The head teacher demanded that she attend the important meeting.

☐ The head teacher demanded her attendance at the important meeting.

5.

☐ The detective knew nothing about the secret so he could not solve the crime.

☐ If the detective had known the secret, he would have solved the crime.



2 Complete the sentences.

a) There are  grams in 1 kilogram.

There are  kilograms in one tonne.

b) There are  millilitres in 1 litre.

c) There are  millimetres in 1 centimetre

There are  centimetres in 1 metre.

There are  metres in 1 kilometre.



Maths ANSWERS for the White Rose worksheets can be found here:

Monday Imperial <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-4-ANS4-Imperial-units-2020.pdf>

Tuesday Imperial measures <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y6-Spring-Block-4-ANS5-Imperial-measures-2019.pdf>

Wednesday Volume <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS3-Estimate-volume-2020.pdf>

Thursday Capacity <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS4-Estimate-capacity-2020.pdf>

Friday estimating volume <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS4-Estimate-capacity-2020.pdf>




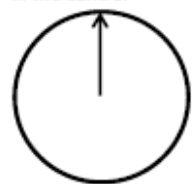
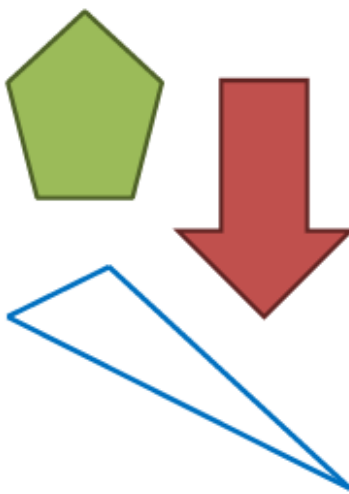
- Who is this woman?
- What do her clothes tell you about her?
- What is she doing?
- What are the lights?
- Have you ever seen anything like this? Is this real or fantasy?
- Why is she doing this? Why at night time?
- Is anyone else with her?

"At the close of each day she spun the night sky."

- Now what do you know about her?
- What is her job?
- Does she have to spin the night sky? Who told her to do it? How long has she been doing it? What happens if she doesn't spin the night sky? What happens at sunrise?
- Write a short story about a time she doesn't spin the night sky. Will it have a positive resolution or not? Why?



- Where are the girl and the dragon?  
What can they see from this place? What are they looking at?
- Why are they here?
- Are they friends? Does the girl own the dragon as a pet? Or does the dragon own the girl as its pet?
- What species of dragon do you think it is? Is it friendly?
- Does anyone else know that they're up here?  
What might other people say about their friendship?
- Give this picture a new title. Explain your choices and persuade others that yours is the best title.
- Write about the adventures of the girl and the dragon.

<ul style="list-style-type: none"> <li>If one angle in a triangle is <math>38^\circ</math> and another is <math>68^\circ</math>, what type of angle will the third be?</li> <li>Tick all the obtuse angles  <math>47^\circ</math>      <math>107^\circ</math>  <math>98^\circ</math>      <math>90^\circ</math></li> </ul>  <ul style="list-style-type: none"> <li>Which number is an angle?  <div>79.4</div> <div>-60</div> </li> </ul> <p>Explain why.</p>	<ul style="list-style-type: none"> <li>Odd one out.  <div>180°</div> <div>45°</div> <div>79°</div> <div>225°</div> </li> </ul> <p>Explain why.</p> <ul style="list-style-type: none"> <li>Cut out a circle with a spinner in the centre.</li> </ul>  <p>Put the arrow in the starting position above. Turn over a flash card with an angle on. Estimate the given angle by moving the spinner. Check how close you are.</p>	<ul style="list-style-type: none"> <li>Estimate and measure the angles in these shapes.</li> </ul>  <p>Record your results in a table. Work out how close you were. Did you notice anything or find any easier?</p>
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## Identifying the Subjunctive Mood Answers

