

## 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
<b>Factual Fluency</b>	Multiply 1-digit by 3 or 4-digit number <a href="#">activity</a>	Practise converting units of volume <a href="#">activity</a>	Practice converting imperial and metric measures <a href="#">activity</a>	Practise converting units of volume <a href="#">activity</a>	Practise volume <a href="#">activity</a>
<b>Four Days of Reasoning (Monday-Thursday)</b>	<p>Summer Term Week 11 (w/c July 6th ) <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>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.</b></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;"><b>SEE BELOW FOR MATHS WORK SHEETS (answers included at the bottom of this week's learning resources)</b></p>			
<b>Friday</b>	<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 <a href="https://www.bbc.co.uk/bitesize/subjects/z826n39">https://www.bbc.co.uk/bitesize/subjects/z826n39</a> 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
<b>Reading</b>	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 <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing &amp; thinking</b>	<p><b>LO: Read and respond to a short story</b></p> <p><b>Task 1</b>  <a href="#">Listen and read</a> along with the short story, the <i>Hummingbird's Smile</i>            Answer the following questions in your book.            1) Why does Nadia go into the cave?            2) Choose two adjectives to describe Nadia and use evidence from the text to explain your choices.            3) Why do you think the hummingbird appears for Nadia?</p> <p><b>Task 2</b>            Listen and read along with the story again.            While you are listening, think about how the story is structured. Watch the <a href="#">explanation</a> of the short story triangle. (see resource 1A)            Draw your own story triangle for the Hummingbird's Smile. Use the model in resource 1A to help you.</p>	<p><b>LO: Think about story structure</b></p> <p><a href="#">Listen and read</a> along with <i>The Creature in the Cave</i> [from the Book of Hopes, p233]            Answer the following questions:            1) What makes the story surprising?            2) What is the first clue which hints at this surprising ending? <i>Hint: look at p234.</i></p> <p><b>Task 2</b>            Draw a story triangle for <i>The Creature in the Cave</i>. Look back at yesterday's video and the model story triangle to remind you about this if you need to. Watch the <a href="#">video</a> about some of the techniques used to make the <i>Hummingbird's Smile</i> exciting to read.            Re-watch the video of the teacher reading <i>The Creature in the Cave</i> and pause it so that you can see p233/4. Look at the section which starts "<i>I was scrambling.....</i>" on p233 to "<i>....sitting inside the cave.</i>" On p234. Answer the following questions, giving examples from the text:            1) What senses does the author use to create an atmosphere?            2) What effect does this have?            3) Find an example of the author combining short and longer sentences. What effect does this have?</p>	<p><b>LO: Structure a short story</b></p> <p>Look at the picture entitled "The Hope Hunters" [see resource 3A] [p34] Use your imagination to think about the story behind the picture and answer the following questions. Remember, there are no wrong answers! You could organise your ideas as a mind map around the picture. Add any other ideas you think of as you are answering the questions.</p> <ol style="list-style-type: none"> <li>Who are the man and woman?</li> <li>Where are they?</li> <li>What time period is it?</li> <li>What are they trying to catch and why?</li> <li>What is the fairy-like creature?</li> <li>What do you think will happen?</li> </ol> <p><b>Task 2</b>            Watch the <a href="#">video</a> explaining how to turn your ideas into a story triangle.</p> <p><b>Task 3</b>            Draw a story triangle for your story, "The Hope Hunters". Remember: when it is finished, your story will need to be a maximum of 3 minutes long (about 2 sides of A4).</p>	<p><b>LO: Write a short story</b></p> <p><a href="#">Watch</a> the video about turning your story triangle into a plan for your writing            Complete the planning sheet for your story (resource 4A).  <a href="#">Watch</a> the video about starting to write your story.            Write the exposition and rising action of your story. Remember to think about using the techniques to make your writing interesting:</p> <ul style="list-style-type: none"> <li>description which uses all the senses;</li> <li>figurative language;</li> <li>- a variety of sentence lengths.</li> </ul> <p>This part of your story should be about 1 side of A4            Re-read and edit your work, thinking about what you could add or how you could improve your write. (see resource 4B)</p>	<p><b>LO: Write a short story (2)</b></p> <p><a href="#">Watch</a> the video about continuing your story.  <b>Write the climax, falling action and resolution</b> of your story.            This will be about 1 side of A4.            After each section, re-read and edit what you have written, using <b>CUPS</b> and <b>ARMs</b> to help you (see resource 4B).  <b>Read</b> your finished story aloud to someone in your house (or you partner if you are at school).            Check that it lasts no longer than 3 minutes, and edit it if necessary.  <b>Remember</b> to test your spellings from last week</p>

## Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	DT/Spanish
<p><b>LO: Research a country in the Amazon</b> How is Brazil different to the UK?</p> <ul style="list-style-type: none"> <li>Using the Brazil fact sheet - what is life like in Brazil?</li> <li>What else can you find out about these four categories (Human Features, Physical Features, Population Density, Climate)</li> <li>Write 4 ways that Brazil is different to the UK using the T chart provided.</li> </ul> <p><b>Challenge:</b> Are there any similarities between Brazil and the UK?</p>	<p><b>LO Classify living things</b> Watch this <a href="#">video</a> on classification.</p> <ul style="list-style-type: none"> <li>Classify the cats below using the cat classification key from the resources (use this <a href="#">video</a> if you need some help).</li> <li>Identify the plants in the <a href="#">meadow habitat</a>. All the instructions will be on the screen.</li> </ul>	<p><b>LO: Research the Vikings as invaders</b> Recap where the Anglo-Saxons came from and how they changed Britain (watch this <a href="#">video</a> to help you).</p> <ul style="list-style-type: none"> <li>Find out who the Vikings were and where they came from using this <a href="#">video</a> to help you.</li> <li>Draw and label a map of the journey the Vikings made to Britain using the attached picture to help (Resource).</li> </ul>	<p><b>LO: What do the miracles of Jesus teach us?</b> Watch the video about Jesus raising Lazarus from the dead/read the Bible story below. <a href="https://www.youtube.com/watch?v=3lWKVomn3uY">https://www.youtube.com/watch?v=3lWKVomn3uY</a> This is one of the last miracles that Jesus performed before his own death and resurrection. Choose a scene from the story to draw. Describe what is happening in your picture and why you chose this part of the story.</p>	<p><b>Art - Escher Tessellation</b> <i>You will need: card (any will do), paper, pencil or fine black pen/felt tip, scissors, Sellotape. Resources below.</i></p> <p>Look at the work by Escher below– what do you notice about the pictures? When a shape is repeated to form a matching pattern, we call it tessellation. Watch this short <a href="#">video</a></p> <ul style="list-style-type: none"> <li>Take a small square piece of card and draw a line squiggly or curved from corner to corner on two adjacent sides (see support below).</li> <li>Cut along one of the lines and move the cut part to the opposite side and tape into place. Cut along the second line and then move that bit to the opposite side and tape into place.</li> <li>Now trace around your shape onto a piece of paper. When you have finished, move the shape along so that it fits against your first drawn shape. Repeat until you have filled up your paper and then colour them in.</li> </ul> <p><b>Spanish</b> Watch this video about being sick and then do the worksheet from the learning pack! <a href="https://rockalingua.com/videos/it-hurts">https://rockalingua.com/videos/it-hurts</a></p>
<b>Everything is Interesting – Are you ready for a challenge?</b>				

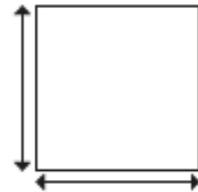
## Regular and irregular polygons

1 Measure and label the sides and angles of each shape.

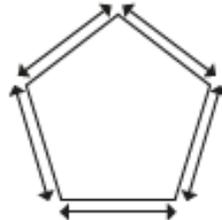
a)



b)



c)



What do you notice about your answers?  
These are all examples of regular polygons.  
Explain in your own words what a regular polygon is.



2 Measure and label the sides and angles of each shape.

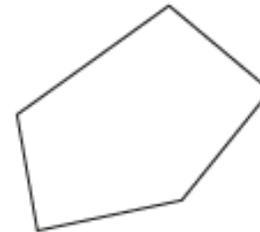
a)



b)



c)



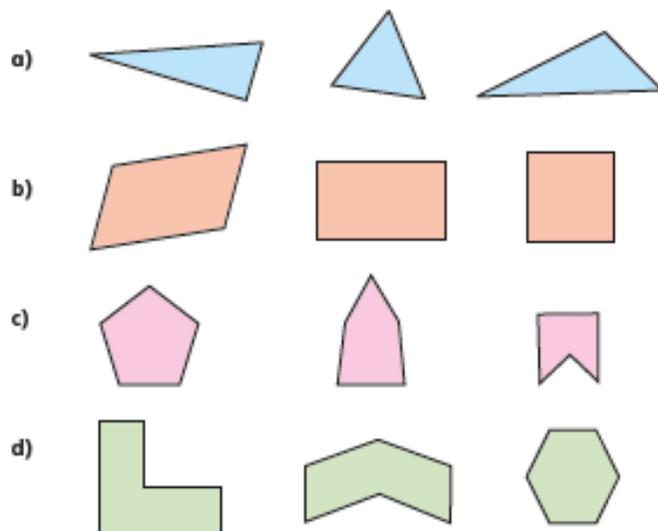
What do you notice about your answers?  
These are all examples of irregular polygons.  
Explain in your own words what an irregular polygon is.

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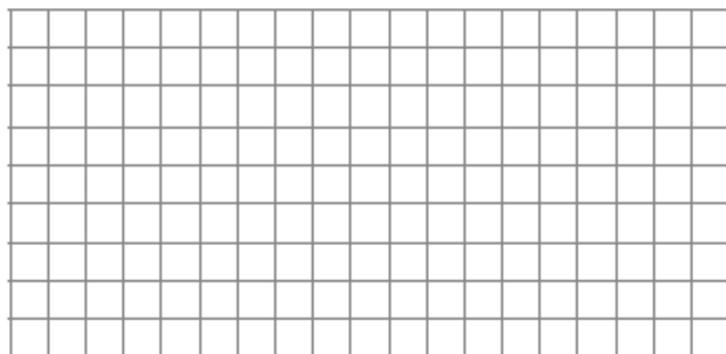


3 One polygon in each set is regular. Tick the regular polygon.



How did you know which one was regular without measuring?

