

Home Learning: Year Five Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	Write down all the equivalent fractions you know for $\frac{1}{2}$	Practise equivalent fractions here	Practise adding fractions here	Practise subtracting fractions from whole numbers here	Practice equivalent fractions here
Four Days of Reasoning (Monday-Thursday)	<p>Summer Term Week 8 (w/c June 15th) https://whiterosemaths.com/homelearning/year-5/ Scroll down to find resources for pupils who normally work with Ms T or for those who have finished the daily task and would like a challenge.</p>	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i></p> <p><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></p> <p style="text-align: center;">SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)</p>			
Friday	<p>Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson. If you want to challenge yourself further, you could click on some of the Y6 lessons. Remember to practise your multiplication and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).</p>				

Home Learning: Year 5 English

Year Five	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing & thinking	<p>LO: to understand mottos and axioms</p> <p>Warm up Watch the video which shows Auggie's first ever lesson at school. Although only a short clip, the film maker makes very good use of the 'show don't tell' technique. Rewatch the clip carefully, using the pause button carefully and make a note of all the different body language the characters display and how his behaviour shows how they are feeling. Some of the body language is obvious and some is more subtle. (see resource below)</p> <p>Main Task What is a precept? How does Mr Browne introduce it to the class? You might like to look it up in a dictionary. Think about Mr Brown's precept (see below), What do you think it means? Think about the other precepts that are listed below and choose your favourite to present in poster form (see instructions below)</p> <p>Finally... Create your own precept (with explanation) in your exercise book. Make it your personal motto: it can be a song lyric, quotation from a novel, a famous saying or something personal between your friends and family.</p>	<p>LO: to infer meaning from a text. Read the text below and answer the questions</p>	<p>LO: to reflect upon and review a book <i>Wonder</i> is a very thought provoking book. Below you will find two reviews that were written just after the book was published. They are both positive but which do you most agree with? What do you think are the main themes of the book? Your task today is either to write your own review of <i>Wonder</i> or to write an explanation of the main themes of the book and how they are presented in the story. If this is something that you are finding hard, there is a template below that you might like to use to help you. You can be artful and creative in the way that you present your work. Remember to upload to ClassDojo if you are still working at home.</p>	<p>LO: to compose a poem. One of the reviews that you read yesterday suggested that the title of <i>Wonder</i> came from the idea that the book makes you wonder about a lot of things. This may be true. It may also come from the idea, that human beings are all unique – we are all 'wonders' made up of our unique and personal qualities. Your task today is to write a <i>Wonder</i> or <i>I am</i> poem. Begin by listing your personal qualities eg: I am funny I am brave I am resilient I am motivated I am tolerant etc and build your poem around these simple statements. If you are struggling there is an alternative template you can follow below. You can present your poems however you like. Use art and get creative!</p>	<p>Y5 SPAG: There are no set spelling words this week. Choose 5-10 words to learn from either of the lists below (scroll down to bottom of resources). Write the words you choose in your book. Be very careful to copy them correctly! Learn them in whichever way works best for YOU! Next week, you can ask and adult to test you.</p>

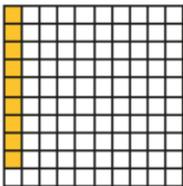
Home Learning: Year 5 Curriculum

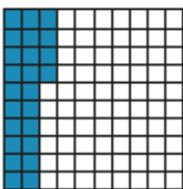
Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
<p>LO: Investigate sources of renewable energy</p> <p>What are renewable energy sources?</p> <ul style="list-style-type: none"> • Read this Website and define renewable energy. • Find three renewable energy sources to fossil fuels • Draw and label a wind turbine and explain how it produces energy 	<p>Project: How have you changed in your lifetime?</p> <p><i>You will pencil, paper, photographs</i></p> <ul style="list-style-type: none"> • Ask your parents/carers or grandparents to describe the key changes in your lifetime. • Collect some photos of you at different stages in your life. • Using the photos, create a timeline of your life, describing the changes at each stage 	<p>LO: understand the impact of the Iron Age</p> <ul style="list-style-type: none"> • Make notes on the strengths of iron as a material and the changes in life you can see in this video and here https://www.dkfindout.com/uk/history/iron-age/ (<i>you may have to cut and paste this link into you browser bar</i>) • Create a poster to explain to someone in your house the impact of the discovery of iron and how it changed life for humanity 	<p>LO: What do the Miracles of Jesus teach us?</p> <p>Read the Bible story below about how Jesus heals the Roman Centurion’s Servant. Think about what this miracle shows about the character of Jesus. Then answer the questions in your books. Can you remember any other Bible stories about the miracles that Jesus performed?</p>	<p>Spanish</p> <p>Guacamole is a very delicious sauce that is often eaten with nachos or mexican foods. https://rockalingua.com/videos/guacamole-recipe-difficult-version After watching the video and see if you can name all the ingredients you need! You might need to rewatch and stop the video so you can see it well. Are you brave enough to try to make it at home using this recipe</p> <p>Art: Colour and Line drawings (see resources below) <i>You will need: Paper, pencil, Colouring materials (pencils, chalk, felt tips paint etc.) Small objects to draw</i></p> <ul style="list-style-type: none"> • Arrange a group of small objects together on a flat surface. • Pick one of the objects. Put down a block of colour on your paper, using your chosen colouring material, in the shape inspired by your objects. When you are happy with your coloured shape create a line drawing of your object, using pencil on top of your colour. Take your time – look for the little details.
Everything is Interesting – Are you ready for a challenge?				

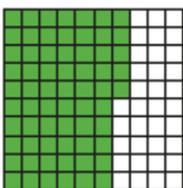
Understand percentages



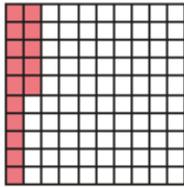
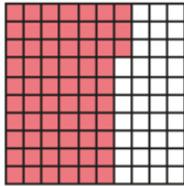
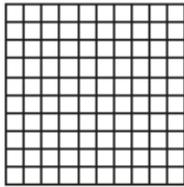
1 Complete the sentence for each diagram.

a)  There are parts out of a hundred shaded.
This is %.

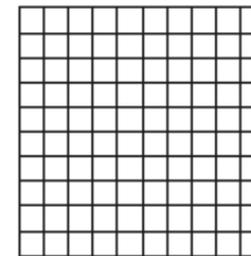
b)  There are parts out of a hundred shaded.
This is %.

c)  There are parts out of a hundred shaded.
This is %.

2 Complete the table.

Hundred square	Percentage
	
	
	82%

3 Shade 15% of the hundred square red.
Shade 32% of the hundred square blue.



What percentage of the hundred square is not shaded? %

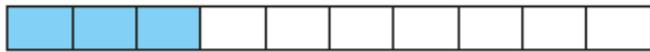


- 4 a) Is 1% of this bar model shaded? _____

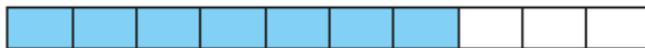


Explain your reasoning.

- b) What percentage of each bar model is shaded?



%



%

- 5 Passengers are boarding a plane.

The plane has 100 seats.

- a) 10% of the seats are already full.

How many passengers are already on the plane?

- b) 15% of the seats have not been booked.

How many seats have been booked?

- c) How many passengers still need to board the plane?

- 6 Dexter has £1 to spend.
He buys some stickers.



I got 35p change.



What percentage of his money did Dexter spend?

%

- 7 Aisha and Brett have been selling tickets for the school play.

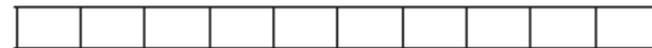
There are 100 seats available.

- On Monday they sold 34% of the tickets.
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold.

How many tickets did they sell on Wednesday?

On Wednesday they sold tickets.

- 8 Shade 85% of this bar model.

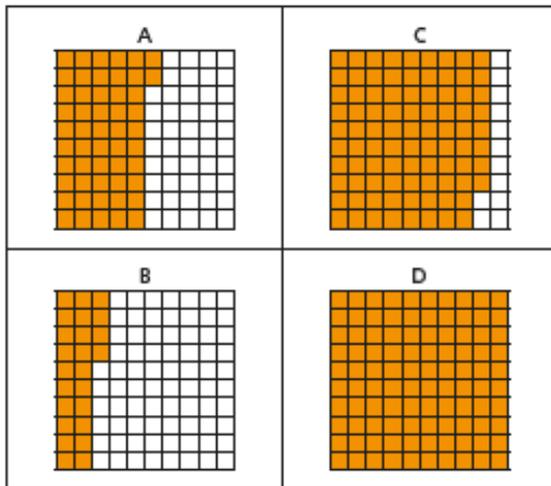


Compare answers with a partner.

Percentages as fractions and decimals



1 Here are four hundred squares.

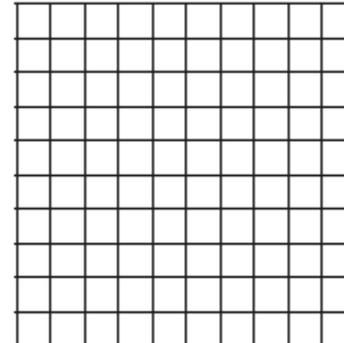


Complete the table.

Hundred square	Percentage	Fraction	Decimal
A		$\frac{52}{100}$	
B			
C			
D			

2 Prove that 0.2 is equal to 20%.

You may use the hundred square to help you.



