






# St Margaret's-at-Cliffe CP School

## Timetable Class 5


## Forest School

Week 5 <sup>th</sup> July	Monday	Tuesday	Wednesday	Thursday	Friday
	5 <sup>th</sup> July	6 <sup>th</sup> July	7 <sup>th</sup> July	8 <sup>th</sup> July	9 <sup>th</sup> July
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.          We are a class bubble and we will <u>not</u> be mixing with other bubbles.          We need to keep each other safe by following the health and safety guidelines in school.</p>				
STORY	<h1>The Explorer</h1> <h2>by Katherine Rundell</h2> <p>This week we are going to begin reading an excellent book called 'The Explorer' ,that I am hoping you will all really enjoy.First watch the author;Katherine Russell introduce her book here: <a href="#">Katherine Rundell on food from The Explorer (WARNING: she does eat a Tarantula!) - Bing video</a></p> <p>You can listen to The Explorer being read here: <a href="#">The Explorer by Katherine Rundell - YouTube</a>          You can listen to the author reading the first chapter here: <a href="#">Katherine Rundell reading from The Explorer - YouTube</a>          Here chapter two is being read:  <a href="#">The Explorer - Chapter 3 - The Den - YouTube</a></p>				

English	<p>Read The Explorer Chapter 3 You can read the text : <a href="http://the-explorer-katherine-rundell-extract.pdf">the-explorer-katherine-rundell-extract.pdf</a> (<a href="http://booktrust.org.uk">booktrust.org.uk</a>)</p> <p><u>WALT be able to use apostrophes for plural possession.</u> First look at this power point about the use of apostrophes for possession.</p> <p>Access this lesson using pin code: <b>NM6093</b> at <a href="http://Twinkl Go">Twinkl Go</a></p> <p><u>WALT:be able to use some ideas from authors I have read in my own writing.</u></p> <p>Read the first three pages of the story in Chapter 3 looking for these clever sentences below; <i>He grimised and put one in his mouth,the taste hadn't been improved.....</i></p>	<p>Read The Explorer Chapter 3 You can read the text : <a href="http://the-explorer-katherine-rundell-extract.pdf">the-explorer-katherine-rundell-extract.pdf</a> (<a href="http://booktrust.org.uk">booktrust.org.uk</a>)</p> <p><u>WALT be able to use the subjunctive form</u> First look at this power point that explains how the subjunctive form is used and written. Access this lesson using pin code: <b>EM8326</b> at <a href="http://Twinkl Go">Twinkl Go</a></p> <p><u>TASK</u> Complete the 'was or were' subjunctive verb agreeent questions below.</p> <p><u>Challenge</u> Look at chapter 3 to discover examples of the subjunctive form Perhaps you could write your own subjunctive senetence that the author could of used in this chapter.</p>	<p>Read The Explorer Chapter 3 You can read the text : <a href="http://the-explorer-katherine-rundell-extract.pdf">the-explorer-katherine-rundell-extract.pdf</a> (<a href="http://booktrust.org.uk">booktrust.org.uk</a>)</p> <p><u>WALT:be able to use formal and informal speech</u> First look at the powerpoint here: Access this lesson using pin code: <b>GQ2314</b> at <a href="http://Twinkl Go">Twinkl Go</a></p> <p>Now complete these direct speech questions that require inverted commas. Access this lesson using pin code: <b>MD0543</b> at <a href="http://Twinkl Go">Twinkl Go</a></p> <p>Reread the first three pages of The Explorer. Notice how Fred and Max are involved in a conversation as they</p>	<p>Read The Explorer Chapter 3 You can read the text : <a href="http://the-explorer-katherine-rundell-extract.pdf">the-explorer-katherine-rundell-extract.pdf</a> (<a href="http://booktrust.org.uk">booktrust.org.uk</a>)</p> <p><u>WALT:be able to can compare, contrast and evaluate different books.</u></p> <p>We are going to compare and contrast our class reading books that we have been reading over the last two terms. Think of the ideas and themes within 'The Exploreres' that we are reading now and 'the train to impossible places' or Malamander or infact our first book Rumblestar.You make your choice to compare two of these books. If you prefer you could compare 'The explorer ' with a book you have recently read. Use the comparison sheet</p>	<p>Read The Explorer Chapter 3 You can read the text : <a href="http://the-explorer-katherine-rundell-extract.pdf">the-explorer-katherine-rundell-extract.pdf</a> (<a href="http://booktrust.org.uk">booktrust.org.uk</a>)</p> <p><u>WALT:be able to use formal and informal speech</u> First look at the powerpoint here: Access this lesson using pin code: <b>GQ2314</b> at <a href="http://Twinkl Go">Twinkl Go</a></p> <p>In Chapter three the children discover a collection of trees that have been turned into the shelter they call 'The Den'. Think about the conversation they have about whatto do. Your task is to continue this conversation between the children as they are curled up in their fern</p>
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	<p><i>Five year olds were not easy to argue with, Fred thought... Fred looked at the girl properly; she had a scratch one side of her narrow face...</i></p> <p><b><u>TASK</u></b> Take each of these examples and create your own ending to the sentence but keep the beginning part used by the author to create your own useful pharses.</p> <p><b><u>Challenge</u></b> Find other clever sentences in this chapter that the author has used and magpie their idea to create your own sentence.</p> <p><i>A burning branch cracked, spat red, and fell in a cascade of sparks.</i></p>		<p>realise the danger of their situation. <i>'Max ,''he roared wildly staring around. "What,"Max looked up.He was lying on his stomach in some fern like plants. "Max, you haven't been drinking that water have you ? "Do you want a sweet?"</i></p> <p><b>TASK</b> Write the conversation in your own words that describe not only what they are talking about but their inner worries and feelings.</p>	<p>below to explain your ideas.</p>	<p>covered beds inside the shelter for the night. You may draw a picture of this den when you have edited your story.</p>