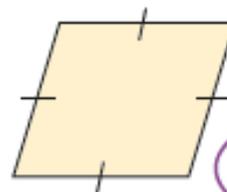
4 Draw two regular and two irregular polygons on the grid.



Compare your polygons with a partner.

What is the same and what is different?

5 Here is a rhombus.



This is a regular polygon because all the sides are the same length.



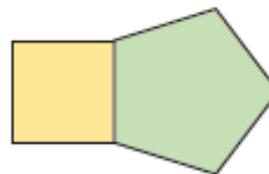
Do you agree with Ron? \_\_\_\_\_

Explain your answer.

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6 Eva has drawn a square and a regular pentagon.



The compound shape is regular because both of the shapes I drew were regular.



Do you agree with Eva? \_\_\_\_\_

Explain your answer.

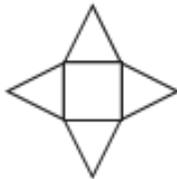
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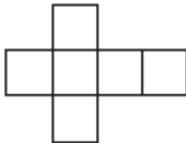
## Reasoning about 3D shapes



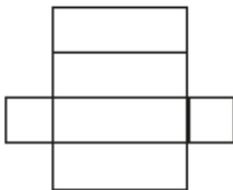
1 Match the net to the correct label.



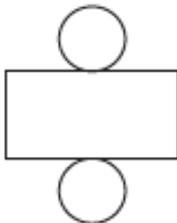
cube



cylinder



square-based pyramid



cuboid



2 Complete the sentences.

- a) The faces of a \_\_\_\_\_ are all square.
- b) A square-based pyramid has  triangular faces and  square face.
- c) The net of a \_\_\_\_\_ is made up of 2 circles and a rectangle.

3



The net of a cuboid is made up of 4 rectangles and 2 squares.

Whitney



The net of a cuboid is made up of 6 rectangles.

Rosie

Who do you agree with? Circle your answer.

Whitney      Rosie      both of them

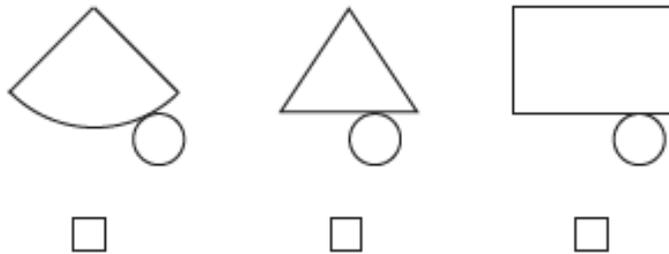
Explain your reasons.

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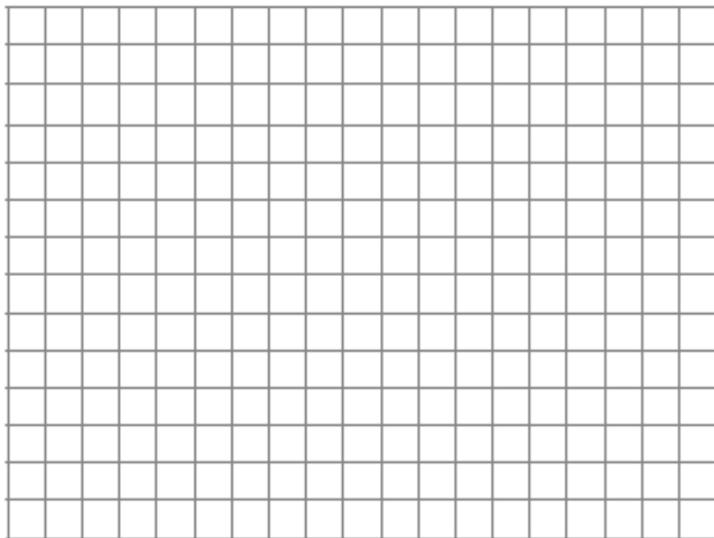
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- 4 Tick the diagram that is the net of a cone.

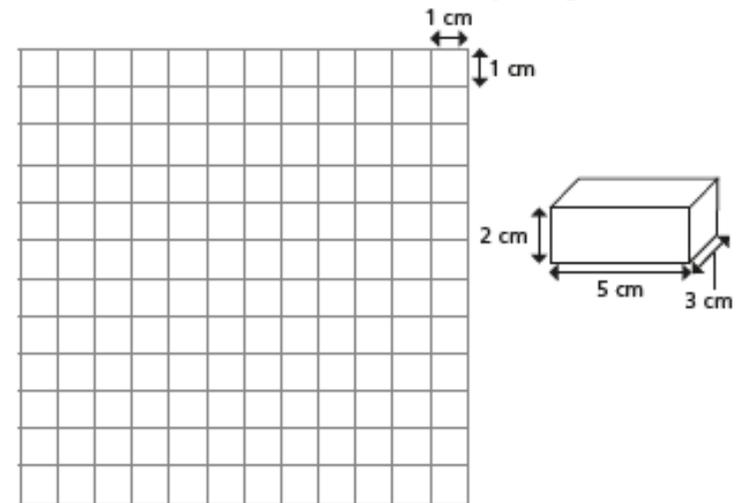


Compare answers with a partner.

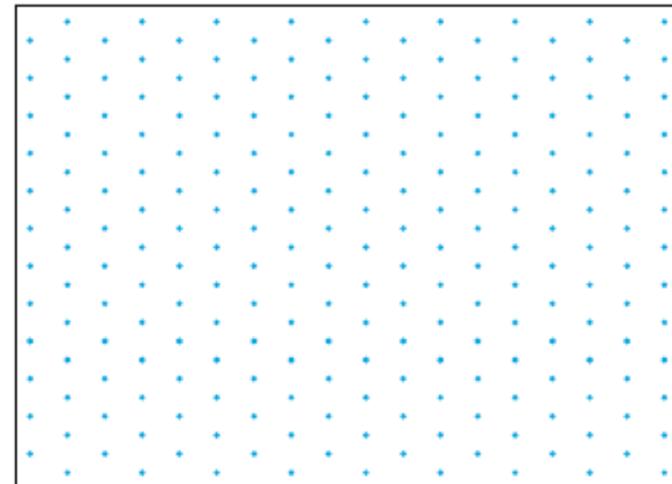
- 5 Draw the net for a triangular prism on the squared grid.



- 6 Draw an accurate net for this cuboid on the squared grid.



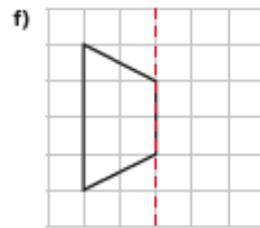
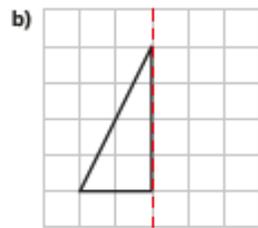
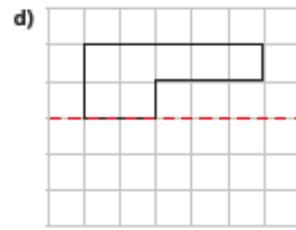
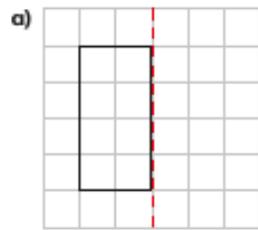
- 7 Draw two different cuboids on the isometric paper.



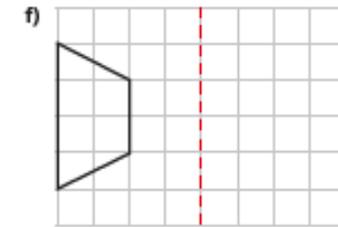
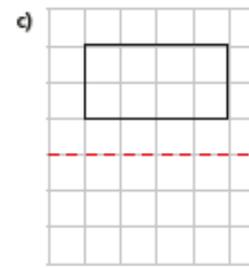
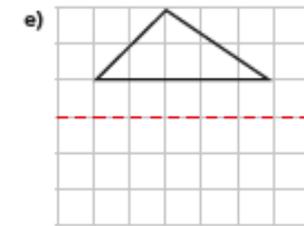
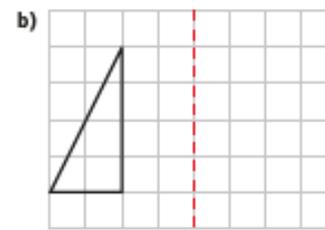
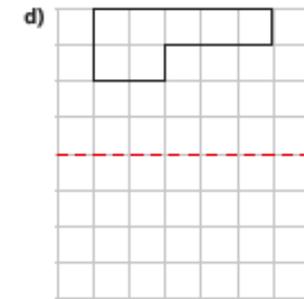
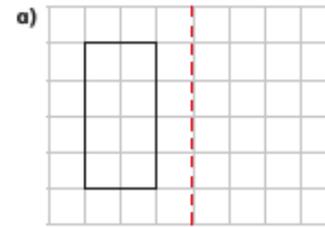
# Reflection



1 Reflect each shape in the mirror line.

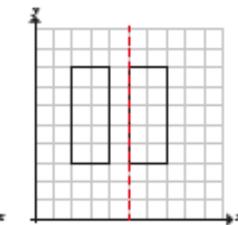
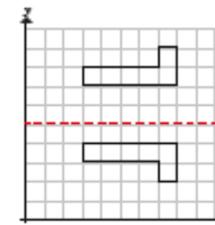
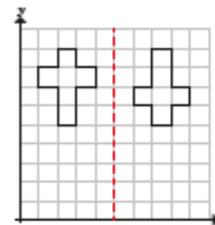


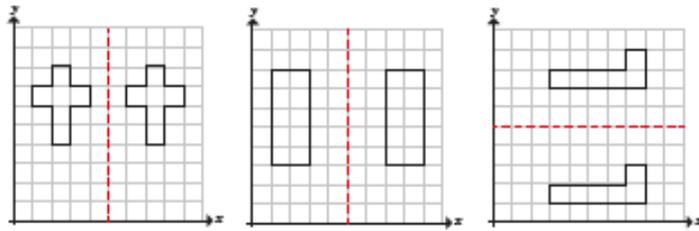
2 Reflect each shape in the mirror line.