Why do you think some people think that 0.2 is equal to 2%?

3 Complete the fraction, decimal and percentage equivalents.

a) $32\% = \frac{\square}{100} = \square$

$35\% = \frac{\square}{100} = \square$

$48\% = \frac{\square}{100} = \square$

c) $0.29 = \square\% = \frac{\square}{100}$

$0.71 = \square\% = \frac{\square}{100}$

$0.03 = \square\% = \frac{\square}{100}$

b) $\frac{17}{100} = \square\% = \square$

$\frac{9}{100} = \square\% = \square$

$\frac{90}{100} = \square\% = \square$



4 Write $<$, $>$ or $=$ to complete the statements.

- a) 50% $\frac{5}{100}$ d) $\frac{40}{100}$ 40%
- b) 25% $\frac{50}{100}$ e) $\frac{70}{100}$ 7%
- c) 14% $\frac{41}{100}$ f) 82% $\frac{82}{100}$

5 Write the values in order from smallest to greatest.

- a) 33% $\frac{30}{100}$ 3% $\frac{13}{100}$

- b) 299% $\frac{91}{100}$ 9% $\frac{9}{10}$

- c) 2.5 $\frac{25}{100}$ 250 25% of 100 $\frac{25}{1000}$

6 Convert the fractions to hundredths.

Complete the decimal and percentage equivalents.

- a) $\frac{150}{300} = \frac{\square}{100} = \square = \square$ %
- b) $\frac{25}{500} = \frac{\square}{100} = \square = \square$ %
- c) $\frac{48}{300} = \frac{\square}{100} = \square = \square$ %

d) $\frac{18}{50} = \frac{\square}{100} = \square = \square$ %

e) $\frac{13}{25} = \frac{\square}{100} = \square = \square$ %

7 Circle all the fractions that are greater than or equal to 50%.

$\frac{10}{50}$

$\frac{4}{5}$

$\frac{50}{100}$

$\frac{30}{80}$

$\frac{1}{50}$

$\frac{70}{140}$

8 Jack and Dora go shopping with the same amount of money.

Jack spends $\frac{1}{3}$ of his money.

Dora spends 30% of her money.

a) Who spends more money? _____

Use fraction and percentage equivalence to explain your answer.

b) Jack and Dora each started with £300

How much money do they each have left?

Jack

Dora

Adding decimals with the same number of decimal places



1 Complete the additions.

Use the place value charts to help you.

a) $4.45 + 3.21 = \square$

Ones	Tenths	Hundredths
1 1 1 1	0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01
+		
1 1 1	0.1 0.1	0.01

	4 + 4 5	
+	3 + 2 1	
	.	
	—	

b) $4.45 + 3.61 = \square$

Ones	Tenths	Hundredths
+		

	4 + 4 5	
+	3 + 6 1	
	.	
	—	

c) $4.45 + 3.78 = \square$

Ones	Tenths	Hundredths
+		

	4 + 4 5	
+	3 + 7 8	
	.	
	—	

Which calculation was easier? Talk about it with a partner.



2 Use the column method to work out the additions.

a)

	5 + 3	
+	2 + 5	
	.	
	—	

e)

	3 + 1 0 2	
+	5 + 8 7 6	
	.	
	—	

b)

	6 + 0 3	
+	3 + 9 1	
	.	
	—	

f)

	1 2 + 0 3 4	
+	9 + 2 2 7	
	.	
	—	

c)

	2 + 3 2	
+	1 0 + 1 7	
	.	
	—	

g)

	5 + 7 5	
+	5 + 3 2	
	.	
	+	
	5 + 0 1	
	.	
	—	

d)

	6 + 3 7	
+	6 + 2 6	
	.	
	—	

h)

	1 4 + 9 9	
+	1 2 + 3 7	
	.	
	—	

3 Work out the calculations.

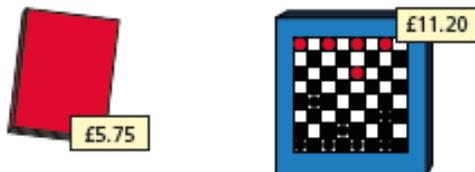
Write $<$, $>$ or $=$ to make the statements correct.

a) $0.64 + 4.79$ $5.01 + 0.23$

b) $7.427 + 3.238$ $5.427 + 5.832$

c) $3.08 + 4.63$ $4.84 + 2.87$

4 Teddy is working out the total cost of these items.



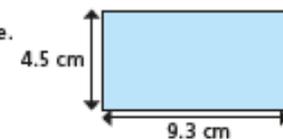
Here are his workings.

$$\begin{array}{r} 5 \cdot 7 \ 5 \\ + 1 \ 1 \cdot 2 \ 0 \\ \hline 6 \ 8 \cdot 7 \ 0 \end{array}$$

Talk to a partner about Teddy's mistake.

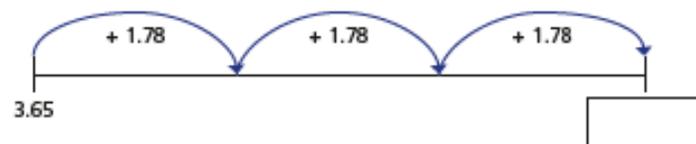
Work out the correct answer.

5 Work out the perimeter of the shape.

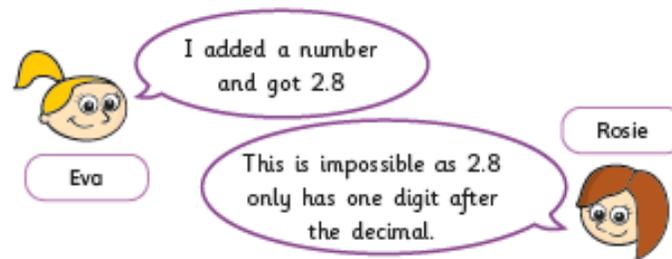


perimeter = cm

6 Complete the number line.



7 Eva starts with the number 1.62



Is Rosie correct? _____

Talk about it with a partner.

Adding decimals with a different number of decimal places



1 Ron is adding 1.4 and 2.53

He makes each number with counters.

Ones	Tenths	Hundredths
●	● ● ● ●	
● ●	● ● ● ● ● ●	● ● ●

- a) What is the answer to Ron's calculation?
- b) Explain your method to a partner.
- c) Did you have to make an exchange? _____

2 Work out the additions.

a)

		3	0	2	
	+	1	6		

c)

			2	8	
	+	3	4	5	

b)

		1	3	5	
	+		0	2	3

d)

			6	1	5
	+	1	3	9	

3 Filip is adding two numbers together.
He writes it as a column addition.

$$\begin{array}{r}
 13.8 \\
 + 19.5 \\
 \hline
 33.3 \\
 \hline
 11
 \end{array}$$

a) What mistake has Filip made?

b) Use the column method to work out the correct answer.

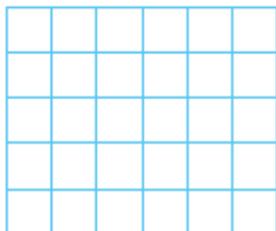
4 Use the column method to work out the additions.

a) $2.36 + 1.9$

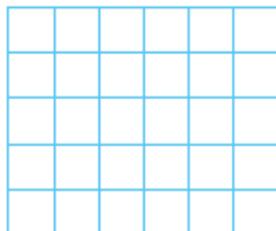
b) $14.82 + 3.7$

5 Use the column method to work out the additions.

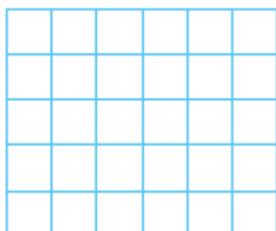
a) $0.59 + 11.9$



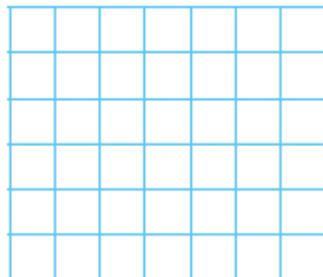
c) $0.591 + 1.73$



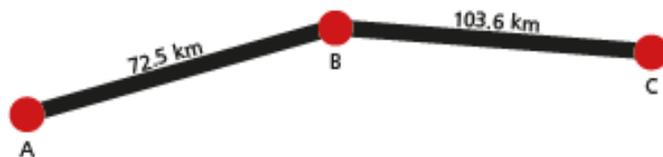
b) $77.34 + 1.82$



d) $3.2 + 1.84 + 0.931$



6 Mr Hall drives from point A to point B, then on to point C.



What is the total distance that Mr Hall drives?

km

7 Here are four number cards.

3.8

4.19

0.72

11.46

a) What is the greatest total you can make by adding two of the numbers?

Complete the calculation.

+ =

b) What is the sum of the four numbers?

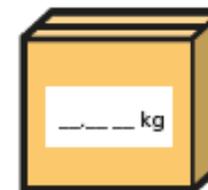
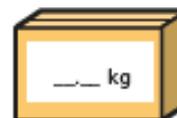
8 Work out the missing digits.

a) $_4.3 + 1__.37 = 39.67$

b) $4.8__ + ___ = 12.65$

9 The total mass of the two boxes is 10.85 kg.

What could the mass of each box be?