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

1.	<input checked="" type="checkbox"/> If I <u>were</u> chosen, I would do my best. <input type="checkbox"/> If you choose me, I would do my best.
2.	<input checked="" type="checkbox"/> I request that she <u>demand</u> a recount in the election. <input type="checkbox"/> I have requested that she demands a recount in the election.
3.	<input type="checkbox"/> Honesty is part of our school rules. <input checked="" type="checkbox"/> Our school rules <u>require</u> that all children be honest.
4.	<input checked="" type="checkbox"/> The head teacher demanded that she <u>attend</u> the important meeting. <input type="checkbox"/> The head teacher demanded her attendance at the important meeting.
5.	<input type="checkbox"/> The detective <u>knew</u> nothing about the secret so he could not solve the crime. <input checked="" type="checkbox"/> If the detective <u>had known</u> the secret, he would have solved the crime.



- Complete the rectangles on the grids below.



- Why is a square a special rectangle?
- Join 4 dots together to make a rectangle.



- The perimeter of the rectangle is 45cm.

4.9cm



Find the length of the rectangle.

- Here is a rectangle.



What is the sum of angles a and b?

Find angle c.

- A shape has 4 right angles. It has 4 straight sides. It has 2 pairs of parallel lines. Draw what the shape could be. Is there more than one option?

- A rectangular classroom has a perimeter between 20 and 25 cm. What could the dimensions be?



- A rectangular classroom has an area between 20 and 25 cm. What could the dimensions be?

- A shape is made up of a square and rectangle.



The perimeter of the shape is 70cm. The area of the square is  $121\text{cm}^2$ . What is the area of the rectangle?

- What shape am I?

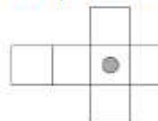
- My faces are made up of a square and four triangles.
- My faces are made up of rectangles and triangles.

- Complete the sentences.

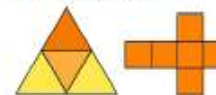
A tetrahedron has \_\_\_ faces. The faces are made from \_\_\_\_.

A cube has \_\_\_ faces. The faces are made from \_\_\_\_.

- Draw another dot on the net of the cube below so it has a dot on the opposite face when the 3D shape is constructed.



- Find 3 similarities between the net of a tetrahedron and the net of a cube.



Share them with a partner. Are any the same/different?

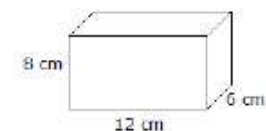
- Albie says,

If two 3D shapes have the same number of edges then they also have the same number of vertices.

Do you agree? Explain why.

- Create cubes and cuboids by using multilink. Can you draw these on isometric paper? Which part is difficult? Would it be harder if you had to draw something other than squares or rectangles?

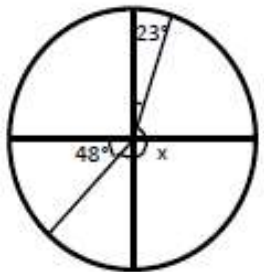
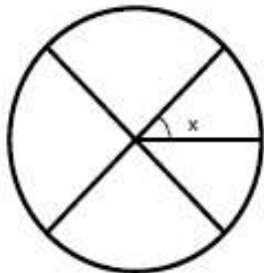
- Here is a cuboid



Draw the net for this cuboid.

- Visualise
  - A square based pyramid is put on top of a cube so that it fits perfectly. How many 2D shapes can you now see and what are they?
  - A tetrahedron and a triangular prism are fit perfectly together. How many 2D shapes can you now see and what are they?

- Work out the missing angles.



- Gary says,

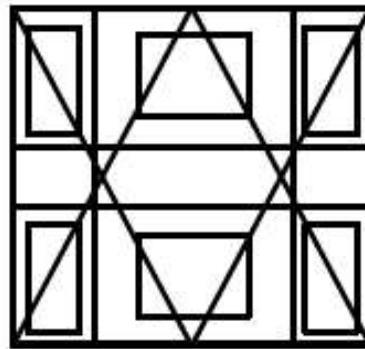
If I turn the letter M by  $180^\circ$  then it looks like the letter W

Do you agree? Prove it.