3 Which diagrams show a correct reflection in the given mirror line?

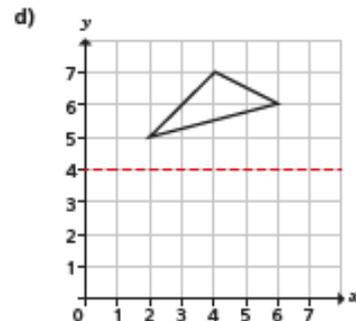
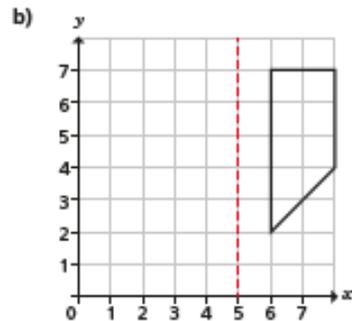
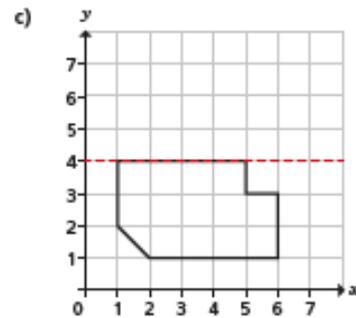
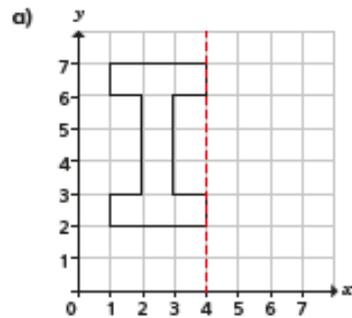
Tick your answers.



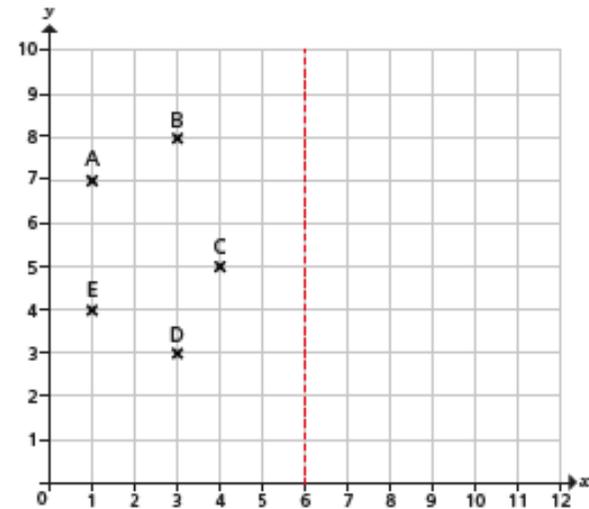


Talk to a partner about the mistakes that have been made.

4 Reflect the objects in the given mirror lines.



5 Five points are plotted on a coordinate grid.



a) Join the points to form a polygon. This is the object.

What type of polygon is the object? \_\_\_\_\_

b) Reflect the object in the given mirror line.

What type of polygon is the image? \_\_\_\_\_

c) Label the reflected vertices P, Q, R, S and T.

Write the new coordinates.

P ( ,  )    Q ( ,  )    R ( ,  )  
 S ( ,  )    T ( ,  )

d) The image and the object are identical polygons.

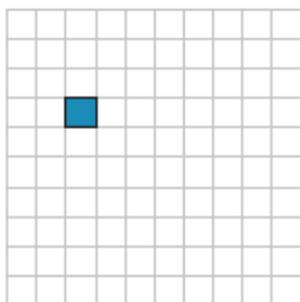
Is this statement true or false? \_\_\_\_\_

Talk about it with a partner.

# Translation

1 Complete the translations.

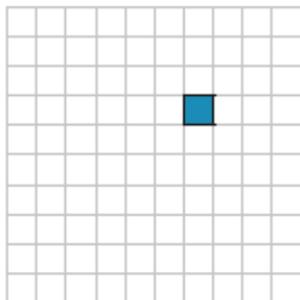
a) Translate the shape 4 squares to the right.



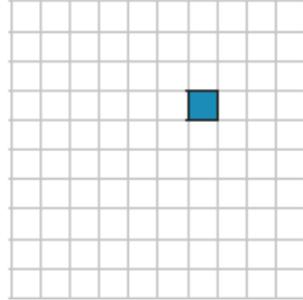
c) Translate the shape 4 squares right, 2 squares up.



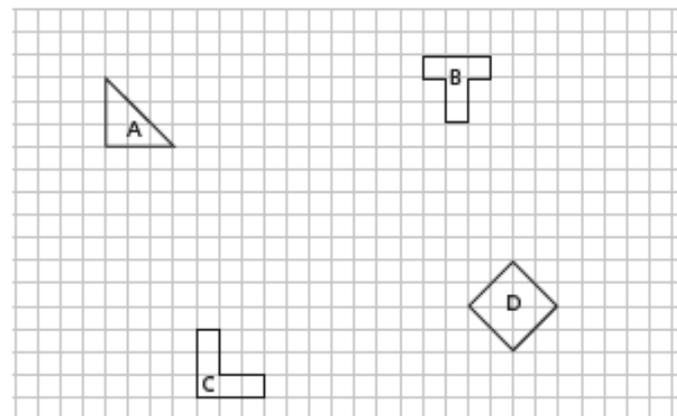
b) Translate the shape 2 squares up.



d) Translate the shape 3 squares left, 5 squares down.

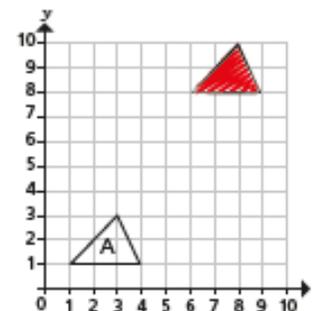


2 Four shapes have been drawn on a grid.



- a) Translate shape A 5 squares to the right and 3 squares down.
- b) Translate shape B 4 squares to the left and 7 squares down.
- c) Translate shape C 6 squares to the left.
- d) Translate shape D 4 squares to the right and 8 squares up.

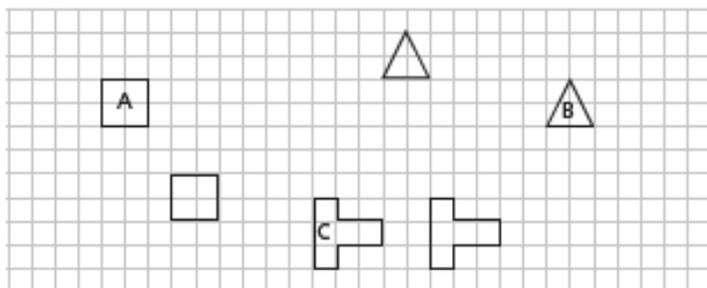
3 Dora has translated triangle A 2 squares to the right and 7 squares up.



Is Dora's drawing correct? \_\_\_\_\_  
Explain why.

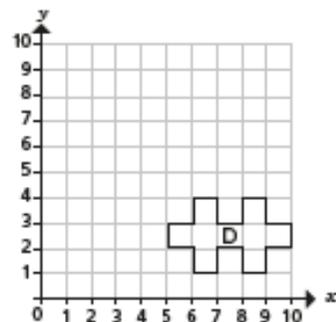


- 4 Complete the sentences to describe the translations.



- a) Shape A has been translated  squares to the right and  squares down.
- b) Shape B has been translated  squares to the \_\_\_\_\_ and  squares \_\_\_\_\_.
- c) Shape C has been translated  squares to the \_\_\_\_\_ and  squares \_\_\_\_\_.

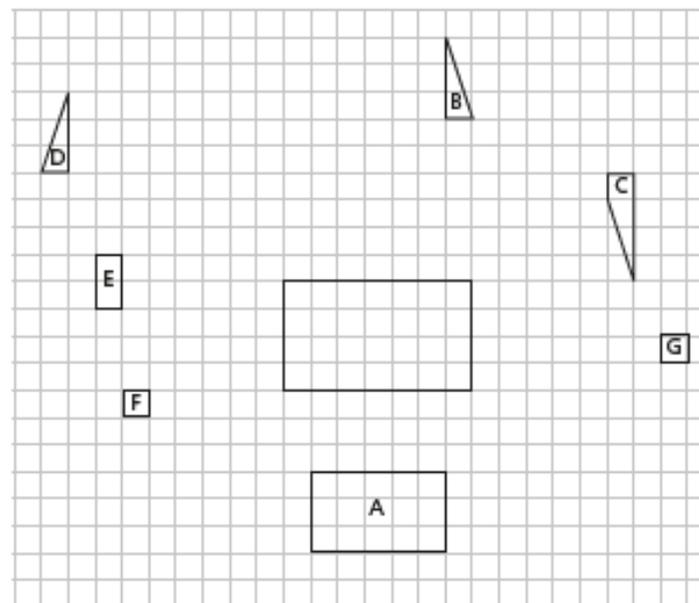
- 5 A shape has been drawn on a coordinate grid.



- 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?

- 6 Eight polygons are drawn on the grid.



- a) Translate shape A 10 squares up.
- b) Translate shape B 6 squares down.
- c) Translate shape C 6 squares left.
- d) Translate shape D 9 squares to the right and 4 squares down.
- e) Translate shape E 10 squares to the right and 3 squares down.
- f) Translate shape F 7 squares to the right and 3 squares up.
- g) Translate shape G 9 squares to the left and 1 square up.

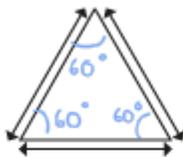
Create your own problem like this for a partner.



Regular and irregular polygons

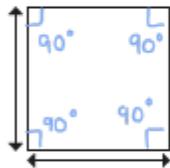
1 Measure and label the sides and angles of each shape.

a)

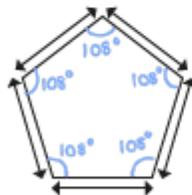


Side lengths depend on how the sheets are printed.

b)



c)



What do you notice about your answers?  
These are all examples of regular polygons.  
Explain in your own words what a regular polygon is.



2 Measure and label the sides and angles of each shape.

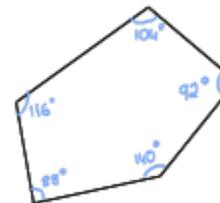
a)



b)



c)

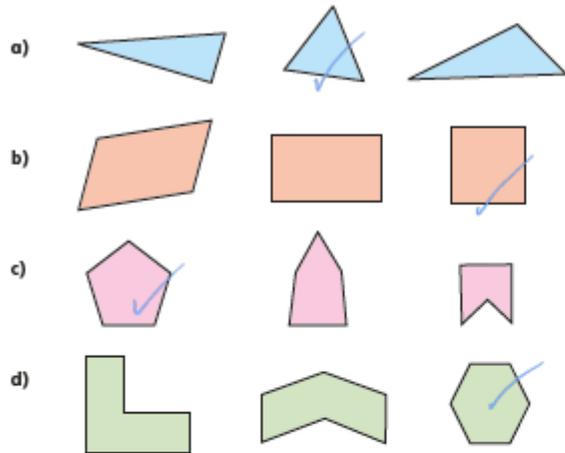


What do you notice about your answers?  
These are all examples of irregular polygons.  
Explain in your own words what an irregular polygon is.

