Week 28th June	Monday	Tuesday	Wednesday	Thursday	Friday
	28th June	29th June	30th June	1st July	2nd 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 2 - The Green Dark - YouTube				

English					
	Read The Explorer Chapter 2 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) <u>WALT:be able to use some ideas from authors I have read in my own writing.</u> Read the first page of the story in Chapter 2 below; *The fire called back in response; a tree behind him sent up a fountain of flames.* <u>TASK</u> Here the fire seems to be talking! Write three of your own sentences in the same style that uses the idea of something that can't talk but can make a sound …speak. (eg waterfall, thunder ,wind, waves) *He stared around, dizzy and desperate, but he*	Read The Explorer Chapter 2 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) <u>WALT be able to précis longer passages.</u> First look at this power point that explains how a precis is written. Access this lesson using pin code: **TX5720** at Twinkl Go <u>TASK</u> We have read Chapter 1 a number of times. Your task is to precis the chapter into one short paragraph. <u>Challenge</u> Look at chapter 2 and precis this into one or two short paragraphs.	Read The Explorer Chapter 2 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) <u>WALT:be able to explain a character's personality by referring to their behaviours.</u> First read from page 11 below. *No, I'm not all right,' Con spat. 'We're lost, in the Amazon jungle, and statistically speaking it's very likely that we're going to die.'* *'I know.' Fred didn't feel he needed reminding. 'I meant –'* *'So, no,' Con's voice grew thin and high, 'I think it would be safe to say that none of us are all right, not at all, not even slightly!'* What does this exchange tell you about the characters so far? Use examples from the text to support your ideas.	Read The Explorer Chapter 2 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) <u>WALT:be able to use expanded noun phrases for effect</u> <u>WALT: be able to plan an adventure in the style of the author.</u> Remind yourself about our work this term about expanded noun phrases amd complete the worksheet below. <u>NOW</u> We are going to plan out the events of chapter 2 ready to write it tomorrow with a couple of changes.. We are going to add an extra event such as the discovery of a cargo box from the plane and also substitute Max for a small pet dog called…that was with Lila on her plane journey.	Read The Explorer Chapter 2 You can read the text : the-explorer-katherine-rundell-extract.pdf (booktrust.org.uk) <u>WALT:be able to predict using evidence from the book</u> <u>WALT be able to use description to create imagery.</u> Reread chapter one and two. <u>TASK</u> Now we are going to use your plan from yesterday to write your own version of this chapter including your own ideas based on the exaggerated adventure described in the book .Remember to include ideas from the author that we explored in Monday's lesson. Now search through the text to locate examples.

couldn't see or hear a single human, only the fernlike plants growing around his ankles **TASK** Now look carefully at this sentence. Here the author has created a feeling of panic and uncertainty for Fred. Write three sentences in the same style beginning with : He stared around,………… **Challenge** Find other clever sentences in this chapter that the author has used and magpie their idea to create your own sentence. A burning branch cracked, spat red, and fell in a cascade of sparks.		Now draw one of these characters and label the sketch with description from the text.		Remember it is important to use description to help describe the character's feelings and engage the reader. Have fun with your description.

Maths	Flashback 4	Flashback 4	Flashback 4	Flashback 4	Flashback 4
	Find attached the Flashback 4. Today we will be completing week 6, day 1.	Find attached the **Flashback 4**. Today we will be completing *week 6, day 2.*	Find attached the **Flashback 4**. Today we will be completing *week 6, day 3.*	Find attached the **Flashback 4**. Today we will be completing *week 6, day 4.*	Find attached the **Flashback 4**. Today we will be completing week 6, day 5.
	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks	Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks
	WALT: be able to translate using co-ordinates. First watch the White Rose video here: https://vimeo.com/554229697 Look at the worksheet where you are comparing time graphs. https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-3-WO5-Translation-with-coordinates-2020.pdf	WALT: be able to describe position using co-ordinates on a 2D grid in the first quadrant after a translation in two different directions (E.g. up and left) First watch White Rose video here https://vimeo.com/554229354 Look at the worksheet where you use co=ordinates and translate shapes. https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-3-WO4-Translation-2020.pdf	WALT be able to recall prime numbers up to 19 and use the vocabulary of prime factors non-prime numbers First view the White Rose video here: https://vimeo.com/466530531 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-3-WO4-Read-and-interpret-tables-2019.pdf	WALT: be able to use line graphs to solve simple conversions problems. E.g. Km – m or hours to minutes. First watch the short White Rose video here: https://vimeo.com/464199069 Look at the worksheet where you are interpreting time graphs. https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf	WALT be able to use line graphs to solve problems First watch this short video here: Lesson: Collecting and presenting data using tallies, tables and graphs	Teacher Hub	Oak National Academy (thenational.academy) Look at the worksheet where you are constructing time graphs. https://teachers.thenational.academy/units/graphs-4769#