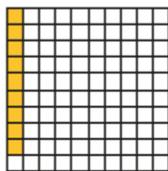


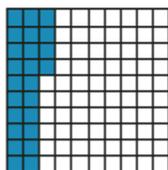
How many answers can you find?

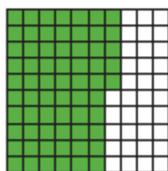


Understand percentages

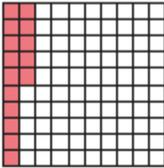
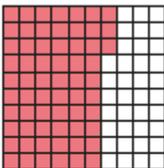
1 Complete the sentence for each diagram.

a)  There are parts out of a hundred shaded.
This is %.

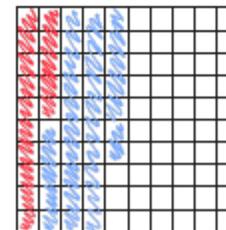
b)  There are parts out of a hundred shaded.
This is %.

c)  There are parts out of a hundred shaded.
This is %.

2 Complete the table.

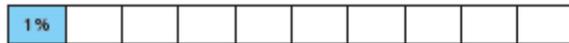
Hundred square	Percentage
	15%
	63%
	82%

3 Shade 15% of the hundred square red.
Shade 32% of the hundred square blue.



What percentage of the hundred square is not shaded? %

- 4 a) Is 1% of this bar model shaded? No



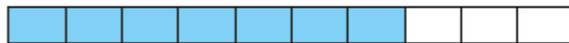
Explain your reasoning.

It's split into 10 parts so each part is 10%

- b) What percentage of each bar model is shaded?



30 %



70 %

- 5 Passengers are boarding a plane.

The plane has 100 seats.

- a) 10% of the seats are already full.

How many passengers are already on the plane?

10

- b) 15% of the seats have not been booked.

How many seats have been booked?

85

- c) How many passengers still need to board the plane?

75

- 6 Dexter has £1 to spend.
He buys some stickers.



I got 35p change.



What percentage of his money did Dexter spend?

$$£1 - 35p = 65p \leftarrow \text{spent}$$

65 %

$$\frac{65p}{100p}$$

- 7 Aisha and Brett have been selling tickets for the school play.

There are 100 seats available.

- On Monday they sold 34% of the tickets. (34)
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold. (95)

How many tickets did they sell on Wednesday?

$$34 + 42 = 76$$

$$95 - 76 = 19$$

On Wednesday they sold 19 tickets.

- 8 Shade 85% of this bar model.

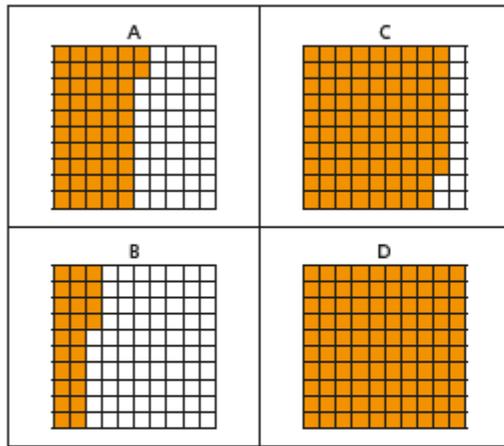


Compare answers with a partner.

Percentages as fractions and decimals



1 Here are four hundred squares.

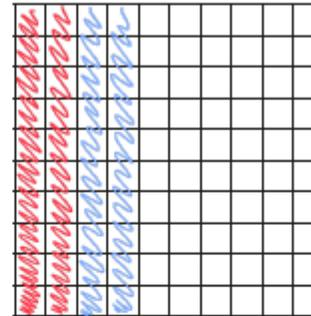


Complete the table.

Hundred square	Percentage	Fraction	Decimal
A	52%	$\frac{52}{100}$	0.52
B	24%	$\frac{24}{100}$	0.24
C	88%	$\frac{88}{100}$	0.88
D	100%	$\frac{100}{100}$	1

2 Prove that 0.2 is equal to 20%.

You may use the hundred square to help you.



$$0.2 = 2 \text{ tenths} = \frac{2}{10} = \frac{20}{100}$$

$$20\% = \frac{20}{100}$$

Why do you think some people think that 0.2 is equal to 2%?

3 Complete the fraction, decimal and percentage equivalents.

a) $32\% = \frac{32}{100} = 0.32$ c) $0.29 = \frac{29}{100} = 29\%$
 $35\% = \frac{35}{100} = 0.35$ $0.71 = \frac{71}{100} = 71\%$
 $48\% = \frac{48}{100} = 0.48$ $0.03 = \frac{3}{100} = 3\%$

b) $\frac{17}{100} = \frac{17}{100} = 17\% = 0.17$
 $\frac{9}{100} = \frac{9}{100} = 9\% = 0.09$
 $\frac{90}{100} = \frac{90}{100} = 90\% = 0.9$

4 Write $<$, $>$ or $=$ to complete the statements.

- a) 50% $>$ $\frac{5}{100}$ d) $\frac{40}{100}$ $=$ 40%
 b) 25% $<$ $\frac{50}{100}$ e) $\frac{70}{100}$ $>$ 7%
 c) 14% $<$ $\frac{41}{100}$ f) 82% $=$ $\frac{82}{100}$

5 Write the values in order from smallest to greatest.

a) 33% $\frac{30}{100}$ 3% $\frac{13}{100}$
 3% , $\frac{13}{100}$, $\frac{30}{100}$, 33%

b) 299% $\frac{91}{100}$ 9% $\frac{9}{10}$
 9% , $\frac{9}{10}$, $\frac{91}{100}$, 299%

c) 2.5 $\frac{25}{100}$ 250 25% of 100 $\frac{25}{1000}$
 $\frac{25}{1000}$, $\frac{25}{100}$, 2.5 , 25% of 100 , 250

6 Convert the fractions to hundredths.

Complete the decimal and percentage equivalents.

- a) $\frac{150}{300} = \frac{50}{100} = 0.5 = 50\%$
 b) $\frac{25}{500} = \frac{5}{100} = 0.05 = 5\%$
 c) $\frac{48}{300} = \frac{16}{100} = 0.16 = 16\%$

d) $\frac{18}{50} = \frac{36}{100} = 0.36 = 36\%$

e) $\frac{13}{25} = \frac{52}{100} = 0.52 = 52\%$

7 Circle all the fractions that are greater than or equal to 50%.

$\frac{10}{50}$ $\frac{4}{5}$ $\frac{50}{100}$
 $\frac{30}{80}$ $\frac{1}{50}$ $\frac{70}{140}$

8 Jack and Dora go shopping with the same amount of money.

Jack spends $\frac{1}{3}$ of his money.

Dora spends 30% of her money.

a) Who spends more money? Jack

Use fraction and percentage equivalence to explain your answer.

$$\frac{1}{3} = \frac{10}{30}$$

$$30\% = \frac{3}{10} = \frac{9}{30}$$

b) Jack and Dora each started with £300

How much money do they each have left?

Jack $\pounds 200$ Dora $\pounds 210$

Adding decimals with the same number of decimal places



1 Complete the additions.

Use the place value charts to help you.

a) $4.45 + 3.21 = 7.66$

Ones	Tenths	Hundredths	
● ● ●	● ● ●	● ● ●	4 + 4 5
●	●	● ●	+ 3 + 2 1
● ● ●	● ●	●	7 + 6 6

b) $4.45 + 3.61 = 8.06$

Ones	Tenths	Hundredths	
○ ○	○ ○ ○ ○	○ ○ ○	4 + 4 5
○ ○	○ ○ ○ ○	○ ○ ○	+ 3 + 6 1
○ ○	○ ○ ○ ○	○ ○ ○	8 + 0 6

c) $4.45 + 3.78 = 8.23$

Ones	Tenths	Hundredths	
○ ○	○ ○ ○ ○	○ ○ ○	4 + 4 5
○ ○	○ ○ ○ ○	○ ○ ○	+ 3 + 7 8
○ ○	○ ○ ○ ○	○ ○ ○	8 + 2 3

Which calculation was easier? Talk about it with a partner.



2 Use the column method to work out the additions.

a)

		5 + 3	
		+ 2 + 5	
		7 + 8	

e)

		3 + 1	0 2	
		+ 5 + 8	7 6	
		8 + 9	7 8	

b)

		6 + 0	3
		+ 3 + 9	1
		9 + 9	4

f)

		1 2 + 0	3 4	
		+ 9 + 2	2 7	
		2 1 + 2	6 1	

c)

		2 + 3	2
		+ 1 0 + 1	7
		1 2 + 4	9

g)

		5 + 7	5	
		+ 5 + 3	2	
		5 + 0	1	
		1 6 + 0	8	

d)

		6 + 3	7
		+ 6 + 2	6
		1 2 + 6	3

h)

		1 4 + 9	9	
		+ 1 2 + 3	7	
		2 7 + 3	6	

3 Work out the calculations.

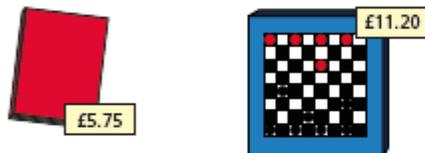
Write $<$, $>$ or $=$ to make the statements correct.

a) $0.64 + 4.79$ $>$ $5.01 + 0.23$

b) $7.427 + 3.238$ $<$ $5.427 + 5.832$

c) $3.08 + 4.63$ $=$ $4.84 + 2.87$

4 Teddy is working out the total cost of these items.



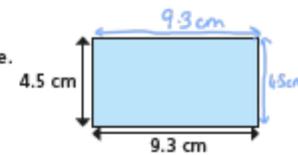
Here are his workings.

$$\begin{array}{r} 5.75 \\ + 11.20 \\ \hline 68.70 \end{array}$$

Talk to a partner about Teddy's mistake.