A polygon where the sides and angles are not all equal.



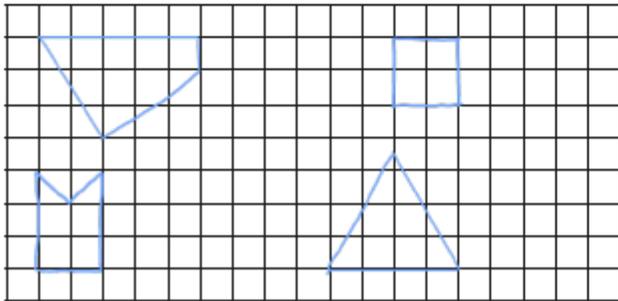
3 One polygon in each set is regular. Tick the regular polygon.



How did you know which one was regular without measuring?

4 Draw two regular and two irregular polygons on the grid.

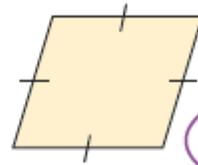
e.g.



Compare your polygons with a partner.

What is the same and what is different?

5 Here is a rhombus.



This is a regular polygon because all the sides are the same length.

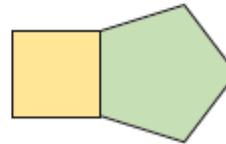


Do you agree with Ron? No

Explain your answer.

The angles are not all equal.

6 Eva has drawn a square and a regular pentagon.



The compound shape is regular because both of the shapes I drew were regular.



Do you agree with Eva? No

Explain your answer.

Reasoning about 3D shapes



1 Match the net to the correct label.

cube

cylinder

square-based pyramid

cuboid

2 Complete the sentences.

- a) The faces of a cube are all square.
- b) A square-based pyramid has 4 triangular faces and 1 square face.
- c) The net of a cylinder is made up of 2 circles and a rectangle.

3



Whitney

The net of a cuboid is made up of 4 rectangles and 2 squares.



Rosie

The net of a cuboid is made up of 6 rectangles.

Who do you agree with? Circle your answer.

Whitney

Rosie

**both of them**

Explain your reasons.

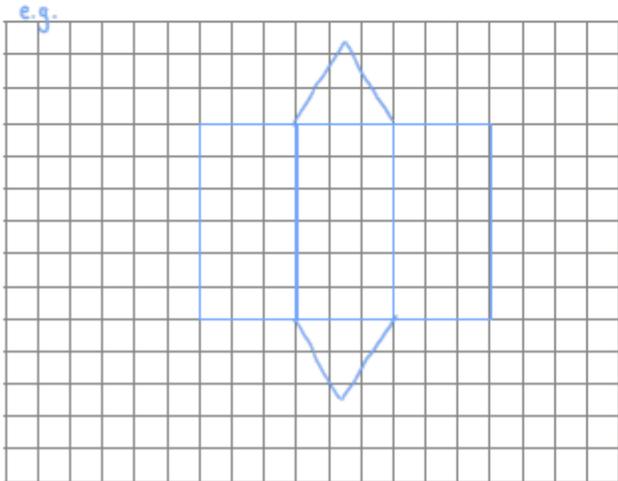
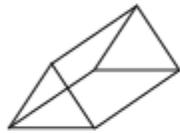
Whitney is sometimes right if a cuboid has square faces. Rosie is always right as a square is a type of rectangle.

- 4 Tick the diagram that is the net of a cone.

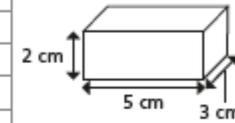
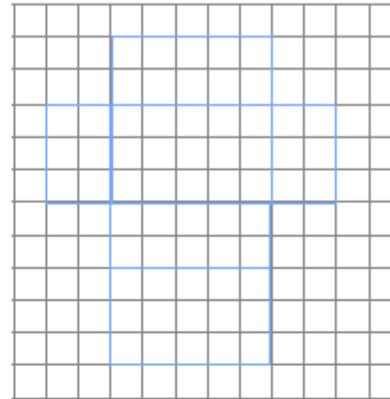


Compare answers with a partner.

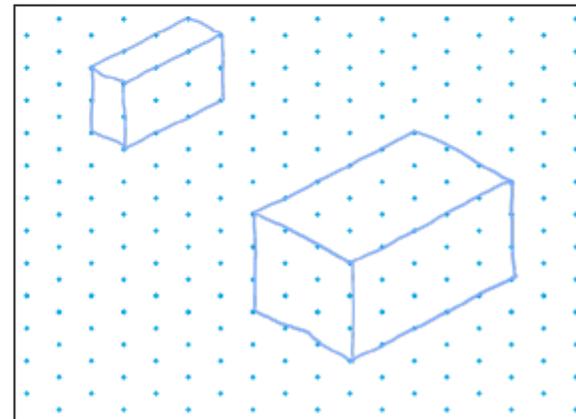
- 5 Draw the net for a triangular prism on the squared grid.



- 6 Draw an accurate net for this cuboid on the squared grid.



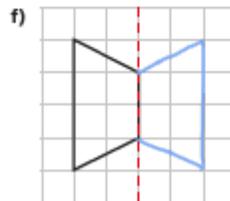
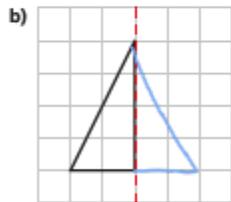
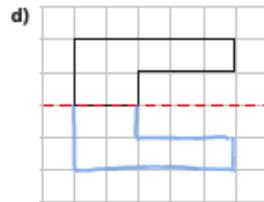
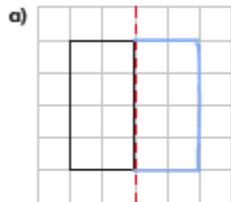
- 7 Draw two different cuboids on the isometric paper.  
e.g.



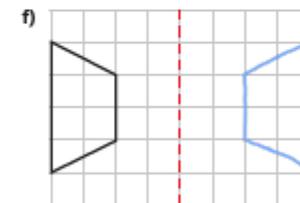
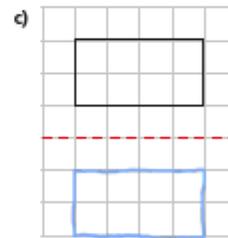
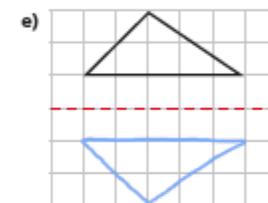
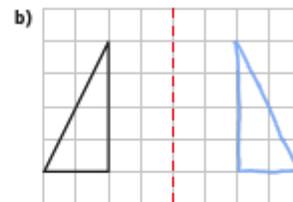
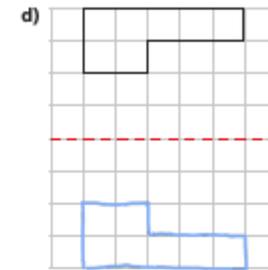
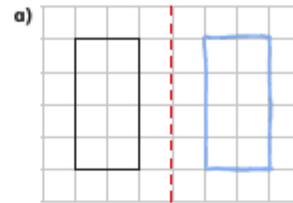
Reflection



1 Reflect each shape in the mirror line.

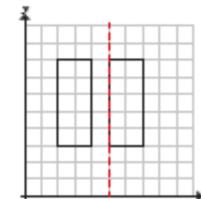
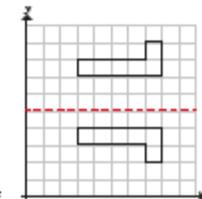
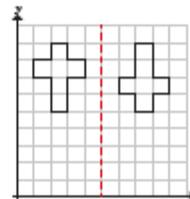


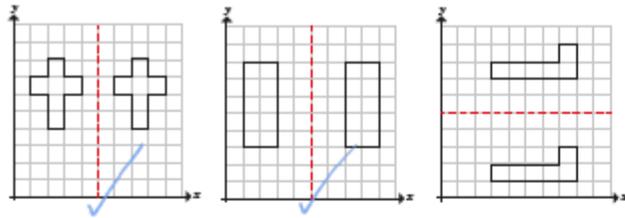
2 Reflect each shape in the mirror line.



3 Which diagrams show a correct reflection in the given mirror line?

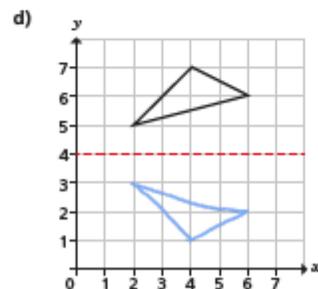
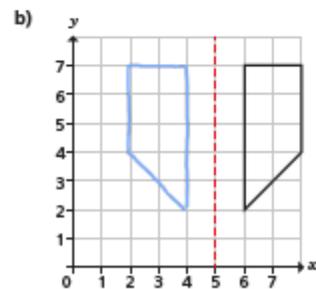
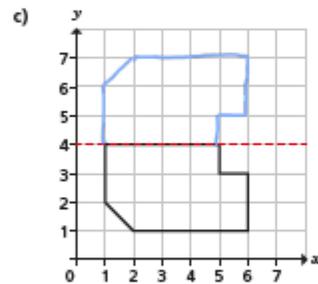
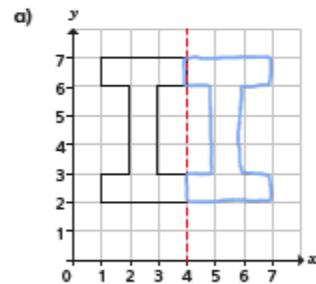
Tick your answers.



