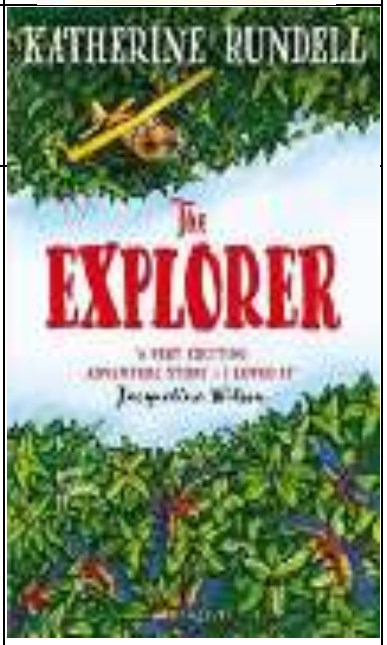
St Margaret's-at-Cliffe CP School

Timetable Class 5

Week 12th July	Monday	Tuesday	Wednesday	Thursday	Friday
	12th July Sport's Day Morning	13th July	14th July Ice Cream 1:15pm	15th July	16th July
Vocab Ninja	 Ninja Word of the day starting with Shinobi words for year 5 can be found here. You can also play some Vocabulary Ninja Mini Games here: Synonym Stars (vocabularyninja.co.uk)				
	Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance. We are a class bubble and we will not be mixing with other bubbles. We need to keep each other safe by following the health and safety guidelines in school.				
STORY	# The Explorer ## by Katherine Rundell 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: Katherine Rundell on food from The Explorer (WARNING: she does eat a Tarantula!) - Bing video You can listen to The Explorer being read here: The Explorer by Katherine Rundell - YouTube You can listen to the author reading the first chapter here: Katherine Rundell reading from The Explorer - YouTube Here chapter two is being read: The Explorer - Chapter 4 - The River - YouTube				

English	SPORT"S DAY ALL MORNING Read The Explorer Chapter 4 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) WALT: be able to use a dictionary TASK The following words are used in the chapter but what do they mean? Use a dictionary to discover their meanings. List the page in the dictionary that you found the word. Include whether the word is a ; verb,adverb,noun or adjective. Convalesce Brusquely Wheezed Gruffly Seeped Unobtrusive Unswervingly Unrebellious Indignantly Challenge	Read The Explorer Chapter 4 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) WALT:be able to use some ideas from authors I have read in my own writing. Read or listen the first five pages of the story in Chapter 4 looking for these clever sentences below; TASK 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. Lila , wild-faced, grabbed Con by the shoulders and… Lila , wild-faced, grabbed …… Something in Fred was beginning to glow:under the sun, and the cry of the birds, and the great expanse of vivid green around them.	Read The Explorer Chapter 4 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) WALT:be able to write a story plan Reread The River. What do you think will happen next? Create a story plan for first this chapter and the next event you think might happen in The Explorer. Notice howthe author has used those phrases we looked at yesterday and magpie those ideas to engage your reader. ‘	Read The Explorer Chapter 4 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) WALT:be able to use description to create imagery. In Chapter three the children discover ‘The River’. Think about the conversation they have about what to do. Your task is to continue this conversation between the children as theywork out what to do when they swim in the river. You may draw a picture of this river and the children swimming when you have edited your story.	Read The Explorer Chapter 4 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) WALT:be able to can compare, contrast and evaluate different books. 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

	Now write a paragraph using some of these words to engage the reader and create some suspense!	Something in Fred was beginning to glow:under the sun, and…… His insides ached and growled noisily as he realised what he had missed over the last few days. His insides ached and growled noisily as he…… His body felt at half mast: weak and flimsily built. His body felt at half mast: ……			comparison sheet below to explain your ideas.

Maths	**Flashback 4** *Find attached the **Flashback 4**. Today we will be completing week 11, day 1.* Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT: be able to add and subtract mentally a five digit number and multiple of 10, 100 or 1000 Access this lesson using pin code: **EM6123** at Twinkl Go TASK Create 7 cards with different 100,1000 numbers on (eg 300,6000,8000) Now have two cards that say add subtract Finally have 7 cards with different 5 digit number son . (eg 37,300, 85,500) Play a game wher you select a card from each pile to produce a calculation that you need to complete	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing *week 11, day 2.* Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT: be able to draw polygons accurately using a ruler to the nearest mm and protracter to the nearest 1° TASK First you need a dice and ruler along with a protractor and pencil. You are going to draw a polygon with 3,4,5 or 6 sides. Once you have drawn the four shapes you are going to measure each side in mm and each angle in degrees. What do you notice about the inside angles of a shape	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing week 11, day 3. Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT be able to solve word problems Look at the problems below and select questions to complete.	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing week 11, day 4. Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT be able to solve word problems Look at the problems below and select questions to complete.	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing week 11, day 5. Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT be able to find the perimeter of a rectangle by using the formula 2l+2b using standard units First watch video here: https://vimeo.com/477528979 Look at the worksheet where you are calculating perimeter and using the formula 2length +2bredth https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf

	First watch the White Rose video here: Look at the worksheet where you are calculating volume:				

Topic	**Science**	**PE**	**Computing**	**PE**	**PSHE**
	WALT: be able to explain the life cycle of an amphibian.. First How do amphibians change over time? The following video shows how grow and change What is a life cycle? - BBC Bitesize TASK Investigate different amphibians 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.	WALT: Be able to hold body in different gymnastic shapes and balances TASK Look at this video clip of some fun exercises and have a go yourself:  The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube Star and star jumps- Arms and legs stretched out wide. Pike – Sitting tall, with legs together and straight, arms stretched out above legs. Straddle – Sitting tall, with legs out wide and straight, arms stretched out above legs Arched shape- Your feet and hands are the base of the arch and your body is in a curved shape. RE WALT: be able to describe how Muslims pray. Watch a video clip showing Muslims performing salah,	WALT: Be able to create animations TASK 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: 2Animate - YouTube Also refer to this video Purple Mash for Parents: Design a plant growing animation using 2Animate - YouTube DT WALT: Be able to construct design. Using your protype you made from last lesson begin to construct the shoe. Draw the finished design and label the pictures. Draw views of the front, side and view from looking down at the sandle. . What different ribbon/ strap fastenings are you going to include?	WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate 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	WALT: Be able know there are rights and responsibilities when playing a game online 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. *If you are at home please ask an adult to read the **Calming Script** to you* DT WALT: Be able to evaluate designs What went well and what things would you change?

		with the sound down. Ask pupils to look carefully at the prayer movements. Watch www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam or http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon 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.	Draw round your foot to create a template for the sole of the sandle. Mark on this template where the ribbons / straps are going to be attached. .	**French** WALT be able to develop French conversation View this power point describing how to say different numbers in French. . Access this lesson using pin code: **AV5390** at Twinkl Go Look at the French worksheet below. Use colours to match the French number in words with its number in digits	Choose three things that went really well and you are happy about. Now choose one thing that you would change if you were going to make this sandle again. Explain your ideas clearly.