- Design a 'fun house' for children to play in. It should have 'wonky' walls, windows and doors. Label the angle types. e.g.

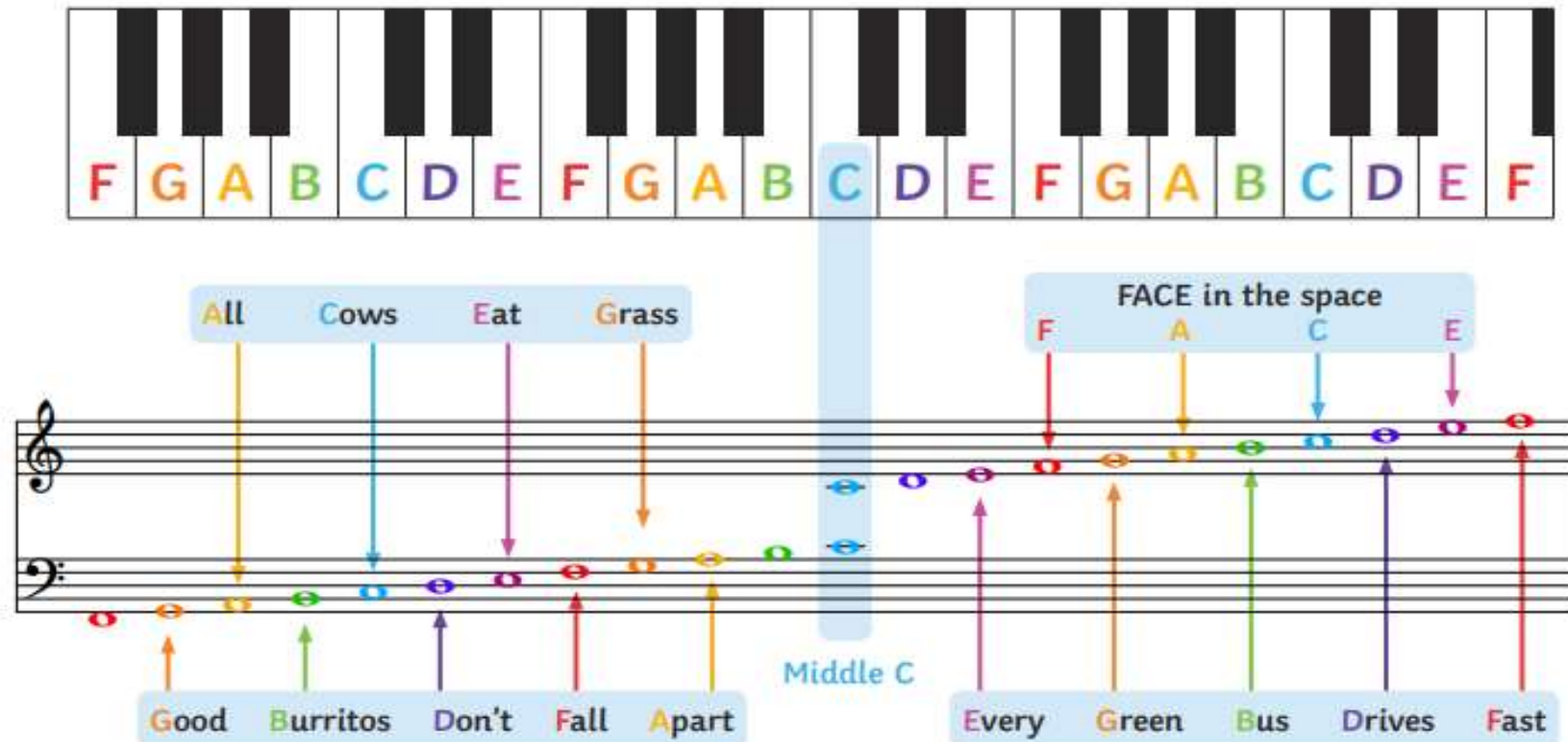


- How many right angles can you find?