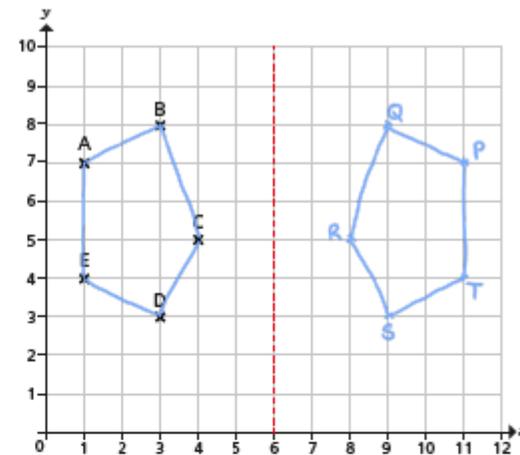


Talk to a partner about the mistakes that have been made.

4 Reflect the objects in the given mirror lines.



5 Five points are plotted on a coordinate grid.



a) Join the points to form a polygon. This is the object.

What type of polygon is the object?

pentagon

b) Reflect the object in the given mirror line.

What type of polygon is the image?

pentagon

c) Label the reflected vertices P, Q, R, S and T.

Write the new coordinates.

P ( 11 , 7 )    Q ( 9 , 8 )    R ( 8 , 5 )

S ( 9 , 3 )    T ( 11 , 4 )

d) The image and the object are identical polygons.

Is this statement true or false?

True

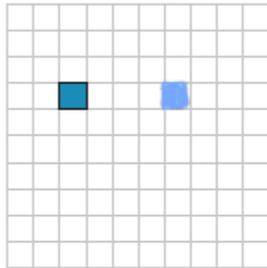
Talk about it with a partner.

# Translation

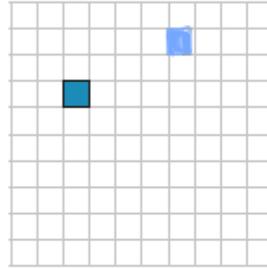


1 Complete the translations.

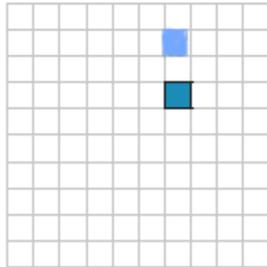
a) Translate the shape 4 squares to the right.



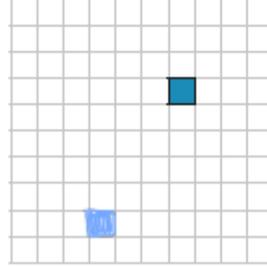
c) Translate the shape 4 squares right, 2 squares up.



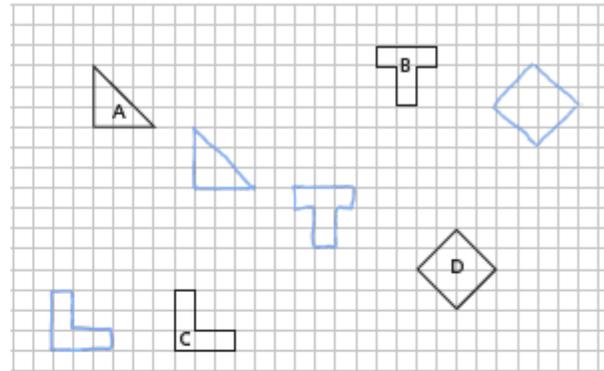
b) Translate the shape 2 squares up.



d) Translate the shape 3 squares left, 5 squares down.

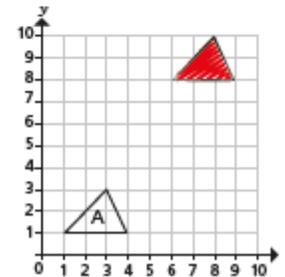


2 Four shapes have been drawn on a grid.



- a) Translate shape A 5 squares to the right and 3 squares down.
- b) Translate shape B 4 squares to the left and 7 squares down.
- c) Translate shape C 6 squares to the left.
- d) Translate shape D 4 squares to the right and 8 squares up.

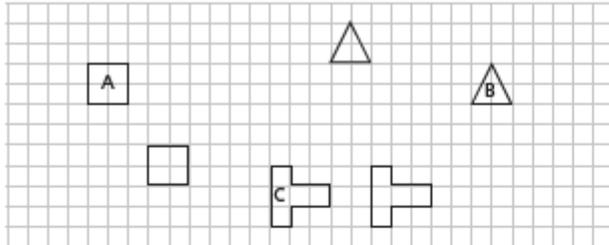
3 Dora has translated triangle A 2 squares to the right and 7 squares up.



Is Dora's drawing correct? No  
Explain why.

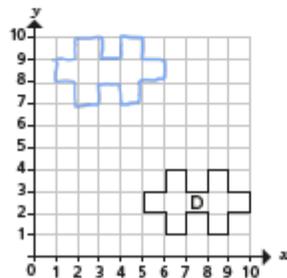


- 4 Complete the sentences to describe the translations.



- a) Shape A has been translated **3** squares to the right and **4** squares down.
- b) Shape B has been translated **7** squares to the left and **2** squares up.
- c) Shape C has been translated **5** squares to the right and **0** squares up/down.

- 5 A shape has been drawn on a coordinate grid.

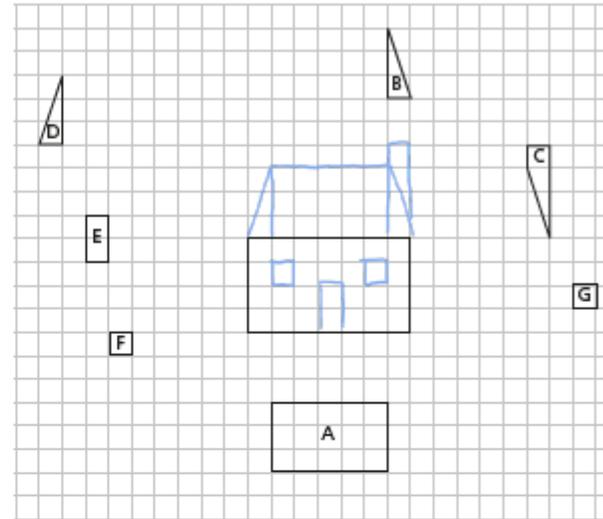


- a) Translate shape D 4 squares to the left and 6 squares up. Label the new shape E.
- b) Describe the translation from shape E to shape D.

4 squares to the right and 6 squares down

What do you notice? Does this always happen?

- 6 Eight polygons are drawn on the grid.



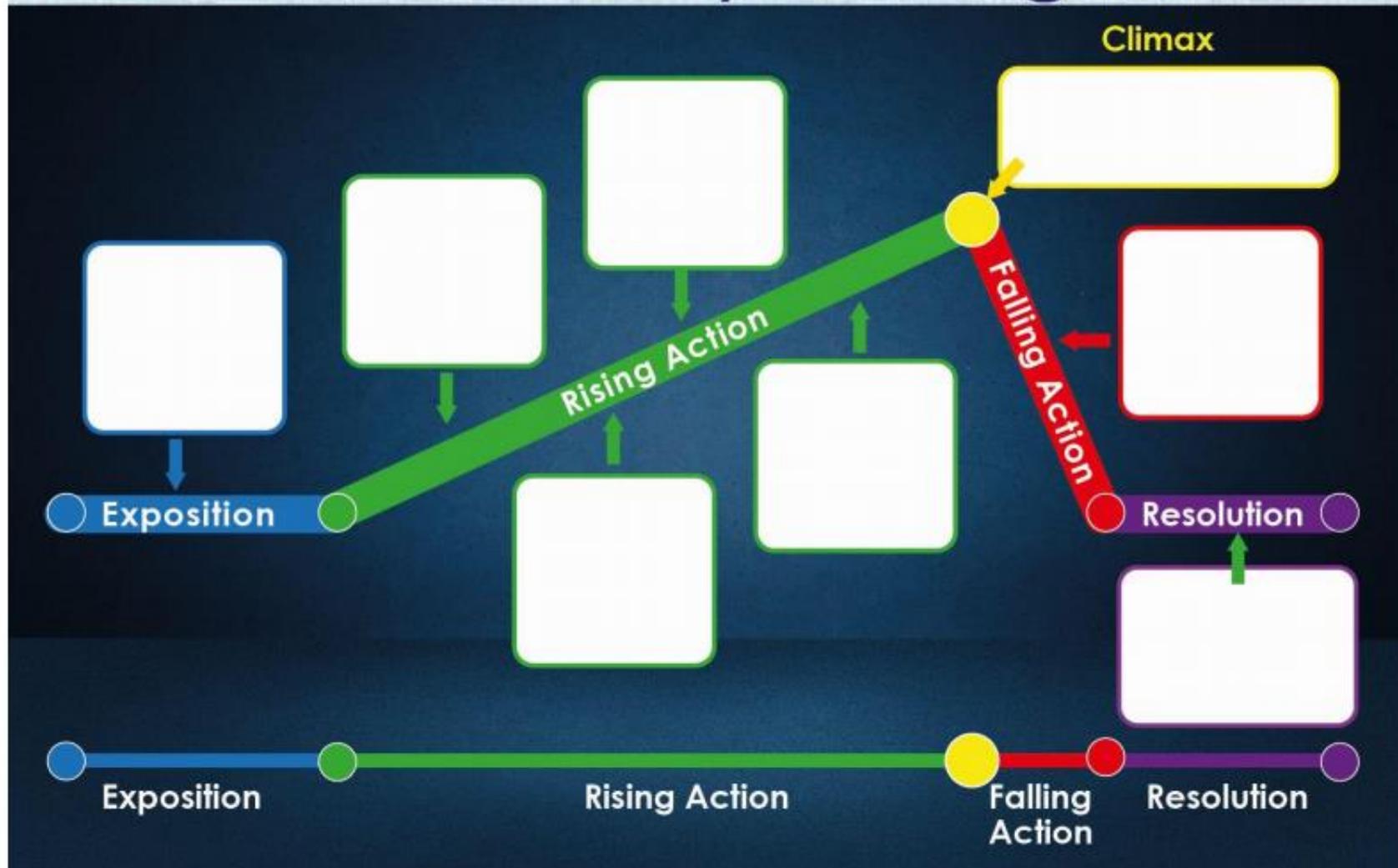
- a) Translate shape A 10 squares up.
- b) Translate shape B 6 squares down.
- c) Translate shape C 6 squares left.
- d) Translate shape D 9 squares to the right and 4 squares down.
- e) Translate shape E 10 squares to the right and 3 squares down.
- f) Translate shape F 7 squares to the right and 3 squares up.
- g) Translate shape G 9 squares to the left and 1 square up.

Create your own problem like this for a partner.





# Short Story Triangle



English Day Three  
Resource 3A



> The Hope Hunters <

## English Day Four

### Resource 4A – Short story planning sheet

<b>Paragraph h</b>	<b>Story Part</b> (from your story triangle)	<b>Details you will include</b> (description of setting to create atmosphere; what happened; how your characters reacted)	<b>Key vocabulary</b> (vivid verbs, sensory description, poetic language)
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			



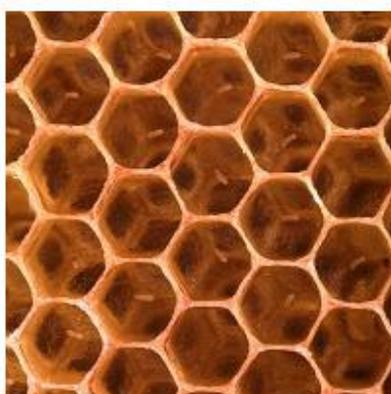
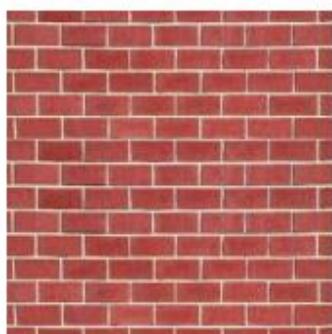
## Design Technology – Escher and tessellation.

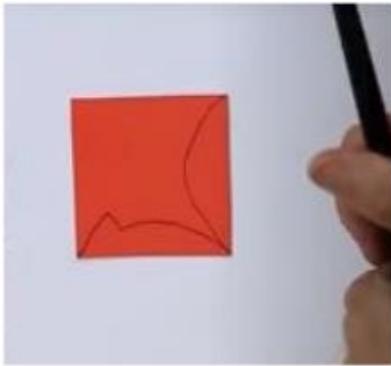


Look at this artwork by Escher – can you see how he has used the shapes to create a repeating pattern with no gaps in between? This is called Tessellation.



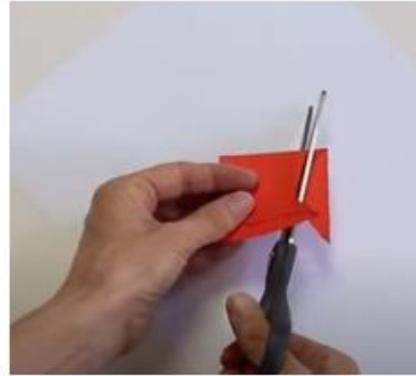
Tessellation can also be found around us – in nature and in things that we create ourselves.





When making your own tessellating pattern start with a square piece of card – old food packing would work well.

Don't make your lines too squiggly or curvy.



After you have cut along the first line, move the cut piece to the **OPPOSITE** side (see arrows) and then stick it down using Sellotape. Then, do the same with the second cut piece.



After drawing around your shape for the first time, carefully move it along so that the shape still faces the same direction – you should find that the shape fits well into the outline you drew first. You can then continue to trace around the shape until it fills the page.



When you have finished look at your shape. Does it remind you of anything? A fish, an animal, a leaf....maybe just a blob-shaped monster! Colour your shape in and add any extra details like eyes if mouths. Remember to add exactly the same detail to each shape and in exactly the same place if you want your tessellation to remain the same as each other.

Why not try out other shapes...

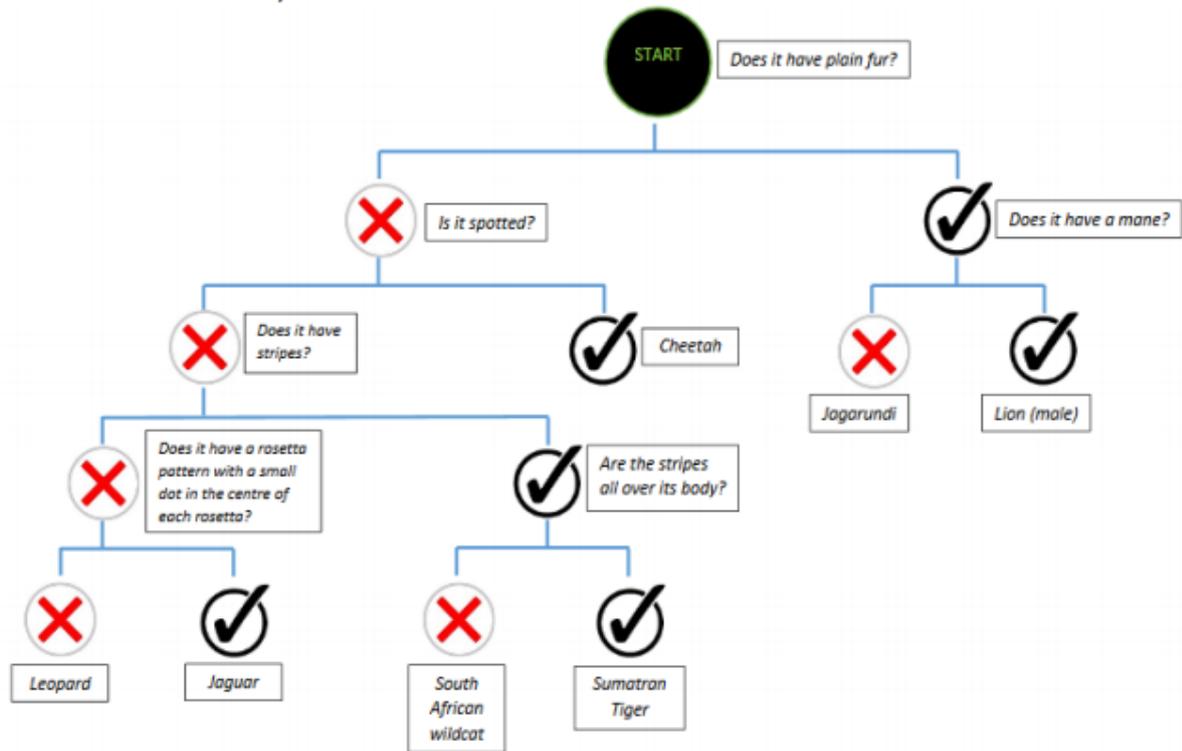


# Science - Resource – Cats for classification



# Science - Resource

## Classification key



## History Resource

### Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia to Britain. They mostly settled in the **Danelaw**, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.





# BRAZIL

Change lives. For good.  
**actionaid**

Brazil is the largest country in South America and borders ten different countries. Its landscape is incredibly varied and includes the world's longest river and largest tropical forest. The Amazon is the planet's largest remaining rainforest, teeming with more wildlife than anywhere else on earth and helping stabilise our climate. Over half the Amazon rainforest is in Brazil, although deforestation is threatening its survival. Brazil is one of the world's biggest economies but there is a wide gap between rich and poor with 16 million people living in poverty.

Capital **Brasilia**  
Official language **Portuguese**

Area size **8,514,877 sq km**  
**Forests cover just over half of the land area**

Climate **Mostly tropical, but mild in the South**

Population **201,009,622 (July 2013 est.)**

Population distribution **85% of Brazil's population live in urban areas**

Money **1 real = 100 centavos**

Life expectancy **71 years (men), 77 years (women)**



## THE BIG ISSUES



### Women's Rights

Compared to men, women receive up to **30% less** pay for doing the same job.



### Young People

Around **14 million** Brazilians aged 15-29 live in poverty.



### Education

**Only half** of young people aged 15-17 years old attend secondary school.



### Water & Health

**50%** of people living in rural areas do not receive adequate healthcare.



### Land & Food

Since 2000, an area of Amazonia the size of **50 football pitches** has been destroyed every minute.

## Glossary

- **Climate** - the weather conditions in an area in general or over a long period
- **Human features** – this mean things to do with people and places. E.g. topics like tourism, globalization, migration or cities, villages, harbours
- **Physical features** - are naturally-created **features** of the earth. E.g. rivers, mountains, volcanoes, valleys, sea, beaches etc
- **Population density** - is the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area

## T Chart:

Using your knowledge of Brazil, write 4 ways that Brazil is different to the UK

<b>Brazil</b>	<b>UK</b>

# Spanish

Match the picture with the right sentence

2. Une cada frase con su dibujo.



Me duele la cabeza



Me duele la barriga



Me duelen los pies



Me duele el oído



Me duele la muela



Me duele la garganta

Now, with help from the pictures, can you guess why his tummy and his tooth could be hurting? Tick the correct answer!

a) ¿Por qué crees que le duele a Tapón la barriga?



Porque ha comido tres hamburguesas y muchas palomitas.

Porque ha comido una manzana.



b) ¿Por qué crees que le duele a Tapón la muela?



Porque come muchos dulces.

Porque se cepilla los dientes todos los días.



**Extra work:** Try to translate the sentences!

## 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	



**RE** **LO: What do the miracles of Jesus teach us?**

- ✚ Watch the video about the Miracle of Jesus raising Lazarus from the dead and then read the Bible story below. This is one of the last miracles that Jesus performed before his own death and resurrection.
- ✚ Choose a scene from the story to draw. Now describe what is happening in your picture and why you chose this part of the story.

## **RE: The Death of Lazarus (John 11)**

Now a certain man was sick, Lazarus of Bethany, the town of Mary and her sister Martha. It was that Mary who anointed the Lord with fragrant oil and wiped His feet with her hair, whose brother Lazarus was sick. Therefore the sisters sent to Him, saying, "Lord, behold, he whom You love is sick."

4 When Jesus heard that, He said, "This sickness is not unto death, but for the glory of God, that the Son of God may be glorified through it."

5 Now Jesus loved Martha and her sister and Lazarus. So, when He heard that he was sick, He stayed two more days in the place where He was. Then after this He said to the disciples, "Let us go to Judea again."

8 The disciples said to Him, "Rabbi, lately the Jews sought to stone You, and are You going there again?"

9 Jesus answered, "Are there not twelve hours in the day? If anyone walks in the day, he does not stumble, because he sees the light of this world. But if one walks in the night, he stumbles, because the light is not in him." These things He said, and after that He said to them, "Our friend Lazarus sleeps, but I go that I may wake him up."

12 Then His disciples said, "Lord, if he sleeps he will get well." However, Jesus spoke of his death, but they thought that He was speaking about taking rest in sleep.

14 Then Jesus said to them plainly, "Lazarus is dead. And I am glad for your sakes that I was not there, that you may believe. Nevertheless let us go to him."

16 Then Thomas, who is called the Twin, said to his fellow disciples, "Let us also go, that we may die with Him."

### **I Am the Resurrection and the Life**

17 So when Jesus came, He found that he had already been in the tomb four days. Now Bethany was near Jerusalem, about [a]two miles away. And many of the Jews had joined the women around Martha and Mary, to comfort them concerning their brother.

20 Then Martha, as soon as she heard that Jesus was coming, went and met Him, but Mary was sitting in the house. Now Martha said to Jesus, "Lord, if You had been here, my brother would not have died. But even now I know that whatever You ask of God, God will give You."

23 Jesus said to her, "Your brother will rise again."

24 Martha said to Him, "I know that he will rise again in the resurrection at the last day."

25 Jesus said to her, "I am the resurrection and the life. He who believes in Me, though he may die, he shall live. And whoever lives and believes in Me shall never die. Do you believe this?"

27 She said to Him, "Yes, Lord, I believe that You are the Christ, the Son of God, who is to come into the world."

### **Jesus and Death, the Last Enemy**

28 And when she had said these things, she went her way and secretly called Mary her sister, saying, "The Teacher has come and is calling for you." As soon as she heard that, she arose quickly and came to Him. Now Jesus had not yet come into the town, but was in the place where Martha met Him. Then the Jews who were with her in the house, and comforting her, when they saw that Mary rose up quickly and went out, followed her, [c]saying, "She is going to the tomb to weep there."

32 Then, when Mary came where Jesus was, and saw Him, she fell down at His feet, saying to Him, "Lord, if You had been here, my brother would not have died."

33 Therefore, when Jesus saw her weeping, and the Jews who came with her weeping, He groaned in the spirit and was troubled. And He said, "Where have you laid him?" They said to Him, "Lord, come and see."

35 Jesus wept. Then the Jews said, "See how He loved him!"

37 And some of them said, "Could not this Man, who opened the eyes of the blind, also have kept this man from dying?"

### **Lazarus Raised from the Dead**

38 Then Jesus, again groaning in Himself, came to the tomb. It was a cave, and a stone lay against it. Jesus said, "Take away the stone."

Martha, the sister of him who was dead, said to Him, "Lord, by this time there is a stench, for he has been dead four days."

40 Jesus said to her, "Did I not say to you that if you would believe you would see the glory of God?"

41 Then they took away the stone [d]from the place where the dead man was lying. And Jesus lifted up His eyes and said, "Father, I thank You that You have heard Me. And I know that You always hear Me, but because of the people who are standing by I said this, that they may believe that You sent Me."

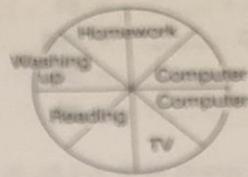
43 Now when He had said these things, He cried with a loud voice, "Lazarus, come forth!"

44 And he who had died came out bound hand and foot with graveclothes, and his face was wrapped with a cloth. Jesus said to them, "Loose him, and let him go."



# Paper 1

1-5 Here is a pie chart which shows how Joanna spent yesterday evening between 6 p.m. and 8 p.m.



Joanna was watching TV for \_\_\_\_\_, doing homework for \_\_\_\_\_, reading for \_\_\_\_\_, washing up for \_\_\_\_\_ and was on the computer for \_\_\_\_\_.

What is the average (mean) of the following numbers?

6                      7    4    6    8    5                      \_\_\_\_\_

7                      3    2    7                      \_\_\_\_\_

8                      4    4    6    2                      \_\_\_\_\_

9 Make 999 ten times as large.

In each of the following lines underline the smallest number and put a ring round the largest number.

10-11      $\frac{5}{8}$               $\frac{3}{4}$               $\frac{7}{8}$               $\frac{8}{9}$               $\frac{1}{2}$

12-13     3.07             3.7             37             3.007             0.307

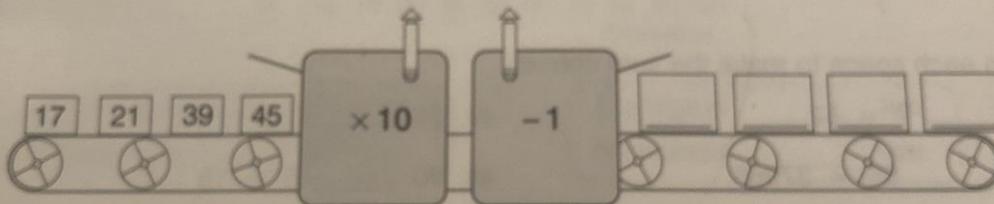
14-15      $\frac{15}{3}$               $\frac{12}{6}$               $\frac{27}{9}$               $\frac{8}{2}$               $\frac{10}{10}$

16-17     0.125              $\frac{1}{2}$              0.25              $\frac{7}{8}$              0.75

18-19      $\frac{3}{4}$  of 12         $\frac{5}{7}$  of 14         $\frac{2}{3}$  of 9         $\frac{4}{5}$  of 10         $\frac{1}{2}$  of 16

20 Write in figures: one hundred and two thousand and twenty-one.

21-24



What is the size of the smaller angle:

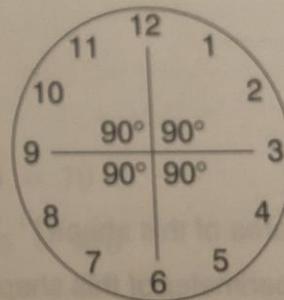
25 between 1 and 3? \_\_\_\_\_

26 between 2 and 7? \_\_\_\_\_

27 between 7 and 11? \_\_\_\_\_

28 between 8 and 9? \_\_\_\_\_

29 between 4 and 10? \_\_\_\_\_



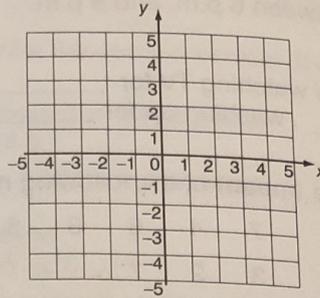
30  $(7 \times 8) + \underline{\quad} = 61$

31  $(9 \times 12) - \underline{\quad} = 106$

32  $8 \times (7 - \underline{\quad}) = 32$

33  $6 \times (11 - \underline{\quad}) = 36$

34-37 Plot the points (3,5), (-1,5), (3,-2) on the grid.



These points are the **vertices** of a rectangle. Mark the fourth vertex and draw the rectangle.

38 The **co-ordinates** of the fourth vertex are (       ,        ).

Write the times which are a quarter of an hour before the following.

39 22:00

40 11:05

41 13:10

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

36 articles are shared among A, B and C in the ratio of 1:3:5.

42 How many articles does A have?

43 How many articles does B have?

44 How many articles does C have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

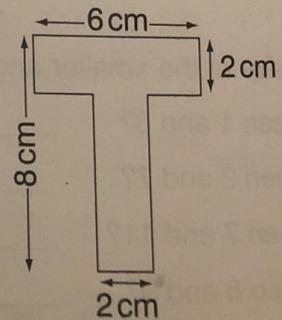
Put a sign in each space to make the sum correct.

45  $45 \underline{\quad} 7 = 52$

46  $33 \underline{\quad} 3 = 11$

47  $678 \underline{\quad} 56 = 37968$

48  $90 \underline{\quad} 5 = 18$



49 What is the area of this shape?

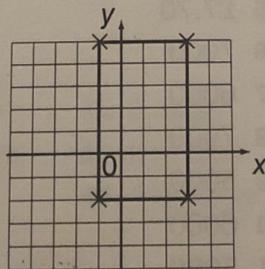
\_\_\_\_\_  $\text{cm}^2$

50 What is the perimeter of this shape?

\_\_\_\_\_  $\text{cm}$

## Paper 1

- 1 15 min
- 2 30 min
- 3 30 min
- 4 15 min
- 5 30 min
- 6 6
- 7 4
- 8 4
- 9 9990
- 10  $\frac{1}{2}$  (smallest)
- 11  $\frac{7}{8}$  (largest)
- 12 0.307 (smallest)
- 13 37 (largest)
- 14  $\frac{10}{10}$  (smallest)
- 15  $\frac{15}{3}$  (largest)
- 16 0.125 (smallest)
- 17  $\frac{7}{8}$  (largest)
- 18  $\frac{2}{5}$  of 10 (smallest)
- 19  $\frac{5}{7}$  of 14 (largest)
- 20 10 2021
- 21 169            22 209
- 23 389            24 449
- 25  $60^\circ$             26  $150^\circ$
- 27  $120^\circ$             28  $30^\circ$
- 29  $180^\circ$             30 5
- 31 2                32 3
- 33 5
- 34–37



- 38 (-1, -2)
- 39 21:45            40 10:50
- 41 12:55            42 4
- 43 12                44 20
- 45 +                 46 ÷
- 47 ×                 48 ÷
- 49 24                50 28

## Paper 2

Divide each of these numbers by 10.

1 78.65

2 6.54

3 467.5

4 0.123

5-8 Work out these, and then write them out in order, from highest to lowest quotient.

7)315

8)392

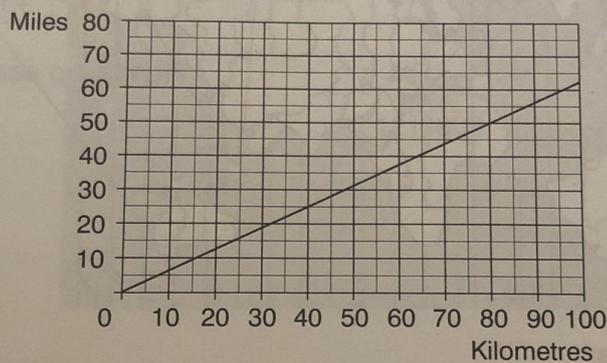
7)329

9)387

9-10 In a school 6 out of every 11 children are girls.

If there are 407 children in the school there are: \_\_\_\_\_ boys and \_\_\_\_\_ girls.

11-12 Use the conversion graph to rewrite the road sign in kilometres.



Darlington	25 miles
Newcastle	50 miles

Darlington	_____ km
Newcastle	_____ km

13 Approximately how many miles in 95 km?

14 Which is the greater: 50 miles or 75 km?

15-18 Put a sign in each space to make the sum correct.

74 \_\_\_\_\_ 5 = 14.8

74 \_\_\_\_\_ 5 = 79

74 \_\_\_\_\_ 5 = 69

74 \_\_\_\_\_ 5 = 370

There are six balls, numbered 1 to 6, in a bag.

- 19 What is the probability that I will draw out an even-numbered ball?  
20 What is the probability that I will draw out the 5?  
21 What is the probability that I will draw out an odd-numbered ball?

22-24 Put a circle around each **prime number**.

3 4 5 6 7

- 25 What number is midway between 18 and 42?  
26 What number is midway between 19 and 53?  
27 Find the area of a square whose perimeter is 12 cm.

Using this world time chart answer the following.



When it is midday in London it is:

- 28 \_\_\_\_\_ in Japan.  
29 \_\_\_\_\_ in Cyprus.  
30 \_\_\_\_\_ in Austria.  
31 \_\_\_\_\_ in Hong Kong.

When it is midday in Japan it is:

- 32 \_\_\_\_\_ in London.  
33 \_\_\_\_\_ in Hong Kong.

34 It is 12:00 in Cyprus. What time is it in Austria? \_\_\_\_\_

35 It is 4:36 p.m. in Hong Kong. What time is it in London? \_\_\_\_\_

36  $\frac{5}{8} + \frac{7}{16} =$  \_\_\_\_\_

37  $7 - 4\frac{2}{9} =$  \_\_\_\_\_

2

Some game cards are shared between Tom and Matthew in the ratio of 5:4.

38 If Matthew receives 16 Tom will get \_\_\_\_\_

39 If they shared the same cards equally (not in 5:4) Matthew would receive \_\_\_\_\_

2

The **median** is the middle number when a set of numbers are ordered from lowest to

highest, e.g. the median of 8 4 7 is 7

40 The median of 1 3 8 is \_\_\_\_\_

41 The median of 20 34 11 is \_\_\_\_\_

42 The median of 4 3 3 is \_\_\_\_\_

43 The median of 5 9 3 7 6 is \_\_\_\_\_

4

44-46 Write these fractions as decimals.

$4\frac{1}{2}$     $7\frac{1}{10}$     $3\frac{9}{100}$    \_\_\_\_\_

3

47-50 Complete these questions.

$$\begin{array}{r} 887 \\ 998 \\ + 776 \\ \hline \end{array}$$

$$\begin{array}{r} 378 \\ \times 9 \\ \hline \end{array}$$

$$12 \overline{)2808}$$

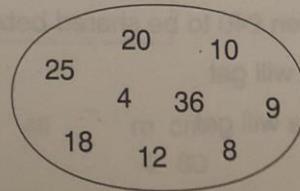
$$\begin{array}{r} 456 \\ \times 35 \\ \hline \end{array}$$

4

50  
TOTAL

### Paper 3

- 1 Which of the numbers in the oval is  $2^2$ ? \_\_\_\_\_
- 2 Which of the numbers in the oval is  $5^2$ ? \_\_\_\_\_
- 3 Which of the numbers in the oval is  $3^2$ ? \_\_\_\_\_
- 4 Which of the numbers in the oval is  $6^2$ ? \_\_\_\_\_



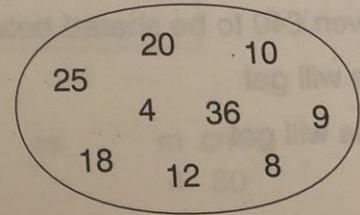
4

## Paper 2

- 1 7.865
- 2 0.654
- 3 46.75
- 4 0.0123
- 5 49
- 6 47
- 7 45
- 8 43
- 9 185
- 10 222
- 11 40
- 12 80
- 13 60 miles
- 14 50 miles
- 15  $\div$
- 16  $+$
- 17  $-$
- 18  $\times$
- 19  $\frac{1}{2}$  or  $\frac{3}{6}$
- 20  $\frac{1}{6}$
- 21  $\frac{1}{2}$  or  $\frac{3}{6}$
- 22 3
- 23 5
- 24 7
- 25 30
- 26 36
- 27  $9 \text{ cm}^2$
- 28 9:00 p.m. or 21:00
- 29 2:00 p.m. or 14:00
- 30 1:00 p.m. or 13:00
- 31 8:00 p.m. or 20:00
- 32 03:00
- 33 11:00
- 34 11:00
- 35 08:36
- 36  $\frac{17}{16}$  or  $1\frac{1}{16}$
- 37  $2\frac{7}{9}$  or  $\frac{25}{9}$
- 38 20
- 39 18
- 40 3
- 41 20
- 42 3
- 43 6
- 44 4.5
- 45 7.1
- 46 3.09
- 47 2661
- 48 3402
- 49 234
- 50 15 960

## Paper 3

- 1 Which of the numbers in the oval is  $2^2$ ? \_\_\_\_\_
- 2 Which of the numbers in the oval is  $5^2$ ? \_\_\_\_\_
- 3 Which of the numbers in the oval is  $3^2$ ? \_\_\_\_\_
- 4 Which of the numbers in the oval is  $6^2$ ? \_\_\_\_\_



5-15 Complete this timetable for Merrywell School. There are five lessons each 35 minutes in length, with a break of 15 minutes after the third lesson.

	Begins	Ends
1st lesson	_____	_____
2nd lesson	_____	_____
3rd lesson	_____	_____
Break	_____	1:10
4th lesson	_____	_____
5th lesson	_____	_____

16 What is the nearest number to 1000, but smaller than 1000, into which 38 will divide with no remainder? \_\_\_\_\_

What is the area of:

17 side A? \_\_\_\_\_

18 side B? \_\_\_\_\_

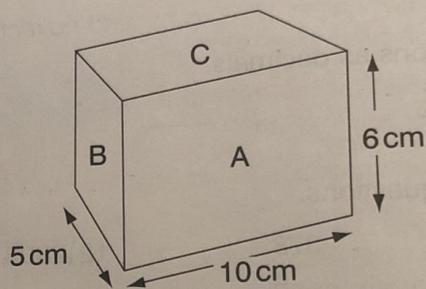
19 side C? \_\_\_\_\_

What is the perimeter of:

20 side A? \_\_\_\_\_

21 side B? \_\_\_\_\_

22 side C? \_\_\_\_\_



23  $2 \times \Delta = 4 \times 5$

$\Delta =$  \_\_\_\_\_

24  $5 \times \clubsuit = 27 - 2$

$\clubsuit =$  \_\_\_\_\_

25  $\otimes \times 3 = 36 \div 3$

$\otimes =$  \_\_\_\_\_

26  $\blacklozenge \times 4 = 10 + 10$

$\blacklozenge =$  \_\_\_\_\_

Chris is 11 years old and Emma is 9.

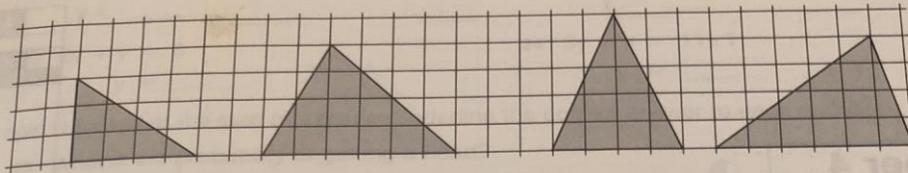
They are given £40 to be shared between them in the ratio of their ages.

27 Chris will get \_\_\_\_\_

28 Emma will get \_\_\_\_\_

29 If 11 articles cost £7.37 what would be the cost of 8 articles? \_\_\_\_\_

Find the area of these triangles. The area of a triangle =  $\frac{1}{2}$  (base  $\times$  height)  
 Scale: 1 square = 1 cm<sup>2</sup>



30 \_\_\_\_\_ 31 \_\_\_\_\_ 32 \_\_\_\_\_ 33 \_\_\_\_\_ 4

At our car park the charges are as follows:

- Up to 1 hour £1.00
- Over 1 hour and up to 2 hours £1.75
- Over 2 hours and up to 4 hours £3.50
- Over 4 hours and up to 6 hours £5.25
- Over 6 hours and up to 8 hours £7.00

- 34 Miss Short parks her car at 12:30 p.m. and collects it at 4 p.m.  
 How much will she have to pay? \_\_\_\_\_
- 35 Mrs Rowlands parks her car at 9:15 a.m. and collects it at 11:30 a.m.  
 How much will she have to pay? \_\_\_\_\_
- 36 Mr Reads parks his car at 2:20 p.m. and collects it at 6:30 p.m.  
 How much will he have to pay? \_\_\_\_\_
- 37 Mr Davies parks his car at 8:45 a.m. and collects it at 4:30 p.m.  
 How much will he have to pay? \_\_\_\_\_ 4

38-43 VAT (Value Added Tax) is charged at 17 $\frac{1}{2}$ % on some goods.

This means that a £100.00 article would have a tax of £17.50 added to its cost.

Complete the table below.

Price before VAT	VAT	Total cost
£200.00	_____	_____
£400.00	_____	_____
£300.00	_____	_____

44      m cm  
         4 72  
 + 3 39  
 \_\_\_\_\_  
 \_\_\_\_\_

45      m cm  
         6 2  
 - 3 8  
 \_\_\_\_\_  
 \_\_\_\_\_

46      m cm  
         4 60  
 × 5  
 \_\_\_\_\_  
 \_\_\_\_\_

### Paper 3

- 1 4
- 2 25
- 3 9
- 4 36
- 5 11:10
- 6 11:45
- 7 11:45
- 8 12:20
- 9 12:20
- 10 12:55
- 11 12:55
- 12 1:10
- 13 1:45
- 14 1:45
- 15 2:20
- 16 988
- 17  $60 \text{ cm}^2$
- 18  $30 \text{ cm}^2$
- 19  $50 \text{ cm}^2$
- 20 32 cm
- 21 22 cm
- 22 30 cm
- 23 10
- 24 5
- 25 4
- 26 5
- 27 £22
- 28 £18
- 29 £5.36
- 30  $6 \text{ cm}^2$
- 31  $12 \text{ cm}^2$
- 32  $10 \text{ cm}^2$
- 33  $12 \text{ cm}^2$
- 34 £3.50
- 35 £3.50
- 36 £5.25
- 37 £7.00
- 38 £35.00
- 39 £235.00
- 40 £70.00
- 41 £470.00
- 42 £52.50
- 43 £352.50
- 44 8 m 11 cm
- 45 2 m 94 cm
- 46 23 m
- 47 300
- 48 800
- 49 500
- 50 1100