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Maths	<p><b>Flashback 4</b> Find attached the <i>Flashback 4</i>. Today we will be completing week 6, 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 calculate volume</u></p> <p>First watch the White Rose video here: <a href="https://vimeo.com/566145727">https://vimeo.com/566145727</a> Look at the worksheet where you are calculating volume: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO1-What-is-volume-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO1-What-is-volume-2020.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 6, 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 compare volumes</u></p> <p>First watch White Rose video here <a href="https://vimeo.com/566147823">https://vimeo.com/566147823</a> Look at the worksheet where you are comparing volumes <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO2-Compare-volume-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-WO2-Compare-volume-2020.pdf</a></p>	<p><b>Flashback 4</b> Find attached the <b>Flashback 4</b>. Today we will be completing week 6, 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> First view the White Rose video here: <a href="https://vimeo.com/566193775">https://vimeo.com/566193775</a> Look at this worksheet where these ideas are explored. <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 6, 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> First watch the White Rose video here: <a href="https://vimeo.com/566464037">https://vimeo.com/566464037</a> Look at the worksheet where you are estimating capacity here <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 6, 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 find the perimeter of a rectangle by using the formula <math>2l+2b</math> using standard units</u> First watch video here: <a href="https://vimeo.com/477528979">https://vimeo.com/477528979</a> Look at the worksheet where you are calculating perimeter and using the formula <math>2\text{length} + 2\text{breadth}</math> <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf</a></p>
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Topic	<p><b><u>Science</u></b>  <b>WALT:</b> be able to explain the life cycle of a bird..</p> <p>First How do bird eggs change over time?  The following video shows how chaffinch chicks grow until they fledge.  <a href="http://www.bbc.co.uk/learnin-gzone/clips/the-growth-and-development-of-a-chaffinch-no-narration/7521.html">http://www.bbc.co.uk/learnin-gzone/clips/the-growth-and-development-of-a-chaffinch-no-narration/7521.html</a></p> <p><b>TASK</b>  Investigate different birds and discover their life cycles. Look at the example below of a domestic chicken and its life cycle.  Now create your own information leaflet to explain the life cycle of a common british bird. E.g. thrush, magpie, robin,sparrow morehen etc.  Remember to include diagrams and labels.</p>	<p><b><u>PE</u></b>  <b>WALT:</b> Be able to hold body in different gymnastic shapes and balances</p> <p><b>TASK</b>  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>RE</u></b>  <b>WALT:</b> be able to describe how Muslims pray.</p> <p>Watch a video clip showing Muslims performing salah,</p>	<p><b><u>Computing</u></b>  <b>WALT:</b> Be able to create animations</p> <p><b>TASK</b>  Last session we looked at the star of animating. Now watch this short clip to explain how to add detail and extra features to your animation. Watch here:  <a href="#">2Animate - YouTube</a>  Also refer to this video <a href="#">Purple Mash for Parents: Design a plant growing animation using 2Animate - YouTube</a></p> <p><b>DT</b>  <b>WALT:</b> Be able to create prototypes of design products.</p> <p>Look carefully at the picture of different sandles below and choose your design or change one of the designs to create your own. Draw this design and label the pictures. Drwa views of the frint side and view from looking down at the sandle .</p>	<p><b><u>PE</u></b>  <b>WALT:</b> Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</p> <p>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>PSHE</u></b>  <b>WALT:</b> Be able know there are rights and responsibilities when playing a game online</p> <p>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!  <b>NOW</b>  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>with the sound down. Ask pupils to look carefully at the prayer movements. Watch <a href="http://www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam">www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam</a> or <a href="http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon">http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon</a></p> <p>Pupils design a poster illustrating one of the rak'ahs, ensuring that all positions are selected throughout the class. Alongside the drawing of the position, pupils add a 'thought bubble' suggesting what a Muslim might be thinking when they are in this position before Allah. Alongside the illustration, pupils write down what they think the gesture in the rak'ah might mean. Display pupils' work in the correct order of the rak'ahs. □ Share with the pupils that this is only one type of prayer, many Muslims take time to pray more personally to Allah after the more formal prayer.</p>	<p>What different ribbon/strap fastenings are you going to include? Draw round your foot to create a template for the sole of the sandal. Mark on this template where the ribbons / straps are going to be attached.</p>	<p><b>French</b>  <u>WALT be able to develop French conversation</u></p> <p>View this power point describing how to say different numbers in French.</p> <p>Access this lesson using pin code: <b>AV5390</b> at <a href="https://www.twinkl.co.uk">Twinkl Go</a></p> <p>Look at the French worksheet below. Use colours to match the French number in words with its number in digits</p>	
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**Forest school activities****Task 1**