Topic	Science	PE	Computing	PE	PSHE
	Science <u>WALT be able to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</u> Which changes cannot be easily reversed? Think of some the changes that you have already looked at; changes of state, dissolving and making mixtures. Can these changes be reversed? These examples that they have studied are all changes that can be reversed. Watch this video here: http://www.bbc.co.uk/learningzone/clips/changes-in-the-state-of-materials-clip-compilation/2286.html Note down the different changes that they see and whether they think these can be reversed: 1. Simple test – What happens when we mix water with plaster of Paris? Can you separate them? Place around 2cm deep of plaster of Paris in the	**PE** <u>WALT: Be able to hold body in different gymnastic shapes and balances</u> <u>TASK</u> 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. <u>RE</u> <u>WALT: be able to describe how Muslims pray.</u> Watch a video clip showing Muslims performing salah,	**Computing** <u>WALT: Be able to create short animations</u> <u>TASK</u> First watch this short video clip explaining how to use Purple Mash's **2Animate**. Purple Mash for Parents: Design a plant growing animation using 2Animate - YouTube <u>TASK</u> Now we are going to create a video sequence where two netball players pass the ball to each other a few times avoiding the opposite team player and then one of them shoots a hoop. Add celebration dance when they finally score! RE MUSIC <u>WALT be able to explain how different instruments sound.</u> First watch the short video clip here: Music / Science KS2: House of Sound - BBC Teach	**PE** <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u> Warm up – running in different directions, skipping, hopping and jumping. , How wide, tall and small can you be? Running in different directions bouncing and catching the ball. Activity 1 – 'Turn about Catching 'Place 3 cones, 3 metres apart in a straight line. Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player. Increase/decrease distances between cones One handed catching Use weaker hand to catch and throw 3 cones per group and 2 balls per group **French** <u>WALT be able to develop French conversation</u> <u>View this power point describing the different</u>	**PSHE** <u>WALT: Be able know there are rights and responsibilities when playing a game online</u> We are all still thinking how to keep safe when playing on line games. Sometimes we might worry about comments from other players. We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity? Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity! NOW Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn. *If you are at home please ask an adult to read the Calming Script to you*

bottom of a plastic cup. Slowly add water. Measure the temperature change with a thermometer or temperature probe attached to a data-logger (wrap in Clingfilm to prevent the plaster of Paris sticking to it). Make sure that you remove the temperature probe before the plaster sets! The children should observe a change in temperature as the heat is released in this reaction. Make sure you test this beforehand to find out how long was required for the reaction to make a significant change to the temperature. 2. Simple test – What happens to egg white when it is heated? The egg white can be placed in the metal tray, which in turn will sit on the nightlight holder above a flame. 3. Simple test – What happens when we mix	with the sound down. Ask pupils to look carefully at the prayer movements. A suitable animation for children can be found on www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam or http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon Whilst watching the rak'ah, ask pupils to make sketches of as many different prayer positions as they can pick out. For each position, ask pupils to annotate the sketch to explain what they think the movement might mean or say about the worshippers' inner feelings and beliefs. Watch the clip again with the sound up. Notice what is said about the meaning of each movement. Compare with pupils' own ideas. If possible invite a Muslim into class to show the rak'ahs (prayer positions) and talk about and answer questions about what prayer means to them.	TASK Use the information to explain in your own words and present your ideas to answer the following questions: 1.How drums make sound. 2.How woodwind instruments make sound. 3.How string instruments make sound. 4.How brass instruments make sound.	subjects taught in a French school. Access this lesson using pin code: **BP0246** at Twinkl Go NOW Write five sentences hat describe in French which subject each of the children like.	

bicarbonate of soda with vinegar? Explore adding different amount of vinegar to bicarbonate of soda. Recording For each of these simple tests draw the before and after stages and indicate whether or not you think the change is reversible.	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.			