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.

Using Commasto add meaning worksheet.

Alter the following so they include commas in the correct places:

1. When the lightning was incredibly bright people were scared.
2. "Careful children!" shouted the teacher.
3. As the campers sat round the fire eating the bear hid in the bushes.
4. "Let's leave Samira!" he shouted through the darkness.

Use commas to give the two sentences different meanings:

1. As the sun shone bright red people moved into the shade.
   As the sun shone bright red people moved into the shade.
2. The room was full of crying babies and mothers.
   The room was full of crying babies and mothers.
3. The boy said the teacher was noisy.
   The boy said the teacher was noisy.

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
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Identify techniques the writer has used to evoke emotion. **Geography** - Extend geographical thinking by researching a country's culture and history. **Maths** - Convert between different units of metric measure. **Design Technology & Art** - Use a range of materials to create a 3D diorama of a rainforest setting. **Poetry** - Retrieve information from the text and write a poem based on the setting.	1. Create a spider diagram of words, ideas and themes linked to the word 'exploration'. What is the difference between exploring and being lost? 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. 3. Look at the chapter titled 'Flight'. Which words and phrases used by the author create a sense of excitement and tension? 4. Why might Fred be both 'dizzy and desperate' on page 7? Refer to both words in your answer. 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. 6. What evidence is there that the den has been made by someone (or something) rather than being a natural creation? 7. What do we learn about Fred and his relationship with his father on page 36? Which words and phrases tell us? 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? 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. 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?	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. 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? 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. Use the information on page 48 as inspiration to write a poem entitled, 'What else will we find in this rainforest?' For example: *What else will we find in this rainforest?*

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

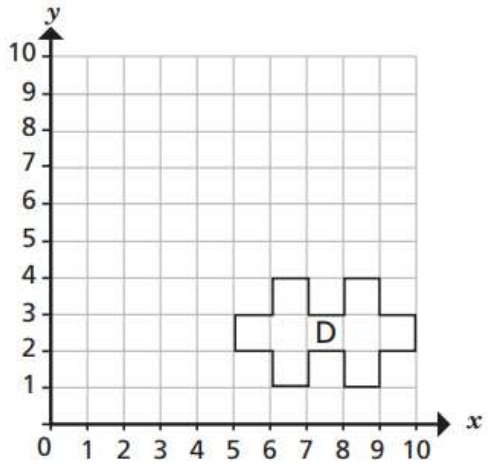
[Fun maths games and activities | Oxford Owl]

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 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.

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

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

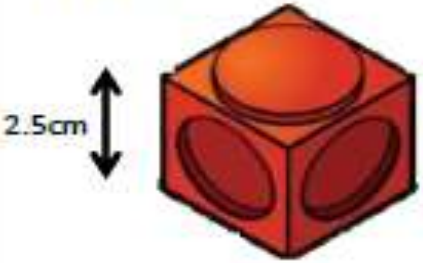
Tuesday Comparing volume https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Summer-Block-5-ANS2-Compare-volume-2020.pdf

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 a 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.

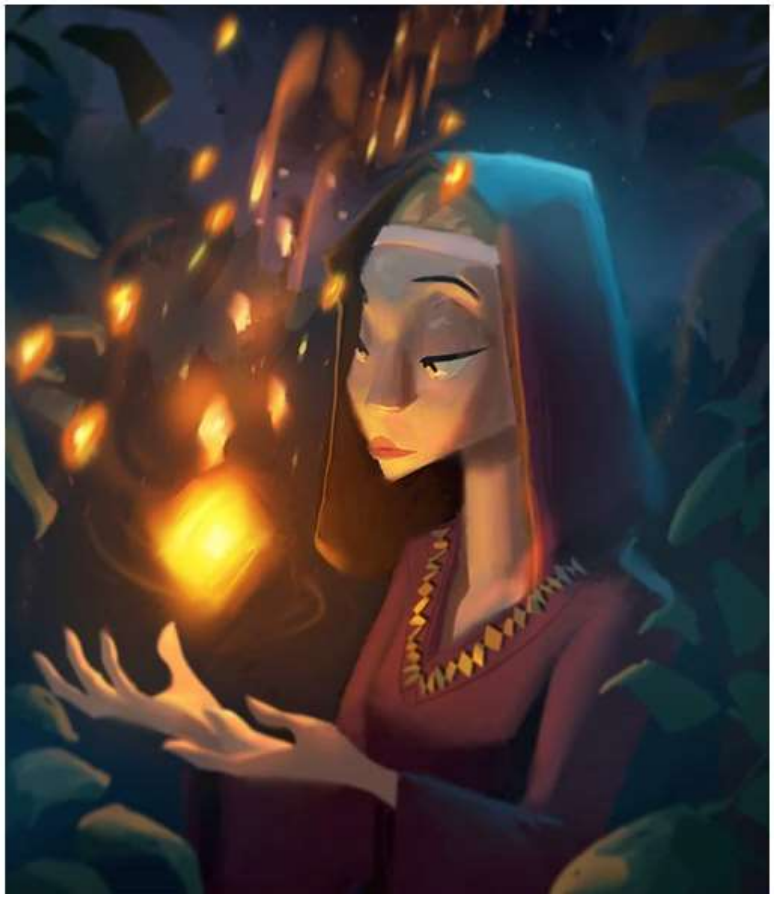
  Altogether, their mum hands out £22.50