Collect leaves and calculate surface area. First collect three leaves from one plant (tree to begin with)

Draw round the leaf on squared paper and calculate each leaf's area. Now calculate the average area of these three leaves.

Select three more leaves that are slightly smaller surface area and repeat. Arrange the leaves in ascending surface area on a threaded thin twig.

**Forest school activities****Task 2**

Use hoop and create an area on ground by dropping on to grass/forest floor area and survey the area within. Look for different species of plants and any invertebrates. List the number found. Identify species.

Draw examples

**Forest school activities****Task 3**

Take two small branches about 30cm long. Create a weave between them of about 7 or 8 lengths of string/wool.

Create tapestry by weaving different threads of plant stems/ grasses/ flower stems /leaves etc.

**Forest school activities****Task 4**

Mini beast hunt with putters and sample dishes. Draw the creatures found. Identify creatures from different areas of the Forest school.

**Forest school activities****Task5**

Camouflage creation Using felts and pencils create a paper square measuring 5 cm. Design and create a camouflage pattern that will blend into background and not be obvious from 2metres distance when it is located in undergrowth/ grassland/forest floor /bramble area. Are different camouflage patterns needed depending on the location ?

What about if you wanted to be noticed to signal to a potential mate? What colours would be most useful? How could the invertebrate hide these colours and only use them at certain times?



## What are the main characters like in this book?

There are four children in this story, which is set in the 1950's, are five year-old Max and his older sister Lila, together with the two British children; Con and Fred, who are about 11-12 years old. Each of the children characters are revealed slowly throughout the adventures in the explained in the book. Fred is resourceful, a natural leader who the others look to. Con is a feisty and assertive girl, who is also often angry .She comes across rather bossy and spoiled. Lila and Max are siblings. Max is very young, vulnerable and afraid. Lila is fiercely protective of him, acting maturely as a mother-figure in the absence of their own family.





## Was or Were Subject-Verb Agreement

I can use the standard English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular      were = plural

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

Write four of your own sentences, like the examples above, which use the verbs *was* and *were* correctly.

- 1.
- 2.
- 3.
- 4.

# Stories Compare and Contrast



Use this graphic organizer to compare and contrast the setting, plot, and theme of two similar stories.