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.

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?* *Pigeons with fangs?* *Worms with claws?...*

Section 1

Can you write a sentence about Usain Bolt that has a parenthesis marked with dashes?

_____

_____

_____

_____

_____

_____

Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

The government committee approved the plans for the new supermarket but rejected the petition for a bypass.

Section 3

Can you invent a question that Amy says in reply and write it in a direct speech sentence that uses inverted commas?

Would you like an apple, Amy?

_____

_____

_____

Section 4

Rewrite the sentence below with an embedded relative clause about Billy.

Billy let the spider he had caught go free in his back garden.

_____

_____

_____

Section 5

Match the prefix to the correct root word:

ir		secure
il		legal
in		regular

Which of the words you have made is a synonym of unlawful? _____

Which of the words you have made is an antonym of self-confident? _____

Section 6

u   h   h
o
t   o   o   r   g

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

t_____h

A triangle has been drawn on the coordinate grid.
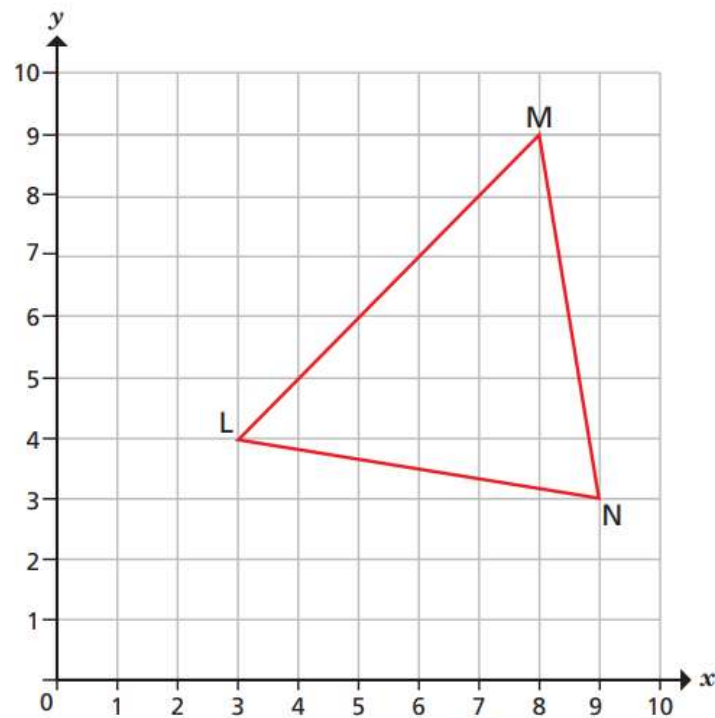
Write the coordinates of each vertex of the triangle.

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.
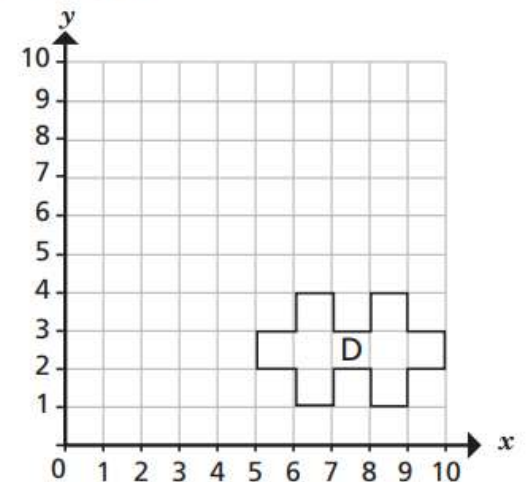
What do you notice? Does this always happen?