- Investigate the amount of obtuse and acute angles there could be in a pentagon. How many different pentagons can you create? Record the information in a table to show different acute and obtuse angles.
- Create your own missing angles for a partner. Include information relating to quarter, half and full turns.

## Musical Notes



## Figurative Language

### Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

### Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

### Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

### Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

### Simile

Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

### Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

### Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!

## FIGURATIVE LANGUAGE

Search through your reading book or look at the story of 'The Train to Impossible Places' to locate examples of Figurative Language the author has used.

Can you copy their ideas and write a short paragraph that uses this Figurative Language?


## HOW WELL DO YOU KNOW YOUR SPELLING?

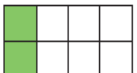
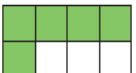



### Statutory Spelling List for children of Year 5 and Year 6

accommodate	conscience	explanation	neighbour	shoulder
accompany	conscious	familiar	nuisance	signature
according	controversy	foreign	occupy	sincere
achieve	convenience	forty	occur	sincerely
aggressive	correspond	frequently	opportunity	soldier
amateur	criticise	government	parliament	stomach
ancient	curiosity	guarantee	persuade	sufficient
apparent	definite	harass	physical	suggest
appreciate	desperate	hindrance	prejudice	symbol
attached	determined	identity	privilege	system
available	develop	immediately	profession	temperature
average	dictionary	interfere	programme	thorough
awkward	disastrous	interrupt	pronunciation	twelfth
bargain	embarrass	language	queue	variety
bruise	environment	leisure	recognise	vegetable
category	equipped	lightning	recommend	vehicle
cemetery	equipment	marvellous	restaurant	yacht
committee	especially	mischievous	rhyme	
communicate	exaggerate	muscle	rhythm	



community competition	excellent existence	necessary	sacrifice secretary	
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Mastery	Mastery with Greater Depth
<p>Mark and label on this number line where you estimate that <math>\frac{3}{4}</math> and <math>\frac{3}{8}</math> are positioned.</p> 	<p>Russell says <math>\frac{3}{8} &gt; \frac{3}{4}</math> because <math>8 &gt; 4</math>.</p> <p>Do you agree?</p> <p>Explain your reasoning.</p>
<p>Choose numbers for each numerator to make this number sentence true.</p> $\frac{\square}{15} > \frac{\square}{10}$	<p>Which is closer to 1?</p> $\frac{7}{8} \text{ or } \frac{23}{24}$ <p>Explain how you know.</p>
<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate <math>1\frac{1}{2}</math> of his sandwiches.</p> <p>Caroline ate <math>\frac{5}{4}</math> of her sandwiches.</p> <p>Draw diagrams to show how much Chiz and Caroline each ate.</p> <p>Who ate more? How much more?</p>	<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate <math>1\frac{1}{4}</math> of his sandwiches.</p> <p>Caroline ate <math>\frac{5}{4}</math> of her sandwiches.</p> <p>Fred said Caroline ate more because 5 is the biggest number.</p> <p>Tammy said Chiz ate more because she ate a whole sandwich.</p> <p>Explain why Fred and Tammy are both wrong.</p>

Mastery	Mastery with Greater Depth										
<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday?</p> <p>A  B </p>	<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>A  B </p> <p>Sam says he ate <math>\frac{7}{8}</math> of a bar of toffee.</p> <p>Jo says Sam ate <math>\frac{7}{16}</math> of the toffee.</p> <p>Explain why Sam and Jo are both correct.</p>										
<p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$	<p>Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{\square} + \frac{\square}{\square} =$										
<p>Graham is serving pizzas at a party. Each person is given <math>\frac{3}{4}</math> of a pizza. Graham has six pizzas.</p> <p>How many people can he serve? Draw on the pizzas to show your thinking.</p>  <p>Write your answer as a multiplication sentence.</p>	<p>Graham is serving pizzas at a party. Each person is given <math>\frac{3}{4}</math> of a pizza.</p> <p>Fill in the table below to show how many pizzas he must buy for each number of guests.</p> <table border="1"> <thead> <tr> <th>Guests</th><th>Pizzas</th></tr> </thead> <tbody> <tr> <td>4</td><td></td></tr> <tr> <td>6</td><td></td></tr> <tr> <td>8</td><td></td></tr> <tr> <td>10</td><td></td></tr> </tbody> </table> <p>When will he have pizza left over?</p>	Guests	Pizzas	4		6		8		10	
Guests	Pizzas										
4											
6											
8											
10											

### Calming script

Calm, quiet minds feel better... so, let's see if we can quieten our minds down.