Work out the correct answer.

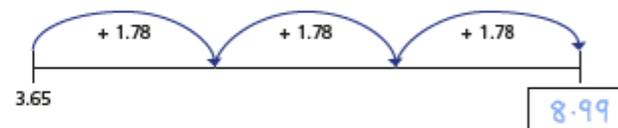
5 Work out the perimeter of the shape.



$$\begin{aligned} &4.5 + 9.3 + 4.5 + 9.3 \\ &= 9 + 18.6 \\ &= 27.6 \end{aligned}$$

perimeter = 27.6 cm

6 Complete the number line.



7 Eva starts with the number 1.62



Eva

I added a number and got 2.8

Rosie



This is impossible as 2.8 only has one digit after the decimal.

Is Rosie correct? No

Talk about it with a partner.

Adding decimals with a different number of decimal places



1 Ron is adding 1.4 and 2.53

He makes each number with counters.

Ones	Tenths	Hundredths
●	●●●●	
●●	●●●●●●	●●●

a) What is the answer to Ron's calculation?

3.93

b) Explain your method to a partner.

c) Did you have to make an exchange? No

2 Work out the additions.

a)

	3	0	2	
+	1	6		
	4	6	2	

c)

	2	8		
+	3	4	5	
	6	2	5	

b)

	1	3	5	
+	0	2	3	
	1	3	7	3

d)

		6	1	5
+	1	3	9	
	2	0	0	5



3 Filip is adding two numbers together.

He writes it as a column addition.

	1	3	8
+	1	9	5
	3	3	3
	1	1	

a) What mistake has Filip made?

He hasn't correctly lined up his numbers in the columns.

b) Use the column method to work out the correct answer.

	1	3	8	
+		1	9	5
	1	5	7	5

4 Use the column method to work out the additions.

a) $2.36 + 1.9$

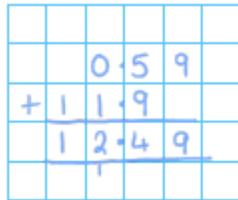
b) $14.82 + 3.7$

	2	3	6	
+	1	9		
	4	2	6	

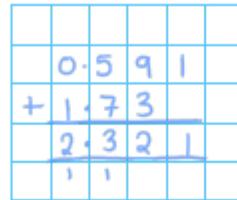
	1	4	8	2
		3	7	
	1	8	5	2

5 Use the column method to work out the additions.

a) $0.59 + 11.9$



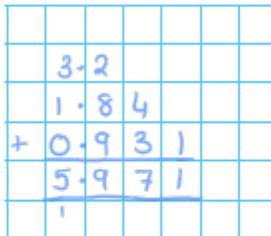
c) $0.591 + 1.73$



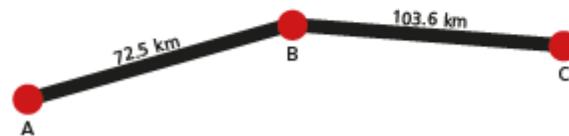
b) $77.34 + 1.82$



d) $3.2 + 1.84 + 0.931$



6 Mr Hall drives from point A to point B, then on to point C.



What is the total distance that Mr Hall drives?

176.1 km

7 Here are four number cards.



a) What is the greatest total you can make by adding two of the numbers?

Complete the calculation.

$11.46 + 4.19 = 15.65$

b) What is the sum of the four numbers?

20.17

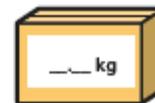
8 Work out the missing digits.

a) $\underline{2}4.3 + 1\underline{5}.37 = 39.67$

b) $4.8\underline{5} + \underline{2}.8 = 12.65$

9 The total mass of the two boxes is 10.85 kg.

What could the mass of each box be? *Various answers.*



How many answers can you find?



English Day One

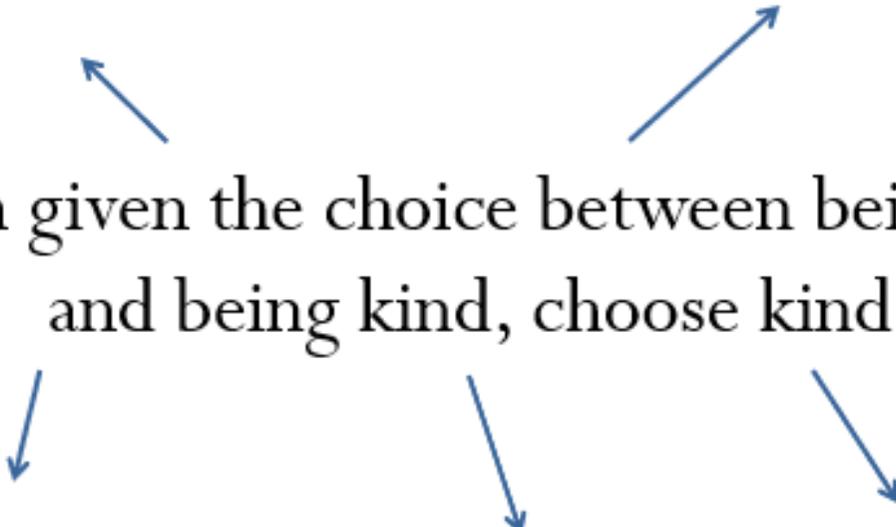
Watch the Video Clip.

What do you learn about the thoughts and feelings of these characters from your observations of their body language?



WHY is your precept a good rule to live by?

When given the choice between being right
and being kind, choose kind.



Famous Precepts (and some not so famous)

Think about these precepts and discuss what they actually mean. What impact would they have upon your life if you adopted them as a personal impact. Choose the precept that you find the most inspiring and design an illustrated poster to promote its message.

- It is hard to fail, but it is worse never to have tried to succeed. **Theodore Roosevelt**
- It is our choices that show what we truly are, far more than our abilities. **J. K Rowling**
- You miss 100 percent of the shots you never take. **Wayne Gretzky (ice-hockey player)**
- The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark. **Michelangelo**
- The butterfly counts not months but moments, and has time enough. **Rabindranath Tagore (Bengali poet)**
- Accept what you can't change. Change what you can't accept. **Unknown**
- If there is no struggle, there is no progress. **Frederick Douglas (social reformer)**
- I don't believe you have to be better than everybody else. I believe you have to be better than you thought you could be. **Ken Venturi (professional golfer)**
- Turn your wounds into wisdom. Oprah Winfrey (**chat show host**)
- We make our world significant by the courage of our questions and the depth of our answers. **Carl Sagan (philosopher and sci-fi writer)**

When you reflect on this past year, I want you all to look at where you are now and where you've been. You've all gotten a little taller, a little stronger, a little smarter... I hope.

But the best way to measure how much you've grown isn't by inches or the number of laps you can now run around the track, or even your grade point average – though those things are all important, to be sure. It's what you've done with your time, how much you've chosen to spend your days, and whom you have touched this year. That, to me, is the greatest measure of success.

There's a wonderful line in a book by J. M. Barrie – and no, it's not Peter Pan, and I'm not going to ask you to clap if you believe in fairies... But in another book by J. M. Barrie called *The Little White Bird*... he writes... 'Shall we make a new rule in life... always to try to be a little kinder than is necessary?'

Kinder than is necessary. What a marvellous line, isn't it? Kinder than is necessary. Because it's not enough to be kind. One should be kinder than needed. Why I love that line, that concept, is that it reminds me that we carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness. And what does that mean? How is that measured? You can't use a yardstick. It's like I was saying just before: it's not like measuring how much you've grown in a year. It's not exactly quantifiable, is it? How do we know we've been kind? What is being kind, anyway?

There's another passage in a different book I'd like to share with you, if you'll bear with me while I find it... Ah here we go. In *Under the Eye of the Clock*, by Christopher Nolan, the main character is a young man who is facing some extraordinary challenges. There's this one part where someone helps him: a kid in his class. On the surface, it's a small gesture. But to this young man, whose name is Joseph, it's... well, if you'll permit me... 'it was at moments such as these that Joseph recognizes the face of God in human form. It glimmered in their kindness to him, it glowed in their keenness, it hinted their caring, indeed it caressed in their gaze.'

Such a simple thing, kindness. Such a simple thing. A nice word of encouragement given when needed. An act of friendship. A passing smile.

Children, what I want to impart to you today is an understanding of the value of that simple thing called kindness and that's all I want to leave with you today. I know I'm kind of infamous for my... um ..verbosity...but what I want you, my students to take away from your middle school experience, is the sure knowledge that, in the future you make for yourselves, anything is possible. If every single person in this room made it a rule that wherever you are, wherever you can, you will act a little kinder than if necessary – the world really would be a better place.