  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.

can add and subtract mentally a five digit number and multiple of 10, 100 or 1000

Maths Mastery

Multiply and Divide by 10, 100 and 1000

Challenge Cards

Maths Mastery Challenge Cards

Multiply by 10

1. Correct the calculations that are incorrect:

34 × 10 = 340

0.6 × 10 = 60

5.7 × 10 = 57

0.003 x × 10 = 0.3

8900 × 10 = 890

902 × 10 = 9200

8.03 × 10 = 80.3

Maths Mastery Challenge Cards

Multiply by 10

2. Correct the calculations that are incorrect:

212 × 10 = 2120

0.05 × 10 = 5

34.91 × 10 = 349.1

50.3 × 10 = 503

0.52 × 10 = 52

9.09 × 10 = 99

71 000 × 10 = 710 000

Maths Mastery Challenge Cards

Divide by 10

3. Here is a calculation:

0.3 ÷ 10 =

Calculate the answer.

Give two different real life examples where this calculation would be used to give the answer.

Explain how to calculate the answer.

Maths Mastery Challenge Cards

Multiply by 100

4. In which of these problems will the answer be found by multiplying by 100. Calculate the answers.

a. 100 children are each given £1.20. How much money is given out altogether?

b. At a school disco, there are 34 litres of lemonade. The 100 children at the disco are each given an equal share. How much lemonade does each child receive?

c. Some children lay 100 pencils in a long line. Each pencil is 0.14m long. What is the length of the line of pencils?

Maths Mastery Challenge Cards

Divide by 100

5. Correct the calculations that are incorrect:

6 ÷ 100 = 0.06

34 ÷ 100 = 0.034

5.7 ÷ 100 = 0.057

0.3 ÷ 100 = 0.03

8900 ÷ 100 = 89

902 ÷ 100 = 0.92

8.03 ÷ 100 = 0.083

Maths Mastery Challenge Cards

Divide by 100

6. Correct the calculations that are incorrect:

212 ÷ 100 = 2.12

500 ÷ 100 = 5

34.91 ÷ 100 = 0.349

50.3 ÷ 100 = 0.5003

520 ÷ 100 = 5.2

9.09 ÷ 100 = 0.099

71 000 ÷ 100 = 71

Maths Mastery Challenge Cards

Multiply by 1000

7. Here is a calculation:

0.04 × 1000 =

Calculate the answer.

Give two different real life examples where this calculation would be used to give the answer.

Explain how to calculate the answer.

Maths Mastery Challenge Cards

Divide by 1000

8. In which of these problems will the answer be found by dividing by 1000. Calculate the answers.

a. 1000 people attend a football match. All tickets are the same price. The total received is £12 500. How much is each ticket?

b. A swimming pool attendant fills a swimming pool with 1000 equal buckets of water. There is 4520 litres in the pool. How much water is in each bucket?

c. A baker makes 1000 pies in a week. Each pie is sold for £1.45. All the pies are sold. How much does the baker take for all the pies?

Maths Mastery Challenge Cards **Answers**

1. Correct the calculations that are incorrect:

34 × 10 = 340 **correct**

0.6 × 10 = 60 **incorrect = 6**

5.7 × 10 = 57 **correct**

0.003 x × 10 = 0.3 **incorrect = 0.03**

8900 × 10 = 890 **incorrect = 89 000**

902 × 10 = 9200 **incorrect = 9020**

8.03 × 10 = 80.3 **correct**

Maths Mastery Challenge Cards **Answers**

2. Correct the calculations that are incorrect:

212 × 10 = 2120 **correct**

0.05 × 10 = 5 **incorrect = 0.5**

34.91 × 10 = 349.1 **correct**

50.3 × 10 = 503 **correct**

0.52 × 10 = 52 **incorrect = 5.2**

9.09 × 10 = 99 **incorrect = 90.9**

71 000 × 10 = 710 000 **correct**

Maths Mastery Challenge Cards **Answers**

3. Here is a calculation: **0.3 ÷ 10 = 0.03**

Suggested Answers.

Example 1: Jez has 0.3 litres of milk. He shares the milk equally into 10 cups. How much milk is in each cup?

Example 2: Jez has £0.30. He divides the money into 10 equal amounts. How much is each amount?

Dividing by 10 will make a number smaller. Practically this means moving the digits one place value to the right. In this case 0.3 becomes .03, and by convention, we write a 0 in front of the decimal place to become 0.03.

Maths Mastery Challenge Cards **Answers**

4. In which of these problems will the answer be found by multiplying by 100. Calculate the answers.

a. **Yes, £120**

b. **No, 34 ÷ 100 = 0.34l**

c. **Yes, 14m**

Maths Mastery Challenge Cards **Answers**

5. Correct the calculations that are incorrect:

6 ÷ 100 = 0.06 **correct**

34 ÷ 100 = 0.034 **incorrect = 0.34**

5.7 ÷ 100 = 0.057 **correct**

0.3 ÷ 100 = 0.03 **incorrect = 0.003**

8900 ÷ 100 = 89 **correct**

902 ÷ 100 = 0.92 **incorrect = 9.02**

8.03 ÷ 100 = 0.083 **incorrect = 0.0803**

Maths Mastery Challenge Cards **Answers**

6. Correct the calculations that are incorrect:

212 ÷ 100 = 2.12 **correct**

500 ÷ 100 = 5 **correct**

34.91 ÷ 100 = 0.349 **incorrect = 0.3491**

50.3 ÷ 100 = 0.5003 **incorrect = 0.503**

520 ÷ 100 = 5.2 **correct**

9.09 ÷ 100 = 0.099 **incorrect = 0.0909**

71 000 ÷ 100 = 71 **incorrect = 710**

Maths Mastery Challenge Cards **Answers**

7. Here is a calculation: **0.04 × 1000 = 40**

Suggested Answers.

Ella saves the £0.04 change she gets from her bus fair each day. How much will she have saved after 1000 days?

A packet of nuts weights 0.04 kg. How much will 1000 packets weigh?

Multiplying by 1000 will make a number larger. Practically this means moving the digits three place values to the left. In this case 0.04 becomes 40. The three steps are 0.4, 4, 40.