Take your *Calm Me* positions... sit nice and straight on the floor, see if you can sit up with a straight and dignified spine. Both feet are out in front of you and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing of the sounds around you...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now.



- 1) Fill in the missing number.

$$32.6 \div \boxed{\phantom{00}} = 0.326 \quad 100$$

- 2) Add together 16 and 1.06 17.06

- 3) Complete the number sentence using  $<$ ,  $>$  or  $=$   
 $0.3 + 0.02 + 0.001$   $<$   $0.02 + 0.003 + 0.3$

- 4) Multiply 2,396 by 6 14,376

# Flashback 4

Year 5 | Week 5 | Day 2

1) What fraction of a full turn is  $270^\circ$ ?



$\frac{3}{4}$  of a full turn

2) Subtract 2.07 from 8

5.93

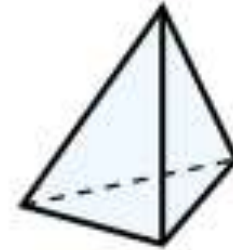
3) Work out the missing number.

$$0.49 + \boxed{\phantom{00}} = 1$$

0.51

4) Complete the number sentence using  $<$ ,  $>$  or  $=$

$$\frac{3}{4} \bigcirc \frac{7}{12}$$



- 1) If an angle is  $282^\circ$ , what type of angle is it?

Reflex

- 2) Work out  $23 + 1.14 + 0.86$

25

- 3) Find the difference between  
 $0.629$  and  $0.941$

0.312

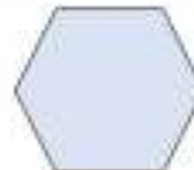
- 4)  $\frac{3}{7} + \frac{2}{7} = \boxed{\phantom{00}} + \frac{1}{7}$

$\frac{4}{7}$



- 1) Read the angle shown on the protractor.

30°



- 2) What comes next in the sequence?

9.8, 9.5, 9.2, \_\_\_\_\_

8.9

- 3) Find the missing number.

$$0.273 + \boxed{\phantom{000}} = 1$$

0.727

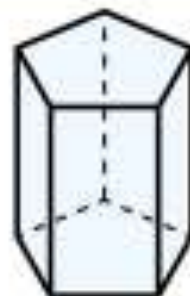
- 4) Divide 648 by 4

162

- 1) Estimate the size of the angle.



120°



- 2) Multiply 4.39 by 1,000

4,390

- 3) Add 0.8 to 9.4

10.2

- 4) Round 3.74 to the nearest tenth.

3.7



Click play buttons  
throughout to hear  
phrases and words.

# Les matières

## School Subjects

Français		English
le français		French
le dessin		Art
la <u>géographie</u> (la <u>géo</u> )		Geography
l'anglais		English
<u>l'éducation physique</u> ( <u>l'E.P.S.</u> )		PE
<u>l'informatique</u>		IT
les <u>mathématiques</u> (les maths)		Maths
la <u>musique</u>		Music
<u>l'histoire</u>		History
les sciences		Science



# Quelle est ta matière favorite ?

Which is your favourite subject?



le français



le dessin



la géographie (la géo)



l'anglais



l'éducation physique (l'E.P.S.)



l'informatique



les mathématiques (les maths)



la musique



l'histoire



les sciences



Ma matière  
favorite est le  
dessin.







Quelle est ta matière favorite ?

Which is your favourite subject?



le français



le dessin



la géographie (la géo)



l'anglais



l'éducation physique (l'E.P.S.)



l'informatique



les mathématiques (les maths)



la musique



l'histoire



les sciences



Ma matière  
favorite est  
l'histoire.