Story 1	Setting	Story 2
Beginning		
Middle		
End		
Theme		

OBJECTIVES	QUESTIONS	ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse an author's style of writing and identify different techniques and vocabulary used.</li> <li>- Identify techniques the writer has used to evoke emotion.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Extend geographical thinking by researching a country's culture and history.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Convert between different units of metric measure.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Use a range of materials to create a 3D diorama of a rainforest setting.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Retrieve information from the text and write a poem based on the setting.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a spider diagram of words, ideas and themes linked to the word 'exploration'. What is the difference between exploring and being lost?</li> <li>2. Spend some time looking at the front cover of the book. What do you predict it will be about? Are there any clues as to what might happen? Draw or write about your ideas.</li> <li>3. Look at the chapter titled 'Flight'. Which words and phrases used by the author create a sense of excitement and tension?</li> <li>4. Why might Fred be both 'dizzy and desperate' on page 7? Refer to both words in your answer.</li> <li>5. Read pages 6-17. What are your first impressions of Con? Do you like her? Use evidence from the story to support your opinion.</li> <li>6. What evidence is there that the den has been made by someone (or something) rather than being a natural creation?</li> <li>7. What do we learn about Fred and his relationship with his father on page 36? Which words and phrases tell us?</li> <li>8. Look at the words written in italics on page 45. Why are they written in italics? How should they be read? What clues do they give us about how the characters are feeling?</li> <li>9. Lila is the most practical and knowledgeable member of the group. Do you agree with this statement? Use evidence from the story to support your opinion.</li> <li>10. Can you explain the joke on page 65? Why do you think the children find it so funny at this point in their adventure?</li> </ol>	<p>Use a map to locate the Amazon and calculate how long it would take to travel there. In pairs/a small group, conduct research into its climate, terrain and the animals you can find there. Present your findings to the class in the form of a large, engaging A3 poster.</p> <p>Carry out research into famous rivers around the world. Which is the longest? Which is the widest? Which is the shortest? Convert the length of each river from km to m. Can you find out the difference between the longest and shortest river in the world?</p> <p>Using a shoebox, create a 3D diorama of a rainforest setting. Carry out research into the different layers of the rainforest and add your ideas onto museum cards, to be placed around your diorama.</p> <p>Use the information on page 48 as inspiration to write a poem entitled, 'What else will we find in this rainforest?' For example: <i>What else will we find in this rainforest?</i></p>

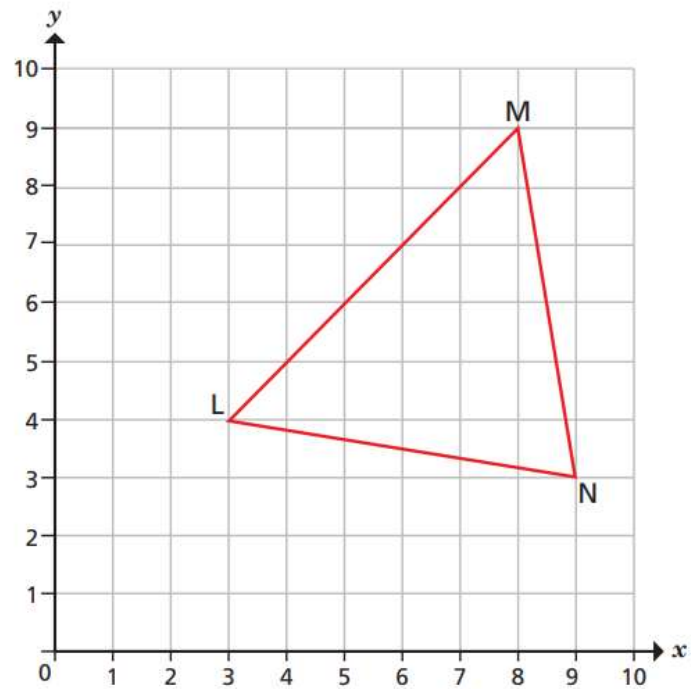
Look at these maths problems and other activities found on the Oxford Owl website here:

[Fun maths games and activities | Oxford Owl](#)

2. The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.
  - a) *He was prepared for school.*
  - b) *We were scared of the thunder.*
  - c) *I was excited about my new book.*
  - d) *We were playing together as a team.*
  - e) *She was my best friend.*
  - f) *We were excited about the championship game.*
  - g) *They were walking around the lake.*
  - h) *He was a very sensible member of the class.*
  - i) *Can you tell if they were prepared?*
  - j) *Who was with us at the birthday party?*

A triangle has been drawn on the coordinate grid.



