

Home Learning – Year 5 Christ Church Week Beginning 11th January 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called ‘Multiply 2 digits by 2 digits’ https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called ‘Multiply 3 digits by 2 digits’ https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called ‘Multiply 4 digits by 2 digits (basic practice)’ https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called ‘Multiply 4 digits by 2 digits’ https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called ‘Divide 2 digit by 1 digit’ https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Follow up activity below</p>
X table s	<p>Remember: 2x, 5x, 10x – Bronze 3x, 4x, 8x – Silver 6x, 7x, 9x, 11x, 12x – Gold https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>Watch Y5 English Lesson 1 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>LO: to evaluate a piece of writing SC: I have improved my writing using my green pen. Pupils should also be looking for aspects of their writing that could be improved (ie forgotten punctuation, misspellings, sentence structure, description etc). Green pens should be used if available to improve and make additions to writing These improvements do not have to look neat as they need to be written at the bottom of the page or even on a sticky post-it note (model use of asterisk). Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 2 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>LO: to read a text for meaning SC : I can make a personal response to a story Introduce a new tale from Brazil – The Legend of the Mafumeira. https://www.youtube.com/watch?v=_b2P8rNt84E Children should respond visually to the story as they listen – drawing the main image of the story as they see it. They can share their work on Zoom tomorrow. Discussion points: Think back to our discussion on culture. What is the cultural relevance of this tale? What is the moral of this tale? What are the similarities and differences between this tale and the previous story you read? Why do you think this tale should be told today? Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 3 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>LO: to understand the tone of a text. SC: I can explain authorial intent Remind children of the previous lesson and, if necessary, reread the story of Mafumeira. What emotions are driving the behaviour of Adao’s friends? Ask children to highlight all the words they can find that show emotion – in one colour for Adao and another for the other two men. Discuss the differences in emotions shown by the characters. Discuss the idea ‘tone’. What do we mean by this? Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 4 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>LO: To understand the tone of a text. Success Criteria: I can explain authorial intent I san understand different perspectives I can explain my opinions Ask children to think about the three young men and the way in which they are presented throughout the story. The children are going to imagine that they are one of Adao’s friends. Which of his arguments did they find most affecting and why? Explain to the children that they need to be ready to explain their reasons. Activity: They can write their reasons on paper and send a photo, or read their reasons on a Class Dojo voice note. Children should be asked to explain their choices and opinions. Eg I thought Adao’s most moving/powerful argument was..... because..... Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 5 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>LO: To infer meaning and empathize with a character Success Criteria: I can empathize with characters feelings and thoughts I can use my notes from last lesson I can write a letter independently. Refer children to previous lesson and explain that they are going to imagine that they are Adao. Activity: Once in role (write in first person), they will write a letter to his friends, begging them to stop destroying the forest. They need to refer to the events of the story, to their understanding of Adao’s thoughts and feelings and also to their reactions to his arguments in the previous lesson. Follow up activity and supporting resources below</p>