Reasoning and Problem Solving

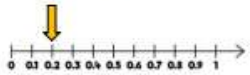
Odd one out

Which of the images below is the odd one out?

A

B

C



D

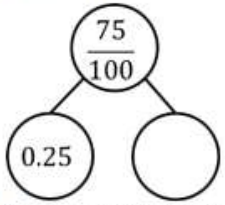
Explain why.

Possible answer:

B is the odd one out because it shows $\frac{2}{5}$, which is $\frac{4}{10}$ or 0.4

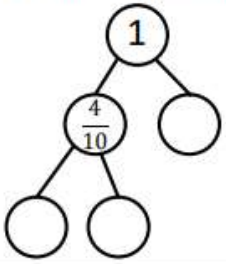
The other images show $\frac{2}{10}$ or 0.2

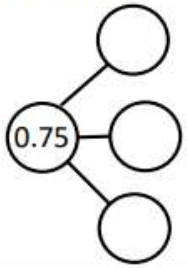
How many different ways can you complete the part-whole model using fractions and decimals?



Create another part-whole model like the one above for your partner to complete.

Now complete the following part-whole models using fractions and decimals.





Possible answers:

$\frac{50}{100}$

$\frac{1}{2}$

0.5

There are various possible answers when completing the part-whole models. Ensure both fractions and decimals are represented.

Alex says,

3.105 is greater than 3.2 because 105 is greater than 2

Do you agree?
Explain your answer.

Alex is wrong because 2 tenths is larger than 105 thousandths.

Reasoning and Problem Solving

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?

Smallest: 27.5 cm

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.

Possible answers:
3.84
3.83
3.82 etc.

Some children might include answers such as 3.845

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?

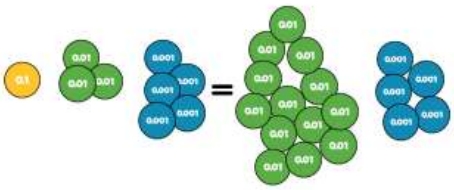
What could this be?
Is there more than one option?
Explain why.

The whole number can range from 11 to 19 and the decimal places can range from ___.95 to ___.99

Can children explain why this works?

Reasoning and Problem Solving

Rosie thinks the 2 values are equal.



Do you agree?
Explain your thinking.

Can you write this amount as a decimal and as a fraction?

Agree.

We can exchange ten hundredth counters for one tenth counter.

$0.135 = \frac{135}{1000}$

0.394

= 3 tenths, 9 hundredths and 4 thousandths

$= \frac{3}{10} + \frac{9}{100} + \frac{4}{1000}$

= 0.3 + 0.09 + 0.004

Write these numbers in three different ways:

0.472 0.529 0.307

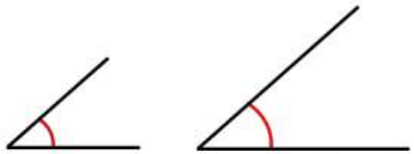
0.472 = 4 tenths, seven hundredths and 2 thousandths
$= \frac{4}{10} + \frac{7}{100} + \frac{2}{1000}$
= 0.4 + 0.07 + 0.002

0.529 = 5 tenths, two hundredths and 9 thousandths
$= \frac{5}{10} + \frac{2}{100} + \frac{9}{1000}$ = 0.5 + 0.02 + 0.009

0.307 = 3 tenths and 7 thousandths
$= \frac{3}{10} + \frac{7}{1000} =$ 0.3 + 0.007

Reasoning and Problem Solving

R



Angle A Angle B

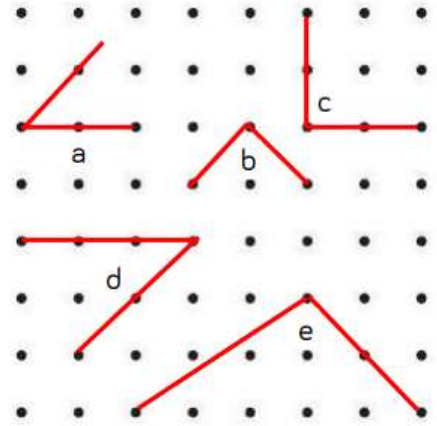
Angle B is bigger than Angle A because it has longer sides.

Ron

Do you agree with Ron? Explain your thinking.

Angle A and Angle B are the same size. Ron has mixed up the lengths of the lines with the size of the angles.

Here are five angles.
There are two pairs of identically sized angles and one odd one out.
Which angle is the odd one out?
Explain your reason.



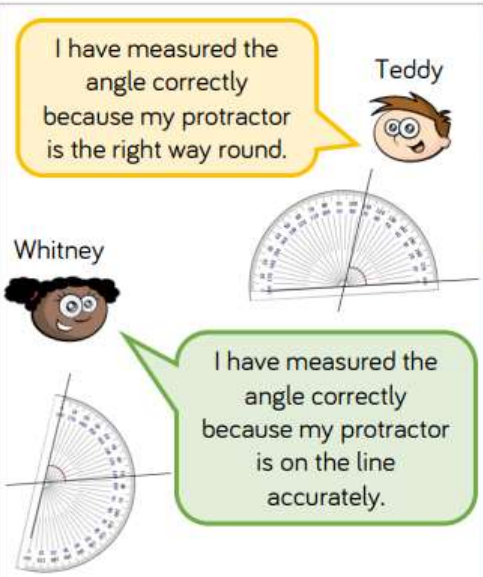
Angle e is the odd one out.

Angle b and c are both right angles.

Angle a and d are both half of a right angle or 45 degrees.

Angle e is an obtuse angle.

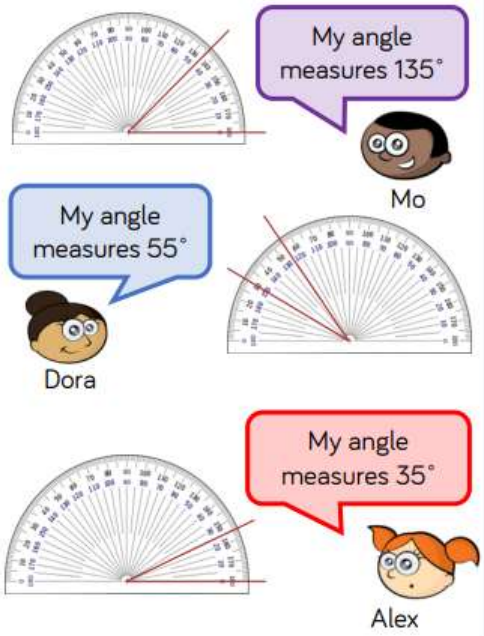
Reasoning and Problem Solving



Who do you agree with?
Explain why.