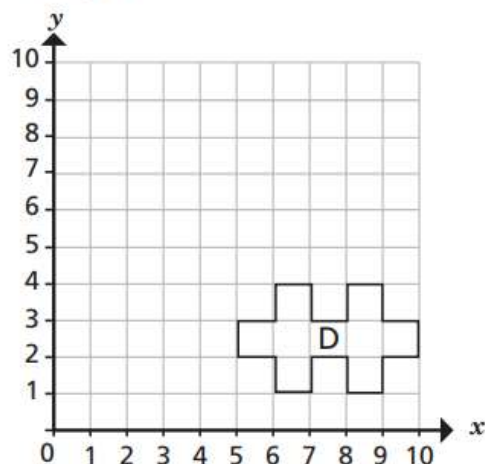
Write the coordinates of each vertex of the triangle.

L (  ,  )      M (  ,  )      N (  ,  )

A shape has been drawn on a coordinate grid.

a) Translate shape D 4 squares to the left and 6 squares up. Label the new shape E.

b) Describe the translation from shape E to shape D.



What do you notice? Does this always happen?

Here are some numbers.

126

175

2,378

777

381

9,000



Jack

The numbers are big. It's hard to check if they are prime.

I can tell quickly that none of these numbers are prime.



Annie

How does Annie know that none of the numbers are prime?

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

Monday Volume [https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS1-What-is-volume\\_-2020.pdf](https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS1-What-is-volume_-2020.pdf)

Tuesday Comparing volume <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS2-Compare-volume-2020.pdf>

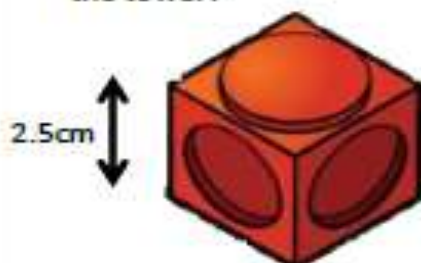
Wednesday Estimating volume <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS3-Estimate-volume-2020.pdf>

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

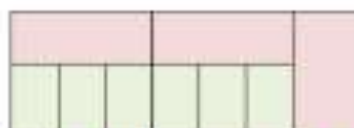
Friday calculating perimeter <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y5-Autumn-Block-5-ANS2-Calculate-perimeter-2019.pdf>



- A tower is made of red and green cubes.  
For every 1 red cube there are 2 green cubes.  
Each cube has a height of 2.5cm  
The tower is 30cm tall.  
How many green cubes are in the tower?



- The diagram is made up of two different sized rectangles.



For each large rectangle the length is double the width.  
The length of the diagram is 60m.  
Find the area of one of the small rectangles.

- The perimeter of the rectangle is 33cm.



Ajay says,

Rounded to the nearest whole number the length of the rectangle is 13cm.

Do you agree? Explain why.

- Here is a square with an equilateral triangle inside it.



The perimeter of the triangle is 54cm  
Find the perimeter of the square.

- Ellie, Shauna and Megan receive their pocket money on a Friday.

Shauna receives two times more than Ellie receives.

Megan receives £5 more than Shauna receives.

Altogether, their mum hands out £22.50

How much money do they each receive?

*(A bar model will help.)*

- Lollies are sold in two sizes, small and large.



Sanjay buys two small lollies for 92p  
Jenny buys 5 small lollies and 3 large lollies and pays with a £10 note.  
Jenny receives £4.16 change.  
How much does one large lolly cost?



- 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.

- If one angle in a triangle is  $38^\circ$  and another is  $68^\circ$ , what type of angle will the third be?

- Tick all the obtuse angles

$47^\circ$        $107^\circ$

$98^\circ$        $90^\circ$



- Which number is an angle?

$79.4$

$-60$

Explain why.

- Odd one out.

$180^\circ$

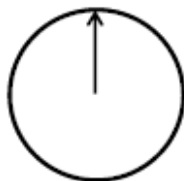
$45^\circ$

$79^\circ$

$225^\circ$

Explain why.

- Cut out a circle with a spinner in the centre.



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.

- Estimate and measure the angles in these shapes.



Record your results in a table.  
Work out how close you were.  
Did you notice anything or find any easier?

- 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?

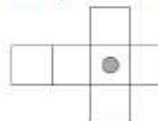
- My faces are made up of a square and four triangles.
- My faces are made up of rectangles and triangles.

- Complete the sentences.

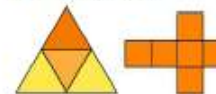
A tetrahedron has \_\_\_ faces. The faces are made from \_\_\_\_.