Questions

1. This graduation ceremony comes at the end of Auggie's first ever year at school. What similarities are there between Mr Tushman's speech and Mr Browne's precept lesson (which was Auggie's first ever lesson in school?).
2. In his speech Mr Tushman apologises for his 'verbosity'. What does this mean? What other words or phrases could he have used instead of this one.
3. Auggie admits to 'zoning' out from Mr Tushman's speech. Why do you think he might have done this?

If you were writing a review of Mr Tushman's speech, what would you have written? Write a short paragraph, mentioning things such as suitability for the audience, humour, interest, length (i.e. not too long!), content (was it a good message). Remember: a review can be honest but it should also be fair.

4. Later in the graduation ceremony, Auggie receives a reward for courage. What evidence can you find throughout this opening speech that Mr Tushman had Auggie on his mind when he wrote it. You can use quotes to support your answer.
5. How does Mr Tushman suggest to the children that they should reflect and measure their personal success over the past year and what is the difficulty in doing this?
6. What are the two books that he quotes from in his speech?
7. *'it was at moments such as these that Joseph recognizes the face of God in human form'*. What is this quote, from the book by Christopher Nolan tell us about Joseph's feelings?
8. What precept does Mr Tushman suggest Auggie and his classmates should live by?

Answers

1. This graduation ceremony comes at the end of Auggie's first ever year at school. What similarities are there between Mr Tushman's speech and Mr Browne's precept lesson (which was Auggie's first ever lesson in school?).
Both teachers talk about rules or mottos against which the students should measure their lives. They also both mention kindness as an important human quality.
2. In his speech Mr Tushman apologises for his 'verbosity'. What does this mean? What other words or phrases (synonyms) could he have used instead of this one.
Verbosity is from the adjective verbose and means 'to use more words than is needed.' Mr Tushman could have used 'wordy' or 'long winded' or 'loquacious' instead.
3. Auggie admits to 'zoning' out from Mr Tushman's speech. Why do you think he might have done this?
Because although he was trying hard to listen to Mr Tushman's speech and although it was interesting, it was also very long and not all of it was interesting to someone of his age group (or other answers that express a reasonable opinion)
If you were writing a review of Mr Tushman's speech, what would you have written? Write a short paragraph, mentioning things such as suitability for the audience, humour, interest, length (ie not too long!), content (was it a good message). Remember: a review can be honest but it should also be fair.
4. Later in the graduation ceremony, Auggie receives a reward for courage. What evidence can you find throughout this opening speech that Mr Tushman had Auggie on his mind when he wrote it. You can use quotes to support your answer. **Answers that focus on the retelling of Joseph's story and the emphasis upon kindness and its value in our society.**
5. How does Mr Tushman suggest to the children that they should reflect and measure their personal success over the past year? **By focusing upon what they have done with their time and who they have touched rather than what they have achieved.**
6. What are the two books that he quotes from in his speech? **Under the Eye of the Clock, by Christopher Nolan and The Little White Bird by JM Barrie**
7. 'it was at moments such as these that Joseph recognizes the face of God in human form'. What does this quote, from the book by Christopher Nolan tell us about Joseph's feelings? **It explains how overwhelmed he was by the kindness that was shown to him by a fellow human being and also how rare this kindness must have been. It also goes to show how *important* kindness is.**
8. What precept does Mr Tushman suggest Auggie and his classmates should live by? **Act just a little kinder than necessary.**

Book Reviews

'It is called Wonder because it makes you wonder – if you were him, or them'

St George's Book Club

R J Palacio, Wonder

There is a boy called August. He isn't any different from any of us - his heart, his soul. But his face – yes, that is different. This book will take you deep into his life and the life of people around him - how they have changed and developed through knowing him. He is so strong - coping with operations and bullies; stronger than all the others put together. This book shows other people doing good and bad. It is called Wonder because it makes you wonder – if you were him, or them. It will make you laugh and cry. If you want to reflect on how you react in this to others or to situations then this book is for you. One year in August's life changed his life forever. Please read this book for August or to change your own life. One decision changed his life and your decision to read this book could change your life too.



Wonder' Book Review R.J. Palacio's Novel of Bullying and Acceptance

Style

Some books are action-packed, compelling the reader to turn the page to find out what happens next. Other books are compelling because they invite readers to engage with characters who are real, who come alive off the page, and who pull the reader into their story. "Wonder" is the latter kind of book. In fact, very little "action" happens within its pages, and yet readers will find themselves deeply affected by the story.

About R.J. Palacio. An art director by profession, R. J. Palacio first thought of the idea for "Wonder" when she and her children were on vacation. While there, they saw a young girl who had a condition similar to Auggie's. Her children reacted badly, which got Palacio thinking about the girl and what she goes through on a daily basis. Palacio also thought about how she could have better taught her children to respond to situations like this.

Review

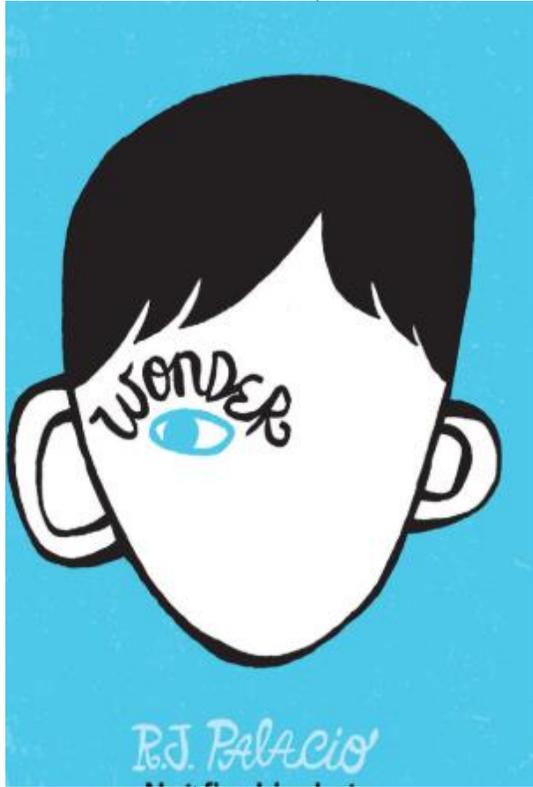
It's the straightforward, non-sentimental manner in which Palacio approaches her topic that makes this such an excellent book. Auggie might have an extraordinary face, but he's a regular kid, and that makes him relatable, in spite of his challenges. Palacio also shifts her point of view, telling the story through the eyes of characters other than Auggie. This allows the reader to get to know characters like Auggie's sister, Via, who talks about the way her brother takes over the family's life. However, some of the other viewpoints—especially of Via's friends—feel somewhat unnecessary and bog down the middle of the book. The power of the book lies in how Palacio creates such a normal, relatable character from a boy living with such an extraordinary physical affliction. Even though "Wonder" is recommended for children ages 8 through 12, the book's themes of identity, bullying, and acceptance make it interesting reading for a wide audience as well.

Wonder on

Wonder on courage

Wonder on kindness

Wonder on family



Wonder on acceptance

English Day 4 – Poem Template

"I am" poem

This poem is all about you, with a very specific format. It is really easy to write, but I'd like you to choose wisely what you say, as this is a reflection of you! Feel free to use figurative language. You will be sharing this with the class.

I Am (Your Whole Name)

I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem restated)
I pretend (something you pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you make an effort to do)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

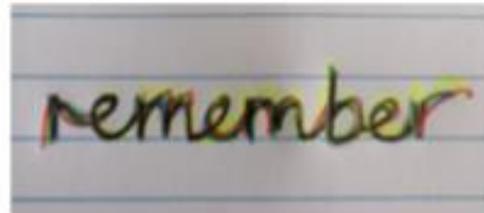
Spelling Strategies

Pyramid Writing

A pyramid-shaped word-building exercise for the word 'because'. The letters are written in pink on a white background. The first row is 'b', the second is 'be', the third is 'bec', the fourth is 'beca', the fifth is 'becau', the sixth is 'becaus', and the seventh is 'because'.

Rainbow writing

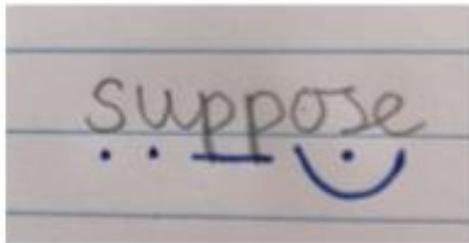
Write the word over and over again using different colours.



Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

Say it out loud

Cover it up

Write it

Check whether it is spelt correctly

Art – Colour and Line drawing

We normally draw a pencil sketch first and then colour it in. However, with this method you reverse the process. It's an effective way to make you think about the overall shape of the object before focusing on the smaller details.

You can use any type of paper for this activity. When you become confident using this technique, why not try using the inside of used cardboard food packing. This can make a great canvas for your artwork.