They are both correct. It doesn't matter which way the protractor is as long as it is placed on the angle correctly.

Three children are measuring angles. Can you spot and explain their mistake?



Mo hasn't recognised his angle is acute so his measurement is wrong.

Alex has not placed one of her lines on 0. Her angle measures 25°.

Dora has misread the scale. Her angle measures 25°.

Here are four calculations.
Which one is the easiest to answer?
Which one is the trickiest to answer?
Explain your choice of order.

$0.45 - 0.3 =$
$0.45 - 0.15 =$
$0.45 - 0.23 =$
$0.45 - 0.18 =$

- If one angle in a triangle is 38° and another is 68°, what type of angle will the third be?
- Tick all the obtuse angles

  47° 107°

  98° 90°

- Which number is an angle?

  79.4 -60

  Explain why.

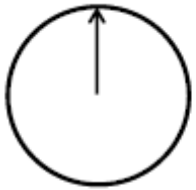
- **Odd one out.**

  180° 45°

  79° 225°

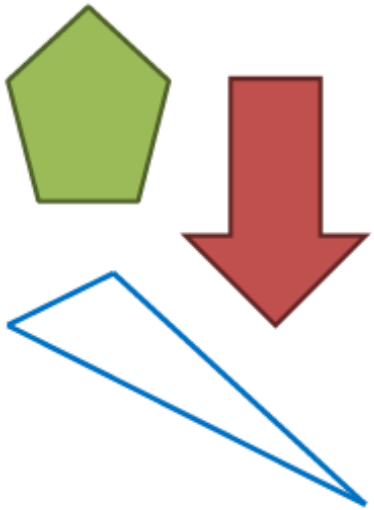
  Explain why.

- 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.

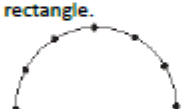


Record your results in a table.

A triangle has been drawn on the coordinate grid.

- 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
- 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 121cm^2
What is the area of the rectangle?

- **What shape am I?**

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

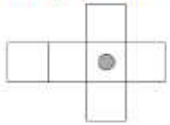
  b) My faces are made up of rectangles and triangles.

- Complete the sentences.

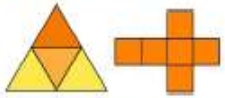
  A tetrahedron has ___ faces. The faces are made from _____.

  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.



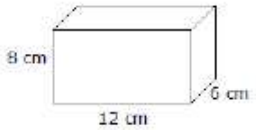
Share them with a partner.
Are any the same/different?

- 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) 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?

  b) A tetrahedron and a triangular prism are fit perfectly together.
  How many 2D shapes can you now see and what are they?

How many possible ways can you make a cuboid that has a volume of 12cm^3?

My shape is made up of 10 centimetre cubes.

The height and length are the same size.

What could my shape look like?

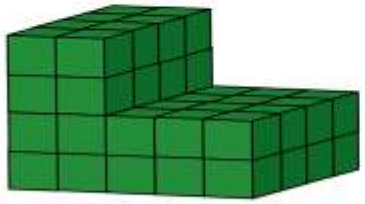
Create your own shape and write some clues for a partner.

Shape A has a height of 12 cm. Shape B has a height of 4 cm.
Dora says Shape A must have a greater volume.

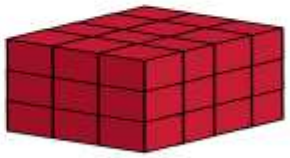
Is she correct? Explain your answer.

Amir, Whitney and Mo all build a shape using cubes.
Mo has lost his shape, but knows that it's volume was greater than Whitney's, but less than Amir's.

Amir's

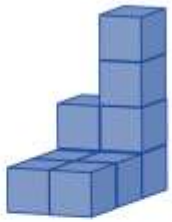


Whitney's



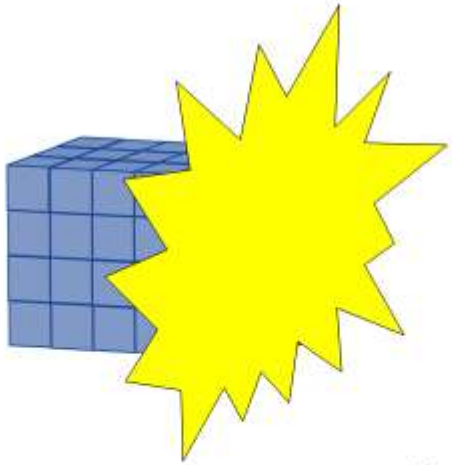
What could the volume of Mo's shape be?

Eva has built this solid:



Tommy has built this solid:

Eva thinks that her shape must have the greatest volume because it is taller.
Do you agree?
Explain your answer.

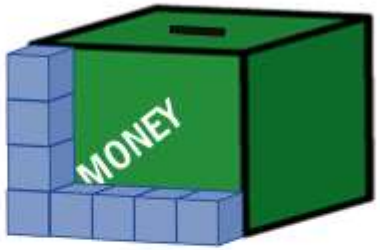


Each of the cubes have a volume of 1 m^3

The volume of the whole shape is between 64 m^3 and 96 m^3

What could the shape look like?

Jack is using cubes to estimate the volume of his money box.



He says the volume will be 20 cm^3

Do you agree with Jack?
Explain your answer.

What would the approximate volume of the money box be?

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	**11**	12	13
HENRY	17	19	**21**	23	25
Age difference	8 years	9 years	**10 years**	11 years	12 years

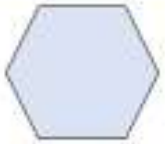
Reading Activities

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

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

Flashback 4

Year 5 | Week 11 | Day 1



1) Which programme is the longest?