SPAG	Weekly SPAG lesson can be found on the website and follow up resource is below				
Other Subjects	<p style="text-align: center;">RE</p> <p>On Sunday, Christians celebrated the Baptism of Jesus. https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/</p> <p>Watch the video and read the Bible text below.</p> <p>Imagine that you are one of the people watching from the riverbank as John baptises Jesus. Write an eyewitness account of what you saw and how you felt watching this important event. Why did you go to watch, what did you witness and what did you do next?</p>	<p style="text-align: center;">History</p> <p>Watch the video about Victorian Chimney Sweeps – make notes of key points as you watch. Remember you can pause the video if you need to. Prepare to be shocked! As you learned last week, children were treated very differently in Victorian times. Sadly, child labour is still a fact of life in other parts of the world.</p> <p>Read the information report in the resources below and answer the questions in your own words.</p> <p>You may like to do some more of your own research on this topic.</p> <p>Charles Kingsley. A Victorian philanthropist wrote a book called The Water Babies about a young chimney sweep. The story can be heard here and the film is can be viewed here. Please ask an adult before following either link.</p>	<p style="text-align: center;">Spanish</p> <p>After watching the video, make at least two cards of each category to play the game. You can also use some of my ideas to play. You can play the game on your own, or just use these cards as a review.</p> <p>Miss Aina's cards:</p> <p>Azul -translate Guitarra , Camaleon, Leon, Naranja, Amarillo, Lunes, Febrero</p> <p>Verde - cultura Name 3 people in school that can Speak Spanish Argentina is in Europe - true or false? Name 2 Spanish foods, Do you rememeber any Spanish traditions? When do we celebrate dia de muertos?,</p> <p>Rosa - challenge 10 burpees, 10 squats, Sing a Spanish song, Plank while singing the song of the months in Spanish!</p> <p>Groc - Pictionary Dragon, Kiwi, Elefante, Papa Noel, Paella, agua</p>	<p style="text-align: center;">Science</p> <p>What do scientists do? How do they change our world? Scientists who are remembered often invent something new. Science has never been more in the news! Watch newsround vaccine update video.</p>  <ul style="list-style-type: none"> ● You are going to get a better understanding of people in science from a wide range of careers ● Use this website to research about people involved in chemistry, ● Choose one area to focus on from those on the website who using science to make a difference to peoples' lives. ● Summarise your learning about people involved in chemistry - you can use the structure in the resources below. 	<p style="text-align: center;">Geography</p> <p>What are biomes and climate zones?</p> <ul style="list-style-type: none"> ● Why doesn't the world all look the same? Write any thoughts you have onto a mind map before we start this unit. ● Watch this video about biomes. Add any new information to your mind map; make sure you include a definition of 'biome'. Watch this video about climate zones. Add any new information to your mind map; include a definition of 'climate zone'.



Multiply 2-digits by 2-digits

1 Complete the multiplications.

a) $6 \times 6 = \square$

d) $7 \times 9 = \square$

$6 \times 60 = \square$

$7 \times 90 = \square$

b) $12 \times 8 = \square$

e) $21 \times 4 = \square$

$12 \times 80 = \square$

$21 \times 40 = \square$

c) $32 \times 3 = \square$

f) $48 \times 3 = \square$

$32 \times 30 = \square$

$48 \times 30 = \square$

How did you work out your answers?



2 Fill in the missing numbers.

a)

		4	3	
x		1	3	
		1	2	9
		4	3	0

(43 × 3)
(43 × 10)

c)

x				
		1	0	5
		4	2	0

(21 × 5)
(21 × 20)

b)

		2	1	
x		1	6	
		1	2	6
		2	1	0

(×)
(×)

3 Mo is calculating 34×23 . Here is his working.

		3	4	
x		2	3	
		1	0	2
		6	8	
		1	7	0

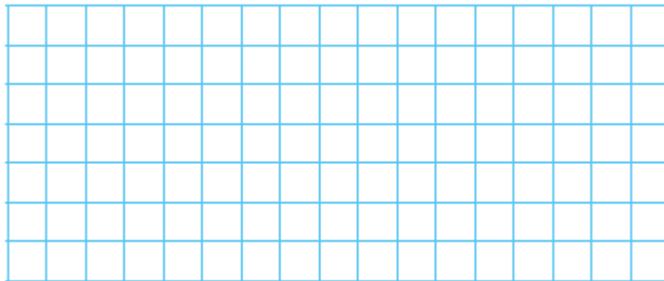
What mistake has Mo made?
What is the correct answer?
You may use the blank grid for your workings.