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?

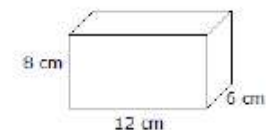
- Albie says,

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

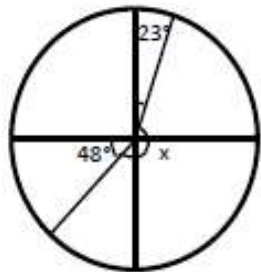
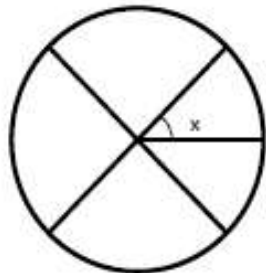


Draw the net for this cuboid.

- 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,

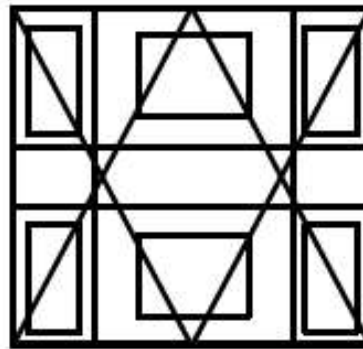
If I turn the letter M by  $180^\circ$  then it looks like the letter W

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.



## How old is Hector?

Using this list of facts, work out how old Hector is.

- Lottie was four when Hector was born.
- Archie was six when Hector was born.
- Henry was ten when Hector was born.
- Last year Archie was  $\frac{4}{5}$  the age of Henry.
- Next year Hector will be  $\frac{1}{4}$  the age of Mum.
- Mum is above the age of 38 and below the age of 60.
- Last year Hector was  $\frac{1}{2}$  the age of Henry.

How old is Hector?



### Puzzle Pointer

Always look for the relevant information. The ages of Lottie and Archie are not going to help but the ages of Mum and Henry are critical. Begin by writing down the ages that are possible then cross out the ages that do not fit with the rest of the information provided.



## Answer

**Hector is 11 years old.**

To solve this you can start with Hector being  $\frac{1}{4}$  the age of Mum **next** year. We know that next year Mum must be an age divisible by 4. Her possible age **next** year is (40, 44, 48, 52, 56) so this year Mum must be 39, 43, 47, 51, 55 and Hector must be 9, 10, 11, 12, 13.

















**Last** year Hector was  $\frac{1}{2}$  the age of Henry so Henry must be (16, 18, 20, 22, 24) **last** year so this year Henry must be (17, 19, 21, 23, 25). You know that Henry was 10 when Hector was born so there must be a difference of 10 years.

HECTOR	9	10	<b>11</b>	12	13
HENRY	17	19	<b>21</b>	23	25
Age difference	8 years	9 years	<b>10 years</b>	11 years	12 years