Programme	Start time	Finish time
Doctor Who	10:45	11:30
Star Wars	11:30	12:20
Where's Wally	12:20	13:00

Star Wars

2) Subtract 27 cm from 2.8 m. Give your answer in m. 2.53m

3) How many kg are the same as 320 g? 0.32 kg

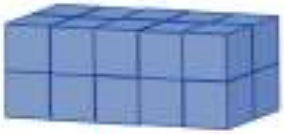
4) Subtract 100 from 2,041 1,941

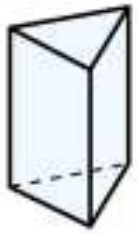
White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 2

1) Each cube has a length of 1 cm.
What is the volume of the shape?





20 cm^3

2) How many cm are the same as 6.25 m? 625 cm

3) Complete the number sentence using <, > or =

4,752 ml (>) 4.725 l

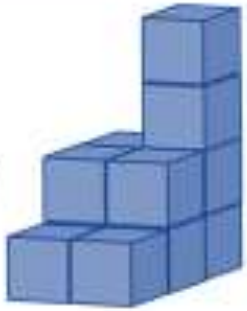
4) Convert $\frac{16}{5}$ into a mixed number. $3\frac{1}{5}$

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 3

1) Each cube has a length of 1 cm.
What is the volume of the shape?



12 cm^3

2) 1 kg ≈ 2 lb.
Roughly how many lb is 4.5 kg? 9 lb

3) Translate the point (2,5) 4 to the right and 3 down. (6,2)

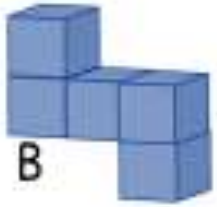
4) Subtract 7 from 3 -4

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 4

1) Put the shapes in ascending order of volume.



B, C, A

2) $\frac{1}{4}$ of an hour is equal to [15] minutes.

3) How many km are the same as 3,217 m? 3.217 km

4) What number comes next in the sequence?

879, 889, 899, 909

White Rose Maths

Flashback 4

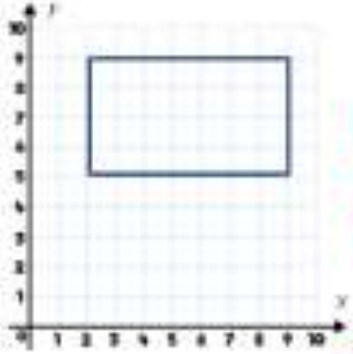
Year 5 | Week 11 | Day 5

1) Estimate the capacity of a mug.

A. 30 ml B. 300 ml C. 900 ml B. 300 ml

2) 7 week and 3 days = 52 days

3) What are the coordinates of the vertices of the rectangle?

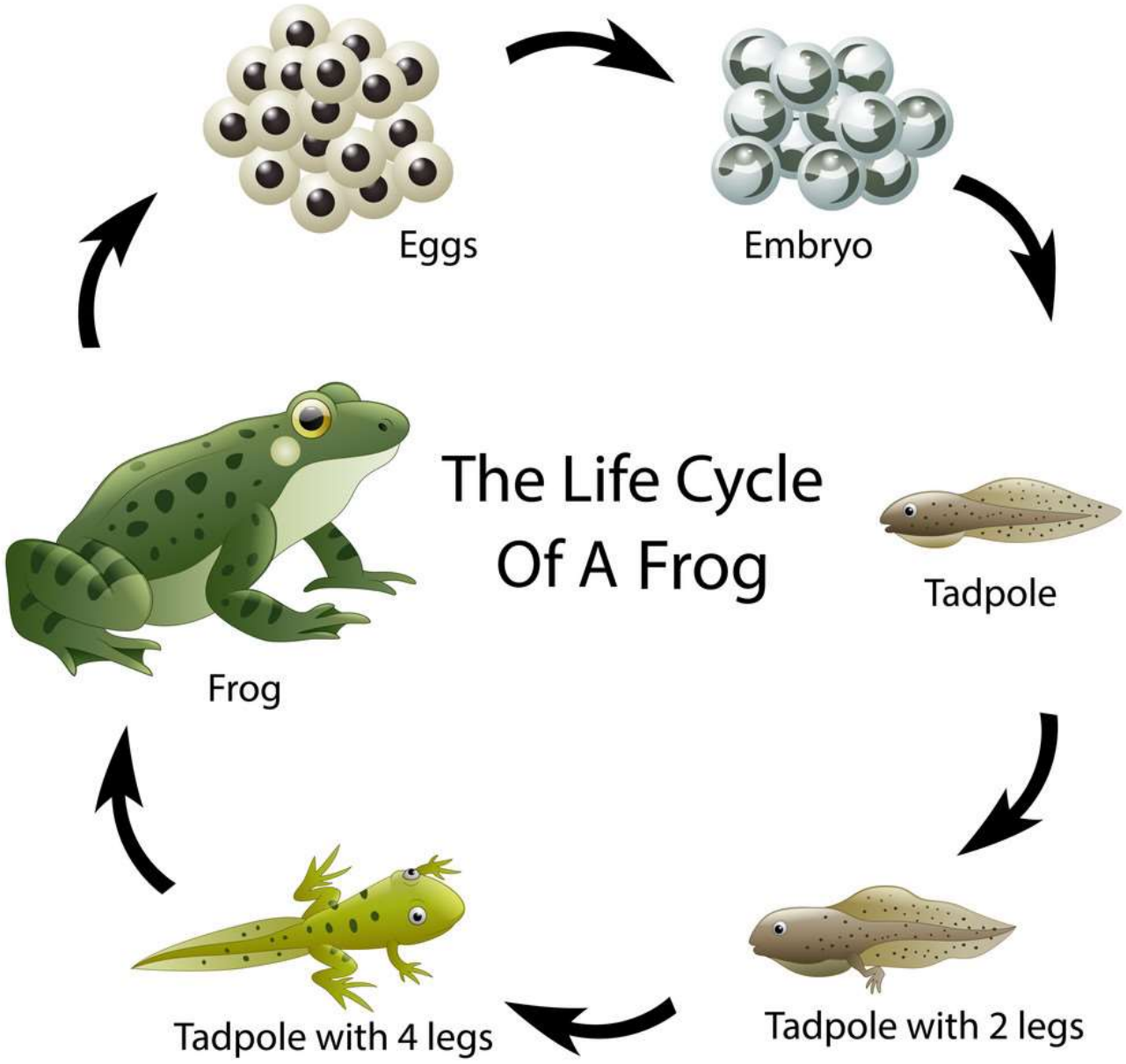


(2,5) (2,9)
(9,5) (9,9)

4) Write 17% as a decimal and a fraction.