4 Work out the multiplications.

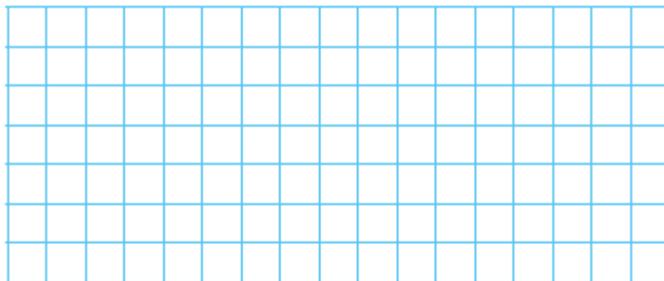
a) $52 \times 34 =$

c) $46 \times 64 =$



b) $22 \times 56 =$

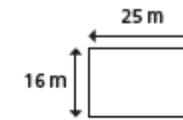
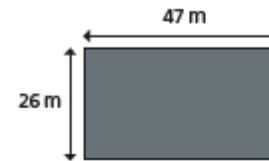
d) $47 \times 63 =$



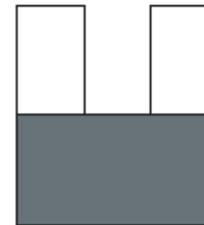
5 A machine prints 92 labels every minute.

How many labels will it print in three-quarters of an hour?

6 Here are two rectangles.



a) What is the area of this compound shape?



b) What is the area of the shaded part?



Compare methods and answers with a partner.
What is the same and what is different?



5 Some children are asked to work out 308×19
 a) Which is the best estimate to use to check their answers?
 Circle your choice and work out the answer to your estimate.

- 300×10 300×20 310×20 300×19

estimate answer =

b) Explain the reasons for your choice.
 c) Here are answers given by three children.
 Nijah 28,028 Filip 5,852 Whitney 2,080

From your estimate, who do you think is correct? _____

d) Work out the correct answer.

e) What mistakes might the others have made?

6 A football pitch is 128 m long and 52 m wide.
 a) What is the area of the pitch?

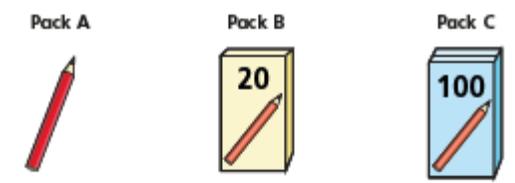
b) A field is 25,000 m².
 How many football pitches could fit in it?

7 Write $>$, $<$ or $=$ to complete each statement.

- a) 146×64 164×46
 135×53 153×35

b) What do you notice?
 Does this always happen?

8 Miss Rose is ordering some pencils.
 She orders 17 of pack A, 14 of pack B and 4 of pack C.



How many pencils does Miss Rose order?

Each pencil costs 16p.
 How much does Miss Rose spend on pencils?





Multiply 4-digits by 2-digits – basic practice

1 Complete the calculations.

a)

		2	4	3	3	
x				1	2	
<hr/>						
		4	8	6	6	
+	2	4	3	3	0	
<hr/>						

(2,433 ×)

(2,433 ×)

b)

		2	4	3	3	
x				1	7	
<hr/>						
		1	7 ₃	0 ₂	3 ₂	1
+	2	4	3	3	0	
<hr/>						

(2,433 ×)

(2,433 ×)

c)

		2	4	3	3	
x				3	1	
<hr/>						
		2	4	3	3	
+	7 ₁	2	9	9	0	
<hr/>						

(×)

(×)

2 Complete the multiplications.

a)

		1	3	4	5	
x				2	5	
<hr/>						
<hr/>						

(×)

(×)

b)

		5	0	1	2	
x				1	9	
<hr/>						
<hr/>						

(×)

(×)

c)

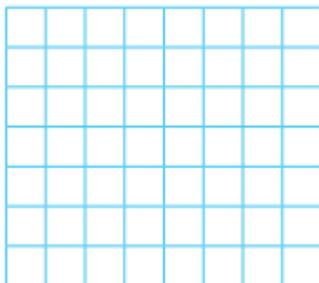
		2	7	0	8	
x				3	4	
<hr/>						
<hr/>						

(×)

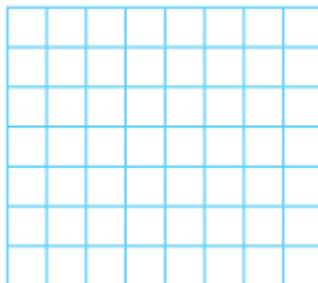
(×)