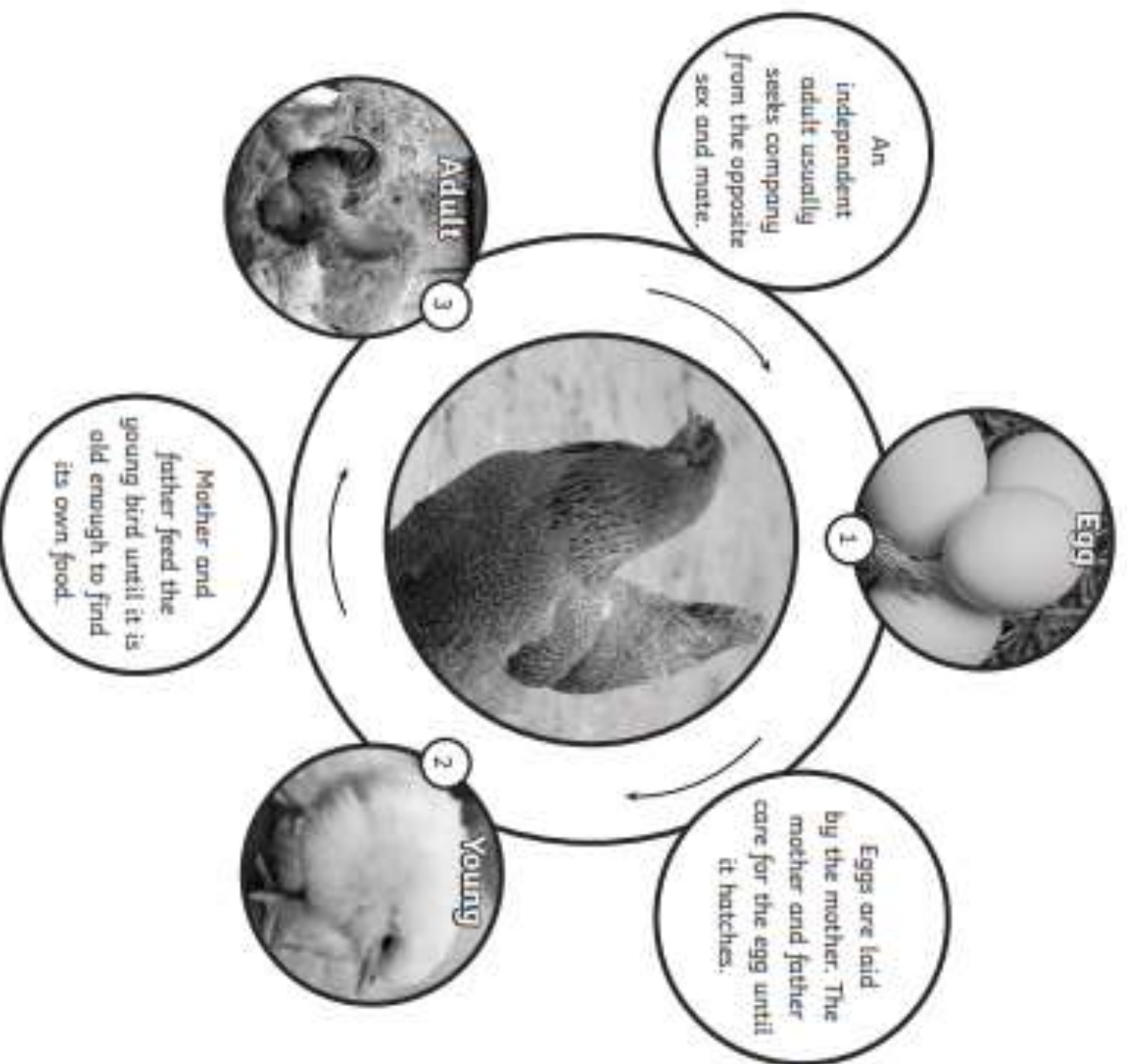
## Reading Activities

Choose one of these activities to go alongside your reading book each day!

<p><b>In a nutshell...</b></p> <p>Write a ten-word summary of the pages (or book!) you have just read.</p> 	<p><b>Dear diary...</b></p> <p>In first person as the main character, write a diary entry about the main event.</p> 	<p><b>Sam-I-Am...</b></p> <p>How are you similar to the character in the book? How are you different? Create a table.</p> 	<p><b>Word Detective...</b></p> <p>Find 10 words that you are unsure of the meaning and, using the sentence, find the definition.</p> 
<p><b>Incredible Illustration...</b></p> <p>Choose the favourite page you've read today and create an illustration for it.</p> 	<p><b>Perfect Prediction...</b></p> <p>If you're starting a new book, before you begin write <b>three</b> predictions you can make from the front cover.</p> 	<p><b>Front Cover</b></p> <p>When you finish the book can you create a front cover? Remember - don't give the story away!</p> 	<p><b>Act it out...</b></p> <p>Act out a scene from the book - can someone guess what's happening?</p> 
<p><b>I say...</b></p> <p>Draw a speech bubble - what was a character thinking during the events of the page?</p> 	<p><b>Vocabulary Ninja...</b></p> <p>Find 5 words which add <b>atmosphere</b> to the book. Use them in your own sentence.</p> 	<p><b>20 Questions...</b></p> <p>Write down 10 questions you'd want to ask the characters from the book.</p> 	<p><b>Decisions, decisions...</b></p> <p>Choose a decision the character has made and write reasons 'for' and 'against'.</p> 
<p><b>Hear Hear...</b></p> <p>Tell someone the favourite part of your book and why.</p> 	<p><b>Time to...</b></p> <p>Create a timeline for your book with 5 main events on.</p> 	<p><b>In the news...</b></p> <p>Write a newspaper report of an event from your book.</p> 	<p><b>Valiant values...</b></p> <p>How did a character show our school values?</p> 




# The Bird Life Cycle

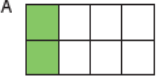
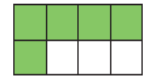
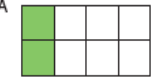
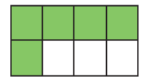



## HOW WELL DO YOU KNOW YOUR SPELLING?

### 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	excellent	necessary	sacrifice	
competition	existence		secretary	

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" data-bbox="1668 670 1848 845"> <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...