0.17 $\frac{17}{100}$

White Rose Maths


Eggs
Embryo
The Life Cycle
Of A Frog
Tadpole
Frog
Tadpole with 2 legs
Tadpole with 4 legs

Life Cycle of a Frog

EGGS

WE LOOK LIKE LITTLE BOOGERY EYEBALLS. EW.

TADPOLE

OUT OF THE WAY, FISH! THIS AMPHIBIAN IS ON THE MOVE!

TADPOLE WITH LEGS

CHECK OUT THESE LEGS! I CAN DASH, I CAN DANCE! I CAN TANGO!

ADULT FROG

ALL GROWN UP. I SPEND MY DAYS HOPPING AND EATING. IN THE EVENING I SING TO THE LADIES BY THE POND.

YOUNG FROG

I'M OFF TO EXPLORE THE WORLD! NOTHING CAN STOP ME! ... EXCEPT MAYBE A PREDATOR. OR A TRUCK.

FROGLET

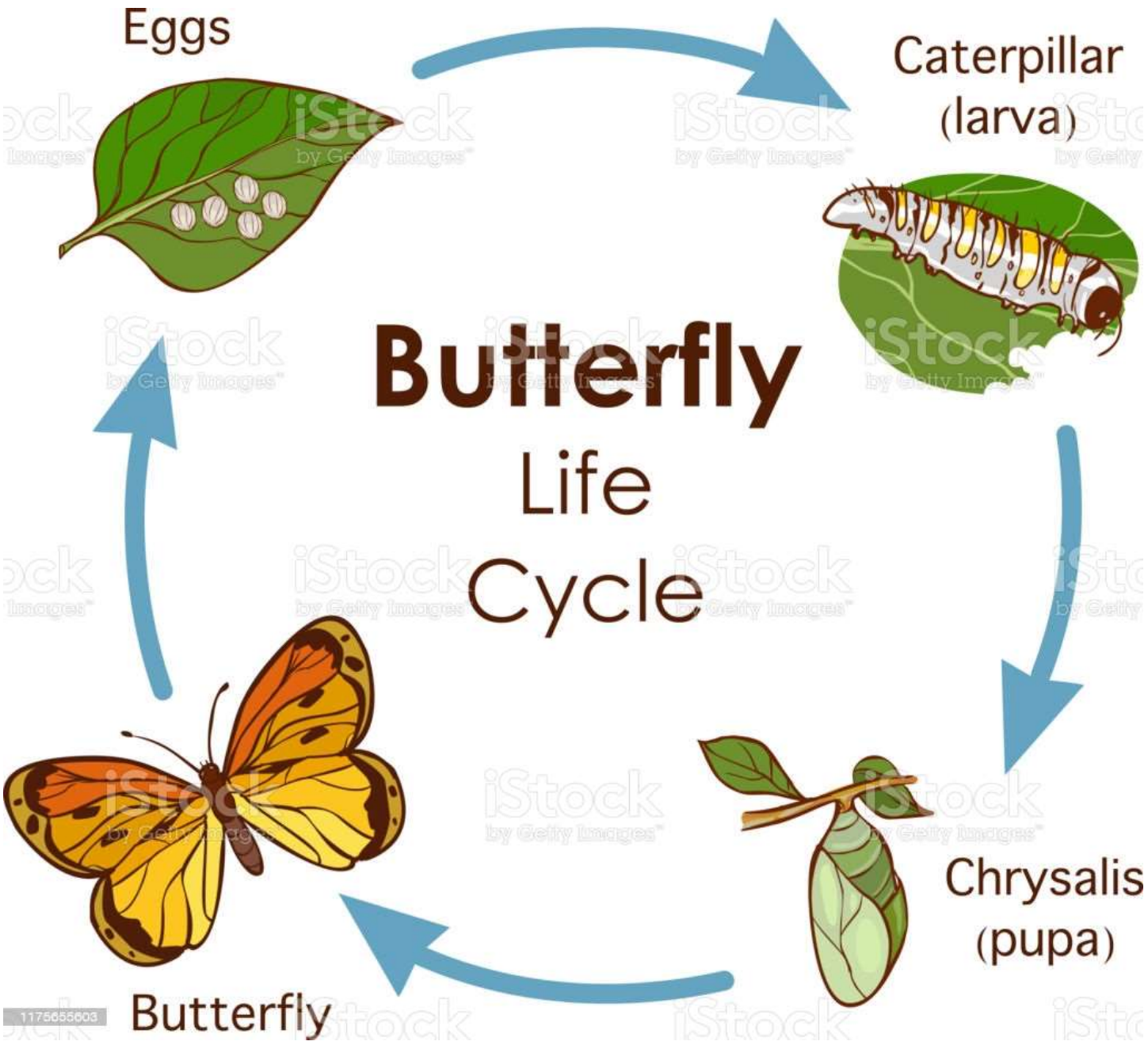
I THINK... THEREFORE, I AM!