Roll of Sellotape



Ball of string

Mrs T's Maths

8

A + — ADDITION & SUBTRACTION

e.g. $9.8 + 3.6 - 4.72$

*Do each part SEPARATELY
(unless all the signs are +)

Then

$$\begin{array}{r} 9.8 \\ + 3.6 \\ \hline 13.4 \\ \hline 13.40 \\ - 4.72 \\ \hline 8.68 \end{array}$$

e.g. (2)

$$\begin{array}{r} 24 - 5.87 - 3.5 \\ 24.00 \\ - 5.87 \\ \hline 18.13 \\ - 3.5 \\ \hline 14.63 \end{array}$$

e.g. (3)

$$\begin{array}{r} 62.5 - 46.9 + 25.4 \\ 62.5 \\ - 46.9 \\ \hline 15.6 \\ + 25.4 \\ \hline 41.0 \end{array} \quad \text{or} \quad \begin{array}{r} 62.5 \\ + 25.4 \\ \hline 87.9 \\ - 46.9 \\ \hline 41.0 \end{array}$$

B Brackets

e.g. $15.43 - (2.97 + 3.58)$

*1) Always do the parts
INSIDE the brackets first

$$\begin{array}{r} 2.97 \\ + 3.58 \\ \hline 6.55 \end{array}$$

*2) Then do the other parts

$$\begin{array}{r} 15.43 \\ - 6.55 \\ \hline 8.88 \end{array}$$

- a**
- | | | |
|--------------------|-------------------|----------------------|
| 1) $5.62 + 2.17$ | 6) $3.258 + 0.07$ | 11) $27.5 + 27.5$ |
| 2) $32.6 - 12.2$ | 7) $15 - 9.73$ | 12) $8.27 + 6 + 7.8$ |
| 3) $1.43 + 18.8$ | 8) $88.8 + 8.888$ | 13) $14.22 - 5.075$ |
| 4) $6 + 2.3 + 5.9$ | 9) $6.7 - 2.14$ | 14) $0.94 + 0.094$ |
| 5) $30.2 - 19.3$ | 10) $2 - 0.003$ | 15) $100 - 82.3$ |

- b**
- | | |
|-------------------------|----------------------------|
| 1) $6.4 + 2.3 - 5.2$ | 6) $2.9 + 5.5 - 8.3$ |
| 2) $27 + 4.9 - 16.7$ | 7) $7.8 - 2.1 - 3.4$ |
| 3) $0.32 + 0.57 - 0.48$ | 8) $50.5 - 23.6 + 8.4$ |
| 4) $9.8 + 3.9 - 7.8$ | 9) $0.911 + 0.747 + 0.208$ |
| 5) $56.1 + 43.9 - 80.0$ | 10) $1.7 + 5.6 - 4.25$ |

- c** If there are brackets, remember to do the part in brackets first
- | | |
|----------------------------|----------------------------------|
| 1) $4.32 + 3.57 - 5.46$ | 6) $(7.4 + 14.1) - (17.9 + 1.8)$ |
| 2) $16.9 - (10.5 + 4.1)$ | 7) $9.03 - 2.75 - 1.96$ |
| 3) $0.372 + 0.088 - 0.163$ | 8) $46 - (13.6 + 23.7)$ |
| 4) $9.43 - (2.17 + 5.34)$ | 9) $0.292 + 0.545 - 0.837$ |
| 5) $3.785 + 6.87 + 9.345$ | 10) $9.8 - (3 + 1.9 + 4.65)$ |

- d**
- 1) Add 18.5 to 16.9 and subtract 20.7
 - 2) From the sum of 0.58 and 2.9 subtract 3
 - 3) From 7.4 subtract the sum of 3.7 and 2.9
 - 4) Add 1.006 to 2.013 and subtract 0.92 from the result
 - 5) Subtract the sum of 25.9 and 17.8 from 50
 - 6) From the sum of 1.05, 2.6 and 0.87, subtract 4.015
 - 7) Subtract 4.9 from the sum of 3.08 and 2.97
 - 8) From 7 subtract 1.7 and then subtract 0.17
 - 9) Subtract the sum of 6.4 and 2.5 from the sum of 7.8 and 5.6
 - 10) Find the difference between 7.6 and the sum of 3.2 and 8.2

Answers

BOOK 1. PAGES 9 TO 11

Page 9

- | | | | |
|------------|-----------|-----------|-----------|
| a. 1) 7.79 | 5) 10.9 | 9) 4.56 | 13) 9.145 |
| 2) 20.4 | 6) 3.328 | 10) 1.997 | 14) 1.034 |
| 3) 20.23 | 7) 5.27 | 11) 55 | 15) 17.7 |
| 4) 14.2 | 8) 97.688 | 12) 22.07 | |
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|-----------|--------|----------|----------|
| b. 1) 3.5 | 4) 5.9 | 7) 2.3 | 10) 3.05 |
| 2) 15.2 | 5) 20 | 8) 35.3 | |
| 3) 0.41 | 6) 0.1 | 9) 1.866 | |
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|------------|---------|---------|----------|
| c. 1) 2.43 | 4) 1.92 | 7) 4.32 | 10) 0.25 |
| 2) 2.3 | 5) 20 | 8) 8.7 | |
| 3) 0.297 | 6) 1.8 | 9) 0 | |
-

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|------------|----------|---------|---------|
| d. 1) 14.7 | 4) 2.099 | 7) 1.15 | 10) 3.8 |
| 2) 0.48 | 5) 6.3 | 8) 5.13 | |
| 3) 0.8 | 6) 0.505 | 9) 4.5 | |

A CANCELLING WITH A X SIGN

* Divide ONE TOP and ONE BOTTOM by the same number

e.g. (1)

$$\frac{6}{11} \times \frac{5}{9}$$

$$\frac{6}{11} \times \frac{5}{9}$$

Both 6 and 9 will divide by 3

$$\frac{2}{11} \times \frac{5}{3}$$

$$\frac{2}{11} \times \frac{5}{3}$$

e.g. (2)

$$\frac{4}{15} \times \frac{5}{7} \times \frac{11}{16}$$

$$\frac{4}{15} \times \frac{5}{7} \times \frac{11}{16}$$

Both 4 and 16 will divide by 4

$$\frac{1}{15} \times \frac{5}{7} \times \frac{11}{4}$$

$$\frac{1}{15} \times \frac{5}{7} \times \frac{11}{4}$$

Both 15 and 5 will divide by 5

$$\frac{1}{3} \times \frac{1}{7} \times \frac{11}{4}$$

$$\frac{1}{3} \times \frac{1}{7} \times \frac{11}{4}$$

a

Cancel these groups of fractions

1) $\frac{1}{3} \times \frac{3}{4}$

6) $\frac{5}{6} \times \frac{1}{15}$

11) $\frac{6}{5} \times \frac{7}{10}$

2) $\frac{2}{3} \times \frac{1}{2}$

7) $\frac{7}{12} \times \frac{6}{5}$

12) $\frac{3}{5} \times \frac{7}{12}$

3) $\frac{3}{7} \times \frac{2}{3}$

8) $\frac{3}{4} \times \frac{16}{25}$

13) $\frac{7}{8} \times \frac{8}{9}$

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

9) $\frac{6}{13} \times \frac{1}{9}$

14) $\frac{7}{10} \times \frac{20}{23}$

5) $\frac{5}{6} \times \frac{3}{4}$

10) $\frac{10}{7} \times \frac{2}{5}$

15) $\frac{24}{25} \times \frac{1}{4}$

b

Cancel these groups of fractions

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

6) $\frac{11}{15} \times \frac{7}{11}$

11) $\frac{6}{35} \times \frac{7}{12}$

2) $\frac{1}{5} \times \frac{15}{16}$

7) $\frac{3}{10} \times \frac{5}{21}$

12) $\frac{10}{11} \times \frac{5}{4}$

3) $\frac{5}{3} \times \frac{3}{5}$

8) $\frac{16}{7} \times \frac{7}{8}$

13) $\frac{12}{25} \times \frac{5}{16}$

4) $\frac{7}{8} \times \frac{5}{14}$

9) $\frac{2}{5} \times \frac{25}{4}$

14) $\frac{20}{21} \times \frac{7}{8}$

5) $\frac{4}{5} \times \frac{15}{16}$

10) $\frac{7}{18} \times \frac{2}{3}$

15) $\frac{13}{6} \times \frac{15}{26}$

c

Cancel these groups of fractions

1) $\frac{1}{4} \times \frac{4}{3} \times \frac{1}{5}$

6) $\frac{1}{3} \times \frac{2}{5} \times \frac{5}{8}$

11) $\frac{25}{4} \times \frac{16}{1} \times \frac{11}{15}$

2) $\frac{7}{8} \times \frac{3}{5} \times \frac{10}{11}$

7) $\frac{3}{8} \times \frac{10}{7} \times \frac{14}{9}$

12) $\frac{8}{39} \times \frac{13}{24}$

3) $\frac{12}{15} \times \frac{11}{18}$

8) $\frac{11}{12} \times \frac{3}{8} \times \frac{5}{22}$

13) $\frac{5}{2} \times \frac{4}{7} \times \frac{7}{2}$

4) $\frac{5}{6} \times \frac{1}{7} \times \frac{12}{13}$

9) $\frac{4}{5} \times \frac{1}{9} \times \frac{1}{10}$

14) $\frac{15}{28} \times \frac{7}{16} \times \frac{8}{25}$

5) $\frac{10}{3} \times \frac{1}{4} \times \frac{8}{15}$

10) $\frac{5}{6} \times \frac{7}{13} \times \frac{9}{20}$

15) $\frac{6}{1} \times \frac{1}{5} \times \frac{17}{18}$

dCancel these groups of fractions. Write any whole numbers as fractions, e.g. write 2 as $\frac{2}{1}$, 5 as $\frac{5}{1}$, etc.