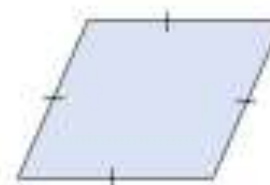
Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now.

# Flashback 4

Year 5 | Week 1 | Day 1

1) Which is greater,  $\frac{7}{10}$  or 60%?

$\frac{7}{10}$



2) Write 57% as a decimal

0.57

3) Round 6.43 to the nearest whole number

6

4) Work out  $427 \times 0$

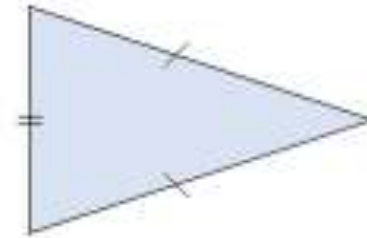
0

1) Add together 0.3 and 0.5 0.8

2) Write  $\frac{68}{200}$  as a percentage. 34%

3) Round 6.43 to the nearest tenth. 6.4

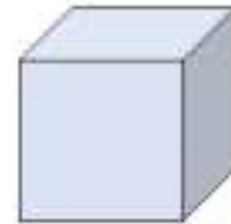
4) What number is 5 less than 2? -3



# Flashback 4

Year 5 | Week 1 | Day 4

1) What is three tenths less than 0.789? 0.489



2) Write 80% as a fraction in its simplest form.  $\frac{4}{5}$

3) Which is greater  $7\frac{3}{100}$  or 7.022?  $7\frac{3}{100}$

4) Which of the numbers are prime?

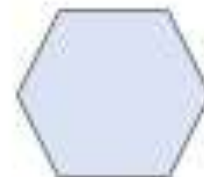
2, 5 and 11

2      5      9      11      21

- 1) Find the missing number.

$$0.36 + \square = 1$$

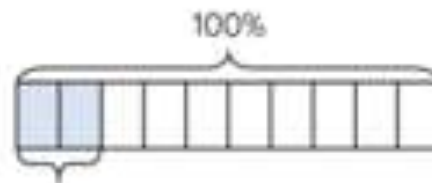
0.64



- 2) Which is larger, 0.709 or 0.82?

0.82

- 3) What percentage is shaded?



20%

- 4) Work out the area of the rectangle.



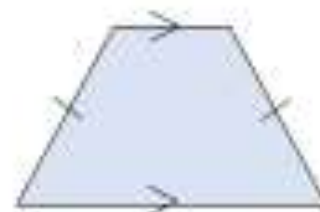
12 cm

7 cm

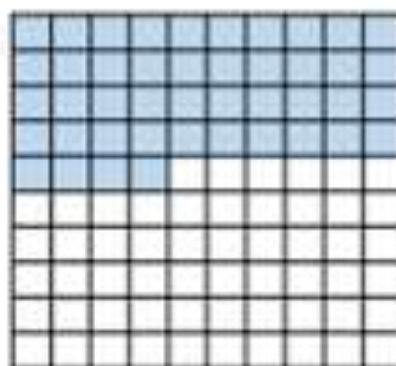
84 cm<sup>2</sup>

1) Add 0.35 to 0.5

0.85



2) What percentage is shaded?



44%

3) Write 18 thousandths as a decimal.

0.018

4) How many lines of symmetry does a rectangle have? 2



1) Add 0.63 to 0.74

1.37

2) Subtract 0.35 from 0.78

0.43

3) Round 0.81 to the nearest whole number.

1

4) How many girls are there altogether?

	Boys	Girls
Age 9	53	74
Age 10	72	81

155



## FRENCH

Use colours to match the French number in words with its number in digits

100	8000	800
3000	200	9000
300	5000	2000
7000	1000	400
4000	500	6000
700	900	600

cent	deux-cents	trois-cents
quatre-cents	cinq-cents	six-cents
sept-cents	huit-cents	neuf-cents
mille	deux-mille	trois-mille
quatre-mille	cinq-mille	six-mille
sept-mille	huit-mille	neuf-mille