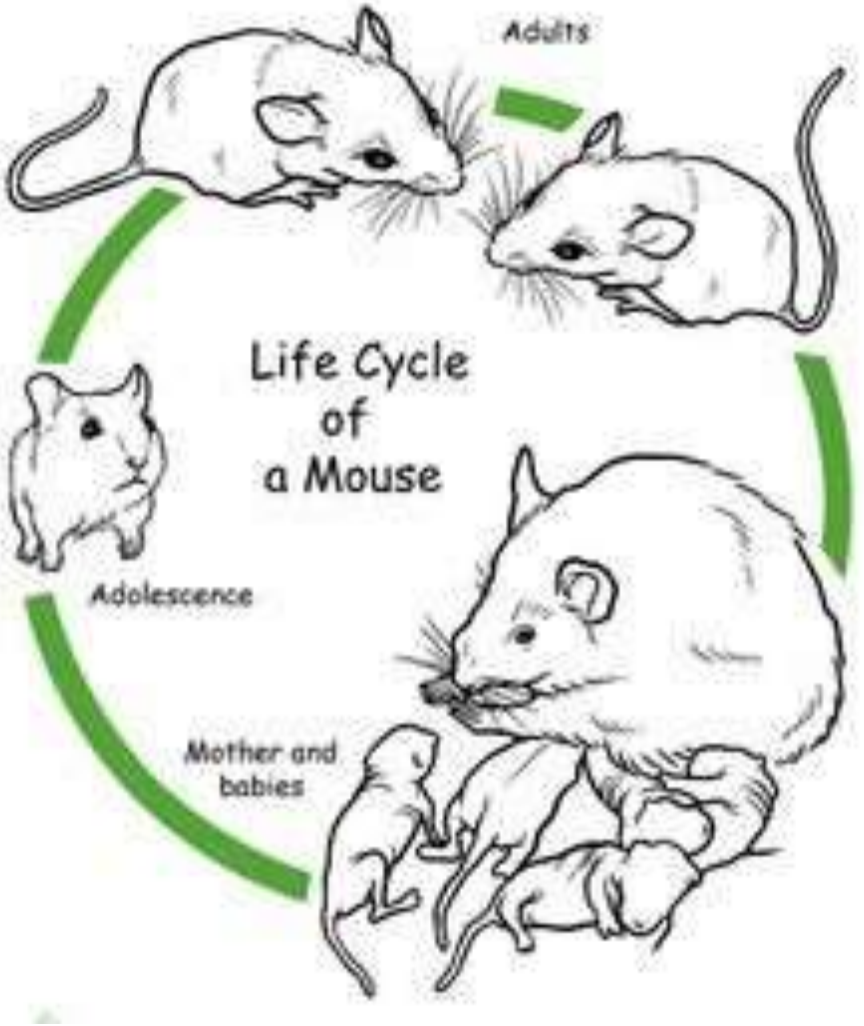
Did You Know?

- THERE ARE OVER 5,000 SPECIES OF FROG.
- FROGS SHED THEIR SKIN ABOUT ONCE A WEEK. THEN THEY USUALLY EAT THE OLD SKIN. YUM!
- A GROUP OF FROGS IS CALLED AN ARMY.

WHAT DO YOU SAY TO A HITCHHIKING FROG?

HOP IN!


Eggs
Caterpillar
(larva)
Butterfly
Life
Cycle
Chrysalis
(pupa)
Butterfly


Adults
Life Cycle
of
a Mouse
Adolescence
Mother and
babies

Lifecycle of mammals

Pregnant female pig

Gives birth to piglets

Grows into an adult pig

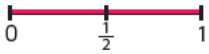
Most mammals give birth to live young babies. They look very similar to their parents.

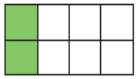
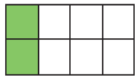
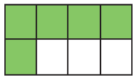
Female mammals feed their babies milk from their body, from mammary glands.

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

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

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 your 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…

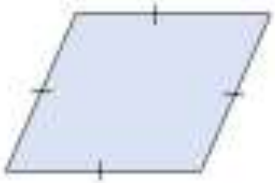
Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch…. and to bring your quiet mind back into this present moment, right here, right now.

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 × 0

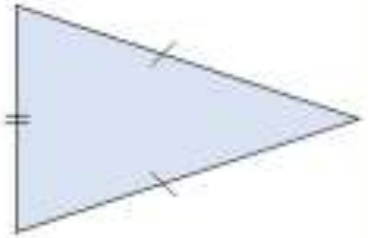
0

White Rose Maths

Flashback 4

Year 5 | Week 1 | Day 2

1) Add together 0.3 and 0.5 — 0.8



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

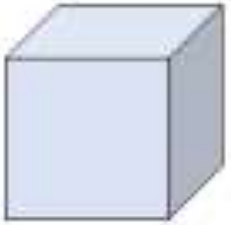
3) Round 6.43 to the nearest tenth. — 6.4

4) What number is 5 less than 2? — -3

White Rose Maths

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

White Rose Maths

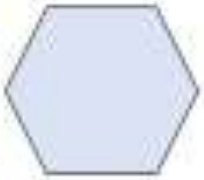
Flashback 4

Year 5 | Week 1 | Day 5

1) Find the missing number.

$0.36 + \square = 1$

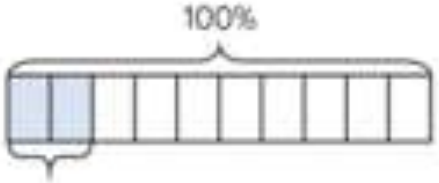
0.64



2) Which is larger, 0.709 or 0.82?

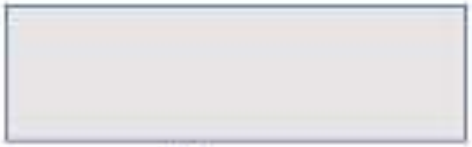
0.82

3) What percentage is shaded?



20%

4) Work out the area of the rectangle.



84 cm^2

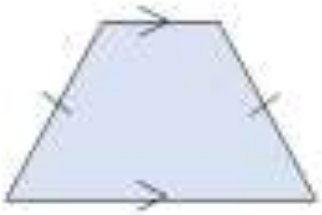
White Rose Maths

Flashback 4

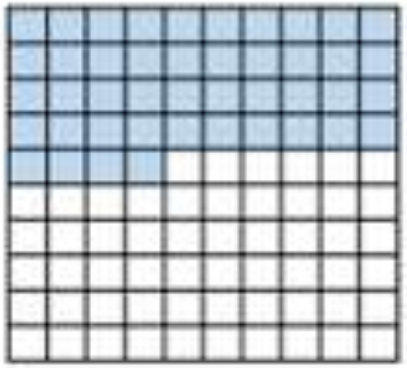
Year 5 | Week 1 | Day 3

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

White Rose Maths

Flashback 4

Year 5 | Week 2 | Day 1

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

White Rose Maths

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