1) $\frac{3}{8} \times \frac{4}{5} \times \frac{1}{3}$

6) $\frac{11}{12} \times \frac{3}{7} \times \frac{35}{26} \times \frac{13}{44}$

11) $\frac{15}{16} \times \frac{5}{48}$

2) $2 \times \frac{7}{8}$

7) $5 \times \frac{9}{65}$

12) $\frac{9}{8} \times 7 \times \frac{32}{35}$

3) $\frac{2}{3} \times 3$

8) $\frac{18}{31} \times \frac{31}{48}$

13) $10 \times \frac{9}{14} \times \frac{7}{25}$

4) $\frac{3}{4} \times \frac{10}{11} \times \frac{8}{9}$

9) $\frac{10}{21} \times \frac{14}{25} \times 6$

14) $\frac{6}{11} \times 4 \times \frac{22}{45}$

5) $\frac{11}{17} \times \frac{51}{55}$

10) $\frac{4}{5} \times \frac{5}{6} \times \frac{5}{8}$

15) $\frac{35}{18} \times \frac{9}{10} \times \frac{4}{7}$

Page 31 (continued)

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|--|--------------------------------------|---------------------------------------|--------------------------------------|
| b. 1) $\frac{1}{7} \times \frac{1}{2}$ | 5) $\frac{1}{7} \times \frac{3}{4}$ | 9) $\frac{1}{7} \times \frac{5}{2}$ | 13) $\frac{2}{3} \times \frac{5}{4}$ |
| 2) $\frac{1}{7} \times \frac{3}{16}$ | 6) $\frac{1}{18} \times \frac{7}{7}$ | 10) $\frac{7}{9} \times \frac{1}{3}$ | 14) $\frac{5}{8} \times \frac{1}{3}$ |
| 3) $\frac{1}{7} \times \frac{1}{7}$ | 7) $\frac{1}{2} \times \frac{1}{7}$ | 11) $\frac{1}{8} \times \frac{1}{2}$ | 15) $\frac{1}{2} \times \frac{5}{2}$ |
| 4) $\frac{1}{2} \times \frac{5}{2}$ | 8) $\frac{2}{7} \times \frac{1}{7}$ | 12) $\frac{5}{11} \times \frac{5}{2}$ | |

- | | | |
|---|--|--|
| c. 1) $\frac{1}{7} \times \frac{1}{3} \times \frac{1}{5}$ | 7) $\frac{1}{2} \times \frac{5}{7} \times \frac{1}{3}$ | 13) $\frac{5}{7} \times \frac{1}{7} \times \frac{1}{7}$ |
| 2) $\frac{2}{7} \times \frac{2}{7} \times \frac{1}{11}$ | 8) $\frac{1}{4} \times \frac{1}{8} \times \frac{5}{2}$ | 14) $\frac{3}{4} \times \frac{1}{2} \times \frac{1}{3}$ |
| 3) $\frac{2}{3} \times \frac{11}{11}$ | 9) $\frac{2}{5} \times \frac{1}{9} \times \frac{1}{5}$ | or $\frac{3}{7} \times \frac{1}{8} \times \frac{1}{3}$ |
| 4) $\frac{5}{7} \times \frac{1}{7} \times \frac{2}{13}$ | 10) $\frac{1}{2} \times \frac{7}{13} \times \frac{3}{4}$ | or $\frac{2}{2} \times \frac{1}{4} \times \frac{1}{5}$ |
| 5) $\frac{2}{3} \times \frac{1}{7} \times \frac{2}{3}$ | 11) $\frac{5}{7} \times \frac{4}{7} \times \frac{11}{3}$ | 15) $\frac{1}{7} \times \frac{1}{5} \times \frac{17}{3}$ |
| 6) $\frac{1}{3} \times \frac{1}{7} \times \frac{1}{4}$ | 12) $\frac{1}{3} \times \frac{1}{3}$ | |

- | | | |
|---|---|--|
| d. 1) $\frac{1}{2} \times \frac{1}{5} \times \frac{1}{7}$ | 7) $\frac{1}{7} \times \frac{2}{13}$ | 11) $\frac{5}{16} \times \frac{5}{16}$ |
| 2) $\frac{1}{7} \times \frac{7}{7}$ | 8) $\frac{3}{7} \times \frac{1}{8}$ | 12) $\frac{2}{7} \times \frac{1}{7} \times \frac{4}{5}$ |
| 3) $\frac{2}{7} \times \frac{1}{7}$ | 9) $\frac{2}{7} \times \frac{2}{5} \times \frac{2}{7}$ | 13) $\frac{1}{7} \times \frac{2}{7} \times \frac{1}{5}$ |
| 4) $\frac{1}{7} \times \frac{10}{11} \times \frac{2}{3}$ | 10) $\frac{1}{7} \times \frac{1}{6} \times \frac{5}{2}$ | 14) $\frac{2}{7} \times \frac{4}{7} \times \frac{2}{15}$ |
| or $\frac{1}{7} \times \frac{5}{11} \times \frac{4}{3}$ | or $\frac{1}{7} \times \frac{5}{3} \times \frac{1}{4}$ | 15) $\frac{1}{7} \times \frac{1}{7} \times \frac{1}{7}$ |
| 5) $\frac{1}{7} \times \frac{3}{5}$ | or $\frac{1}{7} \times \frac{5}{6} \times \frac{1}{2}$ | |
| 6) $\frac{1}{4} \times \frac{1}{7} \times \frac{5}{2} \times \frac{1}{4}$ | or $\frac{1}{7} \times \frac{1}{3} \times \frac{5}{4}$ | |

Page 31

- | | | | |
|--|--------------------------------------|--------------------------------------|---------------------------------------|
| a. 1) $\frac{1}{7} \times \frac{1}{4}$ | 5) $\frac{5}{2} \times \frac{1}{4}$ | 9) $\frac{2}{13} \times \frac{1}{3}$ | 13) $\frac{7}{7} \times \frac{1}{9}$ |
| 2) $\frac{1}{3} \times \frac{1}{7}$ | 6) $\frac{1}{6} \times \frac{1}{3}$ | 10) $\frac{2}{7} \times \frac{2}{7}$ | 14) $\frac{7}{7} \times \frac{2}{23}$ |
| 3) $\frac{1}{7} \times \frac{2}{7}$ | 7) $\frac{7}{2} \times \frac{1}{5}$ | 11) $\frac{3}{5} \times \frac{7}{5}$ | 15) $\frac{6}{25} \times \frac{1}{7}$ |
| 4) $\frac{1}{3} \times \frac{1}{2}$ | 8) $\frac{3}{7} \times \frac{4}{25}$ | 12) $\frac{1}{5} \times \frac{7}{4}$ | |

A DECIMAL PLACES

The digits after the point are DECIMAL PLACES

- e.g. $11.\underline{7}3$ has 2 decimal places
 $6.\underline{88}75$ has 4 decimal places
 $0.\underline{09}2$ has 3 decimal places
 $33.\underline{4}$ has 1 decimal place

B CORRECTING TO DECIMAL PLACES

e.g. Write 6.728 correct to 1 decimal place
 $6.\underline{7}$

Write 44.444 correct to 2 decimal places
 $44.\underline{44}$

Correct 0.000536 to 4 decimal places
 $0.\underline{0005}$

**VERY IMPORTANT – ‘Five or more’

Always look carefully at the NEXT digit after the one to which you are correcting. If this is 5 or more, the LAST DIGIT OF YOUR ANSWER GOES UP BY ONE.

e.g. Correct $0.\underline{08}65$ to 2 decimal places
 $0.\underline{09}^{\uparrow}$

Write $15.\underline{3}7$ to 1 place of decimals
 $15.\underline{4}^{\uparrow}$

Write $0.\underline{33}961$ to 3 places of decimals
 $0.\underline{340}^{\uparrow}$

a How many decimal places has each of these numbers?

- 1) 62.5 4) 20.05 7) 33.004 10) 0.00002
 2) 1.874 5) 4.1667 8) 565.8
 3) 0.0927 6) 17.93 9) 724

b Write these numbers correct to 1 decimal place

- 1) 8.94 5) 514.72 9) 0.307 13) 26.77
 2) 76.36 6) 0.43 10) 15.97 14) 9.6550
 3) 0.123 7) 62.89 11) 0.81 15) 0.944
 4) 4.085 8) 9.05 12) 162.25

c Write these numbers correct to 2 decimal places

- 1) 3.3248 5) 0.664 9) 69.696 13) 1.7735
 2) 9.878 6) 12.839 10) 0.1450 14) 0.028
 3) 44.753 7) 5.9412 11) 8.332 15) 7.197
 4) 0.987 8) 0.735 12) 0.074

- d
- Multiply 4.17 by 0.6 and give your answer correct to 2 decimal places
 - Add 32.65, 9.64 and 25.14, giving your answer correct to 1 decimal place.
 - Find the value of 0.11×0.08 , correct to 3 decimal places.
 - Divide 2.366 by 7, giving your answer correct to 2 decimal places.
 - Subtract 0.0044 from 0.012 and write the answer correct to 3 decimal places.
 - Find, correct to 1 decimal place, the value of $1.7 \div 4$.
 - Express the product of 0.26 and 6.36 correct to 2 decimal places.
 - Write the sum of 6.888 and 12.384 correct to 2 decimal places.
 - Find the value of $1.3 \times 1.3 \times 1.3$, correct to 1 decimal place.
 - Calculate, to 1 decimal place, the result of subtracting 2.61 from 39.