TARGET To represent the position of a shape after a translation.

To translate a shape means to slide it into a new postion.

Examples

Translate the orange shapes as follows:

1. R3 (right 3 squares)
2. D2 (down 2 squares)
3. R1 D2 (Right 1 Down 2)
4. L3 U1 (Left 3 Up 1)
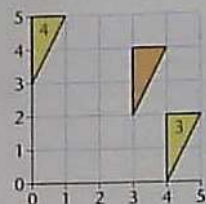
A

Copy the grids and the shapes. Translate each shape 3 times.
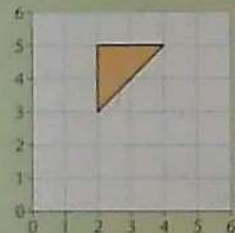
1. L2   2. D3   3. R2

4. D2   5. L3   6. U2

B

1. Copy the grid in Section A.
   a) Plot these points.
      (1, 6) (2, 4) (3, 6).
      Join them up to draw a triangle.
   b) Translate the triangle R2. Give the co-ordinates of the new position.
   c) Translate the original triangle D4. Give the new co-ordinates.

2. Draw a new grid. Plot these points and join them up in the order given.
   (5, 0) (5, 2) (6, 3)
   (6, 1) (5, 0)
   Translate the quadrilateral:
   a) U3
   b) L2.
   Give the co-ordinates of the new positions.

C

1. Draw a new grid.
   a) Plot these points and join them up to draw a triangle.
      (1, 2) (2, 4) (3, 1)
   b) Translate the triangle R2 D1. Give the co-ordinates of the new position.
   c) Translate the original triangle L1 U2. Give the new co-ordinates.

2. Draw a new grid. Plot these points and join them up in the order given.
   (2, 4) (2, 5) (4, 3)
   (3, 2) (2, 4)
   Translate the quadrilateral:
   a) R2 U1
   b) L2 D2.
   Give the co-ordinates of the new positions.

B
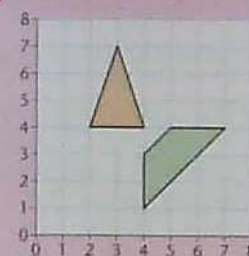
1. Copy the grid and the triangle. Translate the triangle:
   a) Left 2   Down 3
   b) Right 4 Up 1
   c) Right 3 Down 4

2. Copy the grid and the trapezium. Translate the trapezium:
   a) Left 4   Down 1
   b) Right 1 Up 4
   c) Left 3   Up 3.

3. Draw a new grid. Plot these co-ordinates and join them up in the order given.
   (4, 6) (6, 6) (7, 4) (5, 4) (4, 6)

4. Translate the parallelogram:
   a) Left 2   Up 2
   b) Right 1 Down 3
   c) Left 3   Down 4.

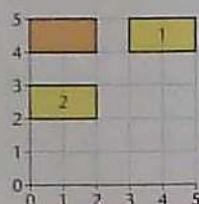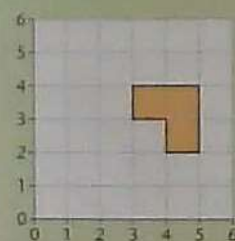5. Draw a new grid. Plot these co-ordinates and join them up in the order given.
   (3, 1) (1, 3) (2, 4) (4, 4) (4, 2) (3, 1)

6. Translate the pentagon:
   a) Right 3 Up 4
   b) Right 4 Down 1
   c) Left 1   Up 3.

7. Give the co-ordinates of the new positions of the pentagon.

C
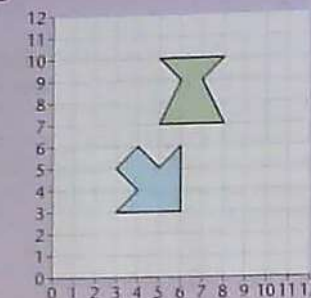
1. Copy the grid and the hexagon. Translate the shape:
   a) Left 3   Up 2
   b) Right 2 Down 4
   c) Left 5   Down 6.

2. Copy the grid and the heptagon. Translate the shape:
   a) Right 4 Up 2
   b) Left 2   Up 5
   c) Right 6 Down 2.

3. Draw a new grid. Plot these co-ordinates and join them up in the order given.
   (3, 7) (5, 9) (6, 8) (5, 7) (6, 6) (5, 5) (3, 7)

4. Translate the shape:
   a) Right 5 Up 2
   b) Left 3   Down 4
   c) Right 2 Down 3.

5. Draw a new grid. Plot these co-ordinates and join them up in the order given.
   (6, 4) (7, 7) (8, 6) (9, 7) (8, 4) (7, 5) (6, 4)

6. Translate the shape:
   a) Left 4   Up 5
   b) Right 2 Up 4
   c) Left 6   Down 2.

7. Give the co-ordinates of the new positions of the hexagon which is not symmetric.

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?

- 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?

  2.5cm
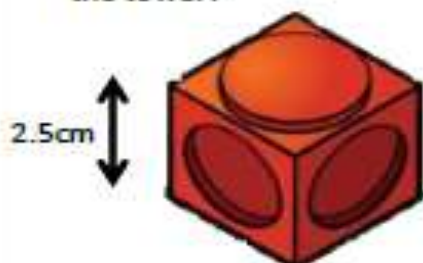
- The diagram is made up of two different sized rectangles.

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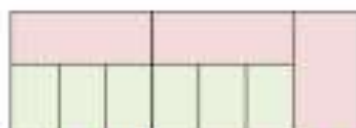
  For each large rectangle the length is double the width.
  The length of the diagram is 60m.
  Find the area of one of the small rectangles.

- The perimeter of the rectangle is 33cm.

  3.6cm

  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?
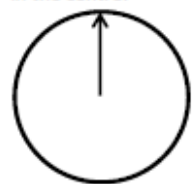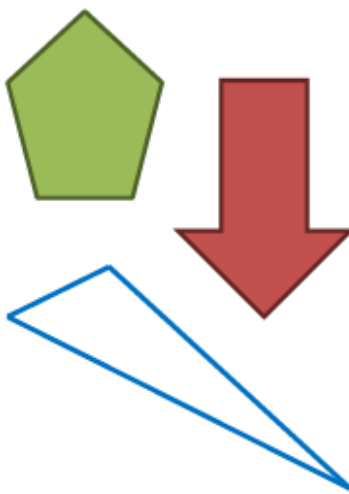
- Who is this woman?

- 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.

Left worksheet (maths)

- 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. Work out how close you were. Did you notice anything or find any easier?

Right worksheet

Identifying the Subjunctive Mood **Answers**

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

1.
- [✓] If I <u>were</u> chosen, I would do my best.
- [ ] If you choose me, I would do my best.

2.
- [✓] I request that she <u>demand</u> a recount in the election.
- [ ] I have requested that she demands a recount in the election.

3.
- [ ] Honesty is part of our school rules.
- [✓] Our school rules <u>require</u> that all children be honest.

4.
- [✓] The head teacher demanded that she <u>attend</u> the important meeting.
- [ ] The head teacher demanded her attendance at the important meeting.

5.
- [ ] The detective knew nothing about the secret so he could not solve the crime.
- [✓] If the detective <u>had known</u> the secret, he would have solved the crime.

- Complete the rectangles on the grids below.

- Why is a square a special rectangle?

- Join 4 dots together to make a rectangle.

- The perimeter of the rectangle is 45cm.

  4.9cm

  Find the length of the rectangle.

- Here is a rectangle.

  a   b

  c

  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 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.
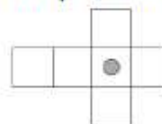
- Find 3 similarities between the net of a tetrahedron and the net of a cube.
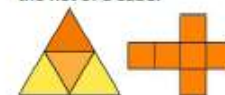
  Share them with a partner. Are any the same/different?

- 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

  8 cm
  6 cm
  12 cm
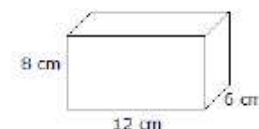
  Draw the net for this cuboid.

- 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?

- Work out the missing angles.

45°   x   27°

x

23°

48°   x
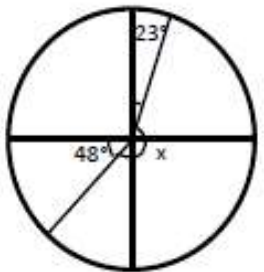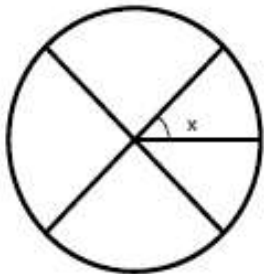
- Gary says,

> If I turn the letter M by 180° 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?
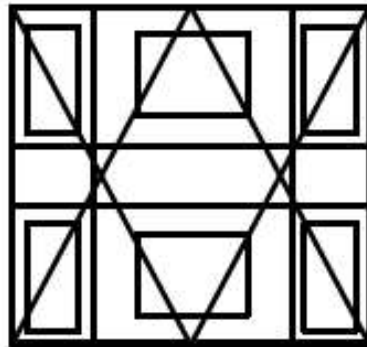
- Investigate the amount of obtuse and acute angles there could be in a pentagon.
How many different pentagons can you create?
Record the information in a table to show different acute and obtuse angles.

- 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?

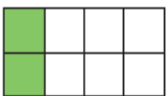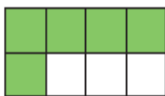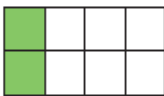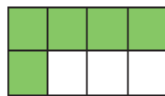| Mastery	Mastery with Greater Depth
Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B. How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday? A B	Each bar of toffee is the same. On Monday, 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: $\dfrac{\square}{15} + \dfrac{\square}{10} =$	Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer: $\dfrac{\square}{\square} + \dfrac{\square}{\square} =$
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. <table><tr><th>Guests</th><th>Pizzas</th></tr><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></table> When will he have pizza left over?

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

Musical Notes
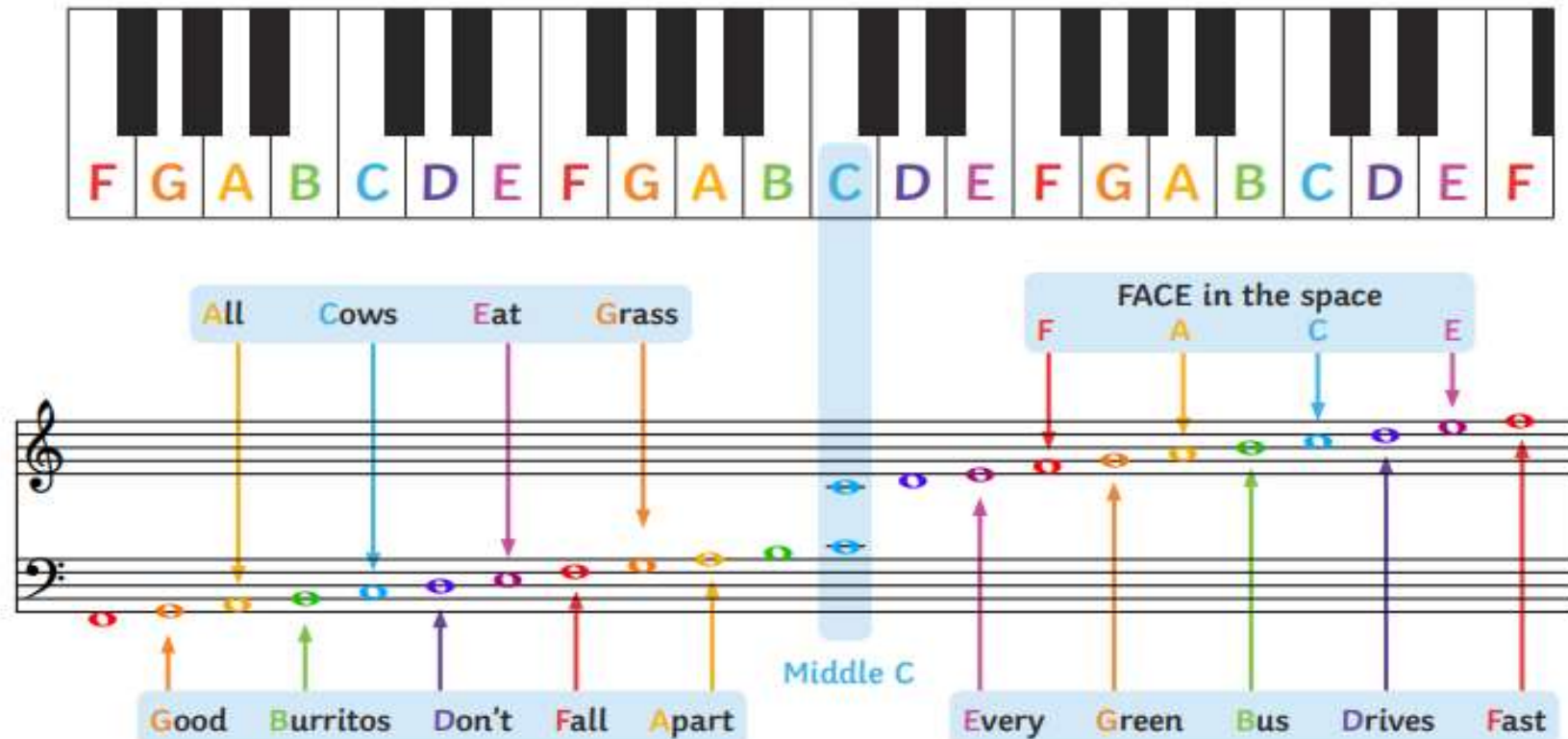
HOW WELL DO YOU KNOW YOUR SPELLING?

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. 0 — $\frac{1}{2}$ — 1	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.

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.

LXVI

1) When was the temperature 15°C?

9:45 am
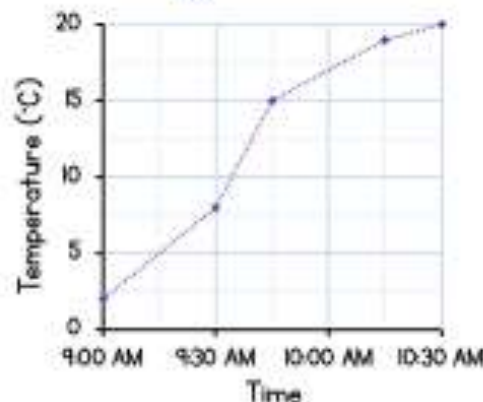
2) Estimate the total of 18,842 and 12,117   31,000

3) Use <, > or = to compare.   492,381 $<$ 492,481

4) What is the value of the digit 9 in the number 4.92?
9 tenths

White Rose Maths

Flashback 4

CDXX

1) The graph shows a car journey.
What does the flat part represent?
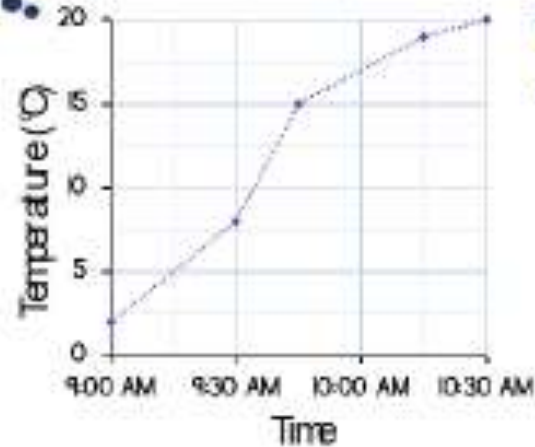The car has stopped.

distance

time
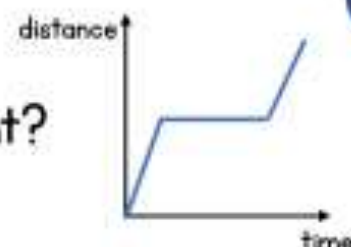
2) Subtract 3,291 from 24,763   21,472

3) Complete the sequence.
1,781   1,881   1,981   2,081   2,181

4) Order the amounts in ascending order.
£0.24   £2.42   42p   240p   £0.24   42p   240p   £2.42

White Rose Maths

Flashback 4

XXIX

1) Is it possible to read off the exact temperature at 10:05 am?
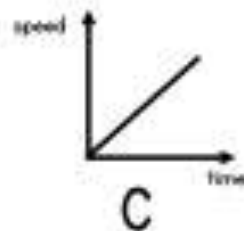
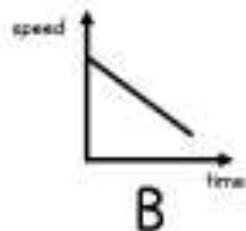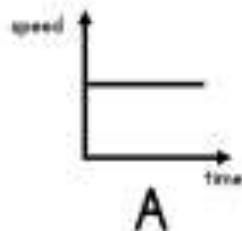No, the temperature wasn't recorded at this time.

2) Add 32,341 to 65,962   98,303

3) Round 387,583 to the nearest 1,000   388,000

4) Work out 48 ÷ 12   4

White Rose Maths

Flashback 4

MI

1) Which graph shows a car slowing down? B

A   B   C

2) At what time was the temperature 5°C?   4:00 pm
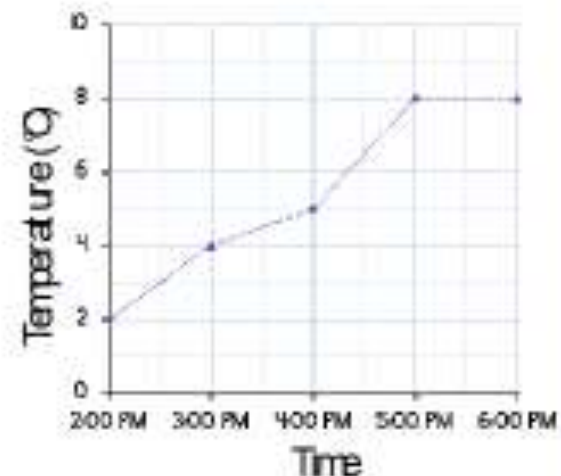
3) Subtract 22,481 from 697,139
   674,658

4) Work out 29 × 7   203

White Rose Maths

CCCI

1) What's the difference between the highest and lowest attendance? **459,003**

Event	Tennis	Marathon	Football Final	Rugby Final
Attendance	500,397	41,394	78,011	70,103

2) Eva walks from home to school.
Which graph could represent this? **A**

A   B
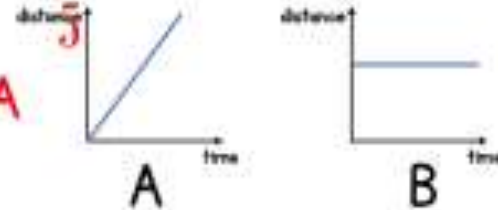
3) Estimate the total of 187,891 and 21,271   **210,000**

4) $\frac{1}{4} + \frac{2}{4}$ $\frac{3}{4}$

White
Rose
Maths

Les matières
School Subjects

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

Quelle est ta matière favorite ?
Which is your favourite subject?

le français	▶
le dessin	▶
la géographie (la géo)	▶
l'anglais	▶
l'éducation physique (l'E.P.S.)	▶
l'informatique	▶
les mathématiques (les maths)	▶
la musique	▶
l'histoire	▶
les sciences	▶

Ma matière favorite est le dessin. ▶

Quelle est ta matière favorite ?
Which is your favourite subject?

le français ▶

le dessin ▶

la géographie (la géo) ▶

l'anglais ▶

l'éducation physique (l'E.P.S.) ▶

l'informatique ▶

les mathématiques (les maths) ▶

la musique ▶

l'histoire ▶

les sciences ▶

Ma matière favorite est l'histoire. ▶