3 Work out the multiplications.

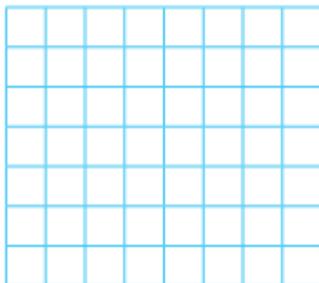
a) $4,511 \times 23$



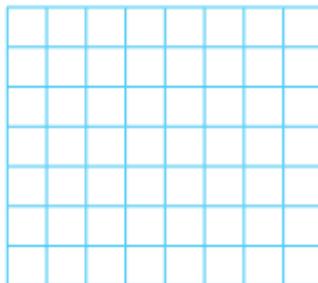
d) $8,001 \times 26$



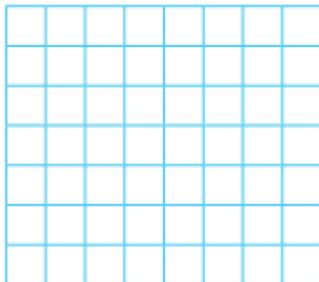
b) $5,037 \times 15$



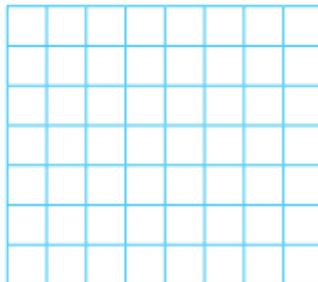
e) $9,261 \times 11$



c) $74 \times 1,156$



f) $49 \times 3,860$



4 Find the product of 5,604 and 81

5 A shop buys football shirts for £39 each and sells them for £49 each.

a) The shop buys 2,700 football shirts.

How much does it cost?

b) The shop sells all the football shirts.

How much profit does it make?

Could you have worked it out a different way?

6 Calculate $9,999 \times 99$

Compare methods with a partner.



Multiply 4-digits by 2-digits



1 Complete the multiplication.

		1	2	3	4	
x				2	1	
		1	2	3	4	
		2	4	6	8	0

$(1,234 \times \square)$

$(1,234 \times \square)$

2 Tommy is calculating $1,234 \times 26$

a) Complete his working out.

		1	2	3	4	
x				2	6	
		7	4	0	4	
		2	4	6	8	0

$(\square \times \square)$

$(\square \times \square)$

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

x	1,000	200	30	4
20				
6				



3 Rosie is calculating $2,541 \times 42$. Here is Rosie's working.

	2	5	4	1	
x			4	2	
	4	0	8	2	$(2,541 \times 2)$
	8	0	6	4	$(2,541 \times 40)$
	1	2	1	4	6

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

4 Work out the multiplications.

a) $4,284 \times 23$

b) $2,142 \times 46$

What do you notice?



Divide 2-digits by 1-digit (1)

- 1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
	
	
	

- a) Talk about Rosie's method with a partner.
b) Complete the division.

$$93 \div 3 = \square$$

- 2 Use place value counters to complete the divisions.

- a) $66 \div 3 = \square$ d) $48 \div 4 = \square$
b) $86 \div 2 = \square$ e) $\square = 39 \div 3$
c) $50 \div 5 = \square$ f) $84 \div 4 = \square$

- 3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
	
	
	
	



a)

I can't do it because I have counters left over.



Do you agree with Dexter? _____

Explain your answer.

- b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \square$$

- 4 Use place value counters to complete the divisions.

- a) $72 \div 3 = \square$ d) $48 \div 6 = \square$
b) $92 \div 4 = \square$ e) $\square = 45 \div 3$
c) $65 \div 5 = \square$ f) $64 \div 4 = \square$

- 5 Teddy is working out $57 \div 3$

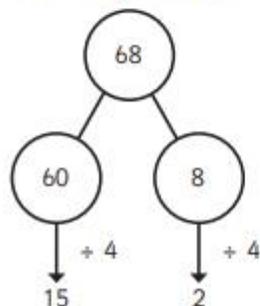
This division will need an exchange.



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out $68 \div 4$



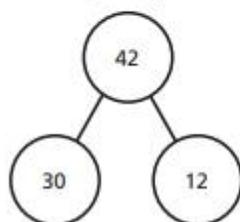
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

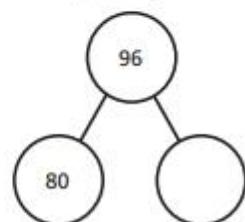


- 7 Use Amir's method to complete these calculations.

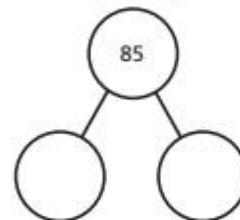
a) $42 \div 3 = \square$



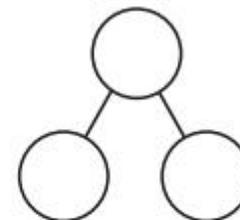
b) $96 \div 4 = \square$



c) $85 \div 5 = \square$



d) $84 \div 6 = \square$



- 8 Kim has 92 beads.
She wants to share them equally between 4 friends.
How many beads will each friend get?

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

$96 \div 8$ $72 \div 6$

$95 \div 5$ $63 \div 3$

$51 \div 3$ $64 \div 4$

$98 \div 7$ $95 \div 5$



Multiply 2-digits by 2-digits



1 Complete the multiplications.

a) $6 \times 6 = 36$

d) $7 \times 9 = 63$

$6 \times 60 = 360$

$7 \times 90 = 630$

b) $12 \times 8 = 96$

e) $21 \times 4 = 84$

$12 \times 80 = 960$

$21 \times 40 = 840$

c) $32 \times 3 = 96$

f) $48 \times 3 = 144$

$32 \times 30 = 960$

$48 \times 30 = 1,440$

How did you work out your answers?



2 Fill in the missing numbers.

a)

		4	3	
x		1	3	
		1	2	9
		4	3	0
		5	5	9

(43 × 3)
(43 × 10)

c)

		2	1	
x		2	5	
		1	0	5
		4	2	0
		5	2	5

(21 × 5)
(21 × 20)

b)

		2	1	
x		1	6	
		1	2	6
		2	1	0
		3	3	6

(21) × (6)
(21) × (10)

3 Mo is calculating 34×23 . Here is his working.

		3	4	
x		2	3	
		1	0	2
		6	8	
		1	7	0

What mistake has Mo made?
What is the correct answer?
You may use the blank grid for your workings.

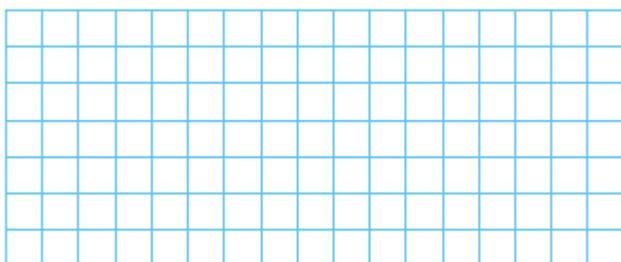
		3	4	
x		2	3	
		1	0	2
		6	8	0
		7	8	2



4 Work out the multiplications.

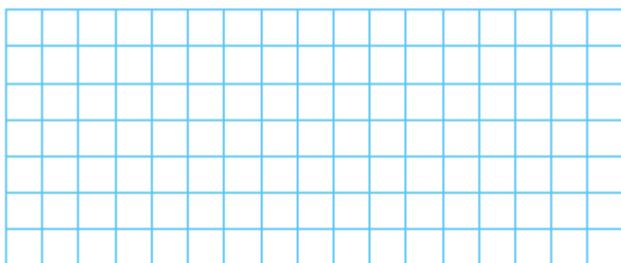
a) $52 \times 34 = 1,768$

c) $46 \times 64 = 2,944$



b) $22 \times 56 = 1,232$

d) $47 \times 63 = 2,961$

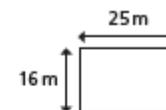
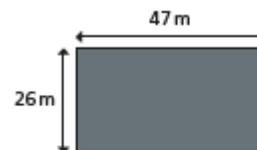


5 A machine prints 92 labels every minute.

How many labels will it print in three-quarters of an hour?

4,140

6 Here are two rectangles.



a) What is the area of this compound shape?



2,022 m²

b) What is the area of the shaded part?



822 m²

Compare methods and answers with a partner.
What is the same and what is different?

5 Some children are asked to work out 308×19
 a) Which is the best estimate to use to check their answers?
 Circle your choice and work out the answer to your estimate.

300×10 300×20 310×20 300×19

estimate answer = 6,200

b) Explain the reasons for your choice.
 c) Here are answers given by three children.
Nijah 28,028 Filip 5,852 Whitney 2,080

From your estimate, who do you think is correct? Filip

d) Work out the correct answer.
5,852

e) What mistakes might the others have made?

6 A football pitch is 128 m long and 52 m wide.
 a) What is the area of the pitch?
6,656 m²

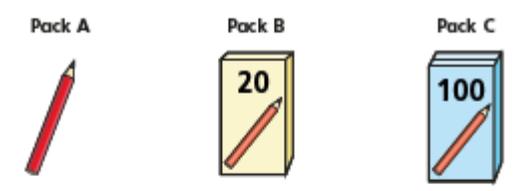
b) A field is 25,000 m².
 How many football pitches could fit in it? 3

7 Write $>$, $<$ or $=$ to complete each statement.

a) 146×64 > 164×46
 135×53 > 153×35

b) What do you notice?
 Does this always happen?

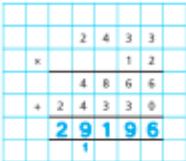
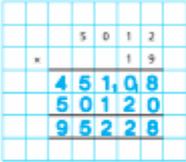
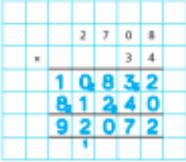
8 Miss Rose is ordering some pencils.
 She orders 17 of pack A, 14 of pack B and 4 of pack C.



How many pencils does Miss Rose order?
697

Each pencil costs 16p.
 How much does Miss Rose spend on pencils?
£111.52

Y5 - Spring - Block 1 - Multiply 4-digits by 2-digits - basic practice Answers

Question	Answer
1	<p>a)  $\{2,433 \times 2\}$ $\{2,433 \times 10\}$</p> <p>b)  $\{2,433 \times 7\}$ $\{2,433 \times 10\}$</p> <p>c)  $\{2,433 \times 1\}$ $\{2,433 \times 30\}$</p>
2	<p>a)  $\{1,345 \times 5\}$ $\{1,345 \times 20\}$</p> <p>b)  $\{5,012 \times 9\}$ $\{5,012 \times 10\}$</p> <p>c)  $\{2,708 \times 4\}$ $\{2,708 \times 30\}$</p>

Y5 - Spring - Block 1 - Multiply 4-digits by 2-digits - basic practice Answers (continued)

Question	Answer
3	<p>a) 103,753 b) 75,555 c) 85,544 d) 208,026 e) 101,871 f) 189,140</p>
4	453,924
5	<p>a) £105,300 b) 27,000 c) E.g. The profit per shirt is £10, so work out $2,700 \times 10$</p>
6	<p>989,901 Possible methods include: using the column method to work out $9,999 \times 99$ working out $9,999 \times 100$ and subtracting 9,999 working out $10,000 \times 99$ and subtracting 99</p>

Multiply 4-digits by 2-digits

- 1 Complete the multiplication.

		1	2	3	4
x				2	1
		1	2	3	4
		2	4	6	8
		2	5	9	14
				1	

$(1,234 \times \boxed{1})$

$(1,234 \times \boxed{20})$

- 2 Tommy is calculating $1,234 \times 26$

- a) Complete his working out.

		1	2	3	4
x				2	6
		7	4	0	4
		2	4	6	8
		3	2	0	84
				1	

$(\boxed{1,234} \times \boxed{6})$

$(\boxed{1,234} \times \boxed{20})$

- b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

x	1,000	200	30	4
20	20,000	4,000	600	80
6	6,000	1,200	180	24



- 3 Rosie is calculating $2,541 \times 42$
Here is Rosie's working.

		2	5	4	1
x				4	2
		4	0	8	2
		8	0	6	4
		1	2	1	4
				6	

- a) Rosie has made two mistakes. What are they?

She hasn't correctly exchanged.
She has multiplied by 4, not 40

- b) What is the correct answer?

$\boxed{106,722}$

- 4 Work out the multiplications.

a) $4,284 \times 23$

b) $2,142 \times 46$

		4	2	8	4
x				2	3
		1	2	8	5
		8	5	6	8
		9	8	5	3
				1	

		2	1	4	2
x				4	6
		1	2	8	5
		8	5	6	8
		9	8	5	3
				1	

What do you notice?

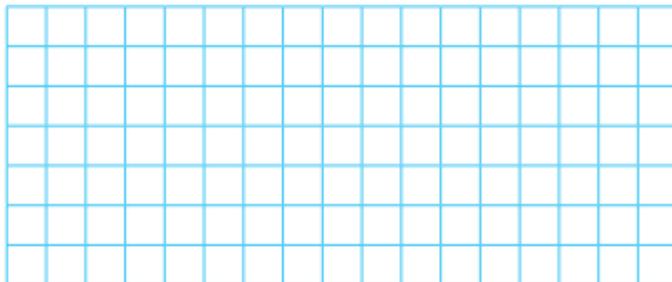


- 5 A machine makes 2,734 boxes every hour.
The machine works for 3 hours each day.
a) How many boxes will it make in 12 days?

98,424

- b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

- 6 Work out $378 \times 7 \times 12$
Show your method clearly.



31,752



- 7
- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|

$$\begin{array}{cccc} \square & \square & \square & \square \\ \times & & \square & \square \\ \hline \end{array}$$

- a) Using all the digit cards, create 4 different calculations and work out the answer to each.

Various answers.

- b) Write your answers in ascending order.

- c) What is the smallest product that can be made?

32,544



- 8 Amir scores 4,680 points in a computer game for 12 games in a row.
Whitney scores 2,512 points every game for 24 games.

Who scores more points?

Whitney

Amir: 56,160

Whitney: 60,288

How many more?

4,128



Divide 2-digits by 1-digit (1)

- 1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
	
	
	

- a) Talk about Rosie's method with a partner.
b) Complete the division.

$$93 \div 3 = \boxed{31}$$

- 2 Use place value counters to complete the divisions.

a) $66 \div 3 = \boxed{22}$

d) $48 \div 4 = \boxed{12}$

b) $86 \div 2 = \boxed{43}$

e) $\boxed{13} = 39 \div 3$

c) $50 \div 5 = \boxed{10}$

f) $84 \div 4 = \boxed{21}$

- 3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
	
	
	
	



a)

I can't do it because I have counters left over.



Do you agree with Dexter? No

Explain your answer.

He can exchange 1 ten for 10 ones.

- b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \boxed{14}$$

- 4 Use place value counters to complete the divisions.

a) $72 \div 3 = \boxed{24}$

d) $48 \div 6 = \boxed{8}$

b) $92 \div 4 = \boxed{23}$

e) $\boxed{15} = 45 \div 3$

c) $65 \div 5 = \boxed{13}$

f) $64 \div 4 = \boxed{16}$

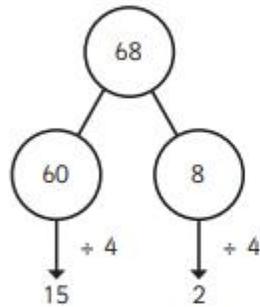
5 Teddy is working out $57 \div 3$

This division will need an exchange.



How does Teddy know this? Talk about it with a partner.

6 Amir is working out $68 \div 4$

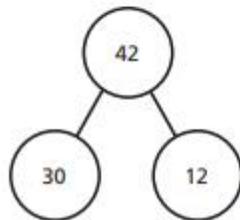


$$68 \div 4 = 17$$

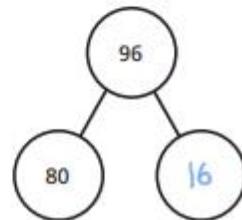
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

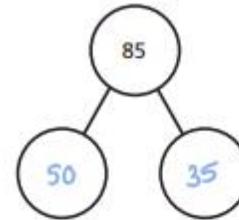
a) $42 \div 3 = 14$



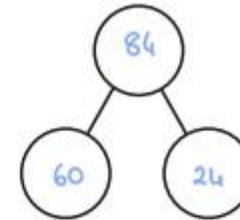
b) $96 \div 4 = 24$



c) $85 \div 5 = 17$



d) $84 \div 6 = 14$



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

23

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

$96 \div 8 = 72 \div 6$

$95 \div 5 < 63 \div 3$

$51 \div 3 > 64 \div 4$

$98 \div 7 < 95 \div 5$

The Legend of the Mafomeira

Deep within the forest there lives the tallest of all trees. They stretch their thick branches full of leaves up into the blue skies and give us oxygen to breathe. Their trunks are very wide and many of these beautiful giants have been in the forest for hundreds of years.

These mighty trees are known as Mafomeira (known as Lapuna in Spanish) and there are many stories that claim the Mafomeira possess a spirit that protects the forest. One such story was told by an old man whose name was Adao.

One day, a very long time ago, Adao and his two young friends decided that they would earn their money by cutting down trees in the forest and selling the lumber to local farmers and builders. The three friends built a small cabin in the forest and set out one morning to cut down their first tree. One tree provided enough lumber for the three men to make an honest living for the whole month. The farmers were happy and so were the builders. And for every tree they chopped down the three friends planted two baby samplings that would one day grow into mighty Mafomeira. 'This is how we keep the forest healthy and happy,' Adao would say with a smile each time he planted a sapling in the earth. 'And if we take care of the forest then the forest will take care of us.'

Adao and his friends were happy in the forest. They loved their simple cabin and they enjoyed their labours. They only ever cut down one Mafomeira tree each month and they always made sure to plant the baby samplings in order to show respect for the forest. But then, almost without Adao noticing, things started to change.

Adao's friends began to look at the trees in a different way. One asked, 'Why is it that we only cut a single tree each month when we could be cutting many more?'

'We could earn ourselves a great deal of money if we cut down more trees,' said the other.

Adao was very distressed to hear his friends talking in such a way because he respected the forest and did not want to cut down more trees than were needed. But his friends were not to be dissuaded and so they collected their savings and bought a big tractor and more cutting equipment.

They set out into the forest with their new equipment and began cutting down tree after tree. The mighty trunks fell to the ground one after another and as the forest filled with the crashing and tearing sound of the Lapuna trees Adao's heart filled with sadness.

'What are you doing, my friends?' he asked. 'We must not disrespect the forest in such a way.'

But the two friends would not listen; instead they chopped and stripped the trees and loaded them onto the tractor one after the other. All they could think about was money; they did not care about the forest anymore.

The two friends became so skilled at chopping down the mighty Mafomeira trees that very soon Adao was unable to replace the fallen trees with enough saplings. He knew that what his friends were doing was wrong but he was unable to stop them because they were blinded by greed. He was sure that he was alone in his quest to prevent the forest from being disrespected and he was fast losing all heart.

But he was not alone. The spirit of La Mafomeira was watching and listening, and the spirit was very angry that the trees were being cut down in such a disrespectful way.

That