Answers

Page 37

a. 1) 1
2) 3

3) 4
4) 2

5) 4
6) 2

7) 3
8) 1

9) 0
10) 5

b. 1) 8.9

2) 76.4

3) 0.1

4) 4.1

5) 514.7

6) 0.4

7) 62.9

8) 9.1

9) 0.3

10) 16.0

11) 0.8

12) 162.3

13) 26.8

14) 9.7

15) 0.9

c. 1) 3.32

2) 9.88

3) 44.75

4) 0.99

5) 0.66

6) 12.84

7) 5.94

8) 0.74

9) 69.70

10) 0.15

11) 8.33

12) 0.07

13) 1.77

14) 0.03

15) 7.20

d. 1) 2.50

2) 67.4

3) 0.009

4) 0.34

5) 0.008

6) 0.4

7) 1.65

8) 19.27

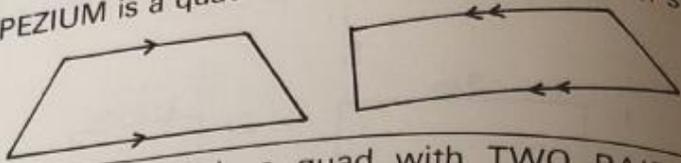
9) 2.2

10) 36.4

A SPECIAL TYPES OF QUAD

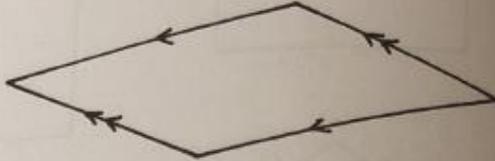
1) **TRAPEZIUM** is a quad with **ONE PAIR** of parallel sides

e.g.



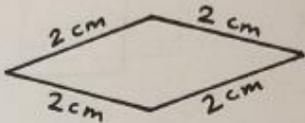
2) **PARALLELOGRAM** is a quad with **TWO PAIRS** of parallel sides

e.g.



3) **RHOMBUS** is a quad with **ALL ITS SIDES THE SAME LENGTH**

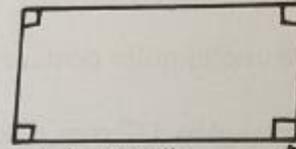
e.g.



A rhombus is a special type of parallelogram.

4) **RECTANGLE** is a quad with **FOUR RIGHT ANGLES** (All its corners are square).

e.g.

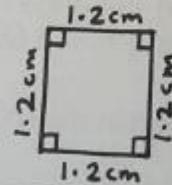


A right angle is usually marked like this

A rectangle is a special type of parallelogram. It can also be called an **OBLONG** if it is not completely square.

5) **SQUARE** is a quad with **FOUR RIGHT ANGLES** and **ALL ITS SIDES THE SAME LENGTH**

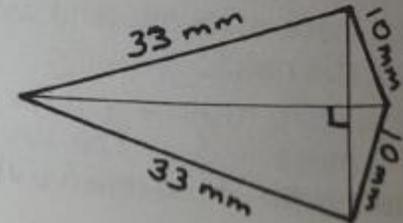
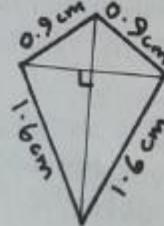
e.g.



A square is a special type of rhombus and it is also a special type of rectangle.

6) **KITE** is a quad with **TWO PAIRS OF ADJACENT** (next door) **SIDES THE SAME LENGTH**. It has no parallel sides.

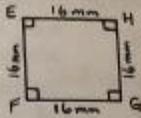
e.g.



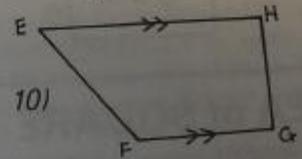
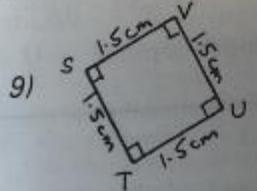
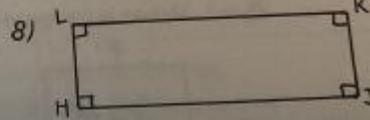
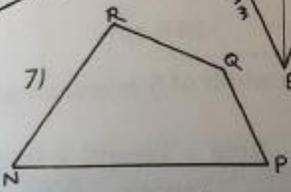
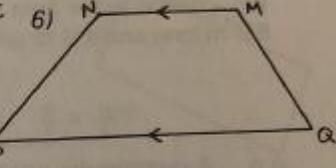
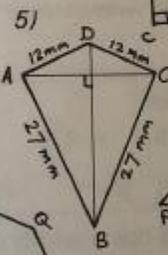
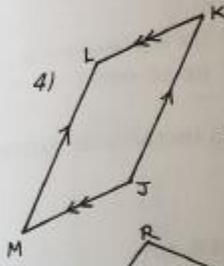
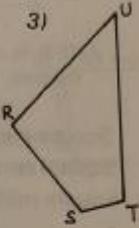
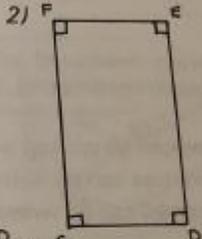
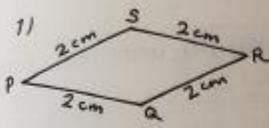
a

Write down which type of quad each of these is. If it is not a 'special' type, write 'ordinary quad'.

e.g.



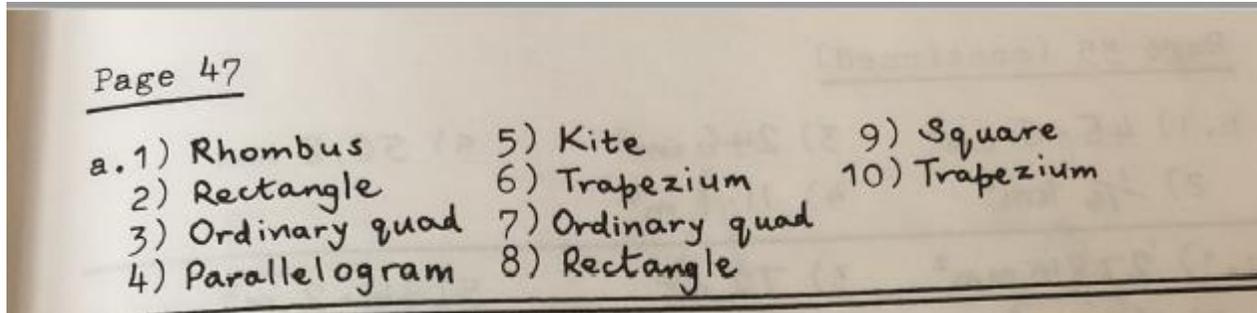
EFGH is a square



b

- 1) Draw a rectangle ABCD
- 2) Draw a kite GHJK
- 3) Draw a trapezium LMNP
- 4) Draw a square PQRS
- 5) Draw a parallelogram TUVW

Answers



Spellings

Year 3 and 4 National Curriculum Spelling Words

accident	group	remember
accidentally	guard	sentence
actual	heard	separate
actually	heart	special
address	height	strange
answer	history	strength
appear	imagine	suppose
arrive	increase	surprise
believe	important	therefore
bicycle	interest	though
breath	island	although
breathe	knowledge	thought
build	learn	through
busy	length	various
caught	library	weight
centre	material	woman
century	medicine	women
certain	minute	
circle	natural	
complete	naughty	
consider	notice	
continue	occasion	
decide	occasionally	
describe	often	
different	opposite	
difficult	ordinary	
disappear	particular	
early	peculiar	
earth	perhaps	
eighth	popular	
enough	position	
exercise	possible	
experience	potatoes	
experiment	pressure	
extreme	probably	
famous	promise	
favourite	purpose	
February	quarter	
forward	question	
forwards	recent	
fruit	regular	
grammar	reign	

Year 5 and 6 National Curriculum Spelling Words

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

Jesus heals the Roman centurion's servant

Jesus went into a city. There was an important man in the army, an officer in charge of 100 men, called a 'centurion'. The centurion had a servant who was very poorly. The servant was in a lot of pain and could not get out of bed.

Some friends of the centurion came to see Jesus.

'Please help', they begged. 'This Roman centurion is a good man. He is kind to us and helps us. Please help him.' Jesus said he would go straight away to see the centurion's servant.

Before he got to the house, the Roman soldier came out to meet Jesus.

'I'm not good enough for you to come into my house,' he told Jesus. 'Please just give the order and I know my servant will be healed. I know you can do that.'

Jesus was amazed because the army officer had so much faith and trust in him. Jesus said to the army officer, 'Go home. Your servant will be well again.'

At that moment, the servant started to get better. He sat up, got out of bed, and began to move around. It was a miracle!

The servant had been healed because his master had so much faith and kindness.

Based on Luke 7:1-10



Answer the following questions in your books:

- † What do you think about this miracle of Jesus?
- † What was Jesus showing and teaching by performing this miracle?
- † Why do you think the Centurion said 'Please just give the order and I know my servant will be healed.'
- † What does this miracle tell us about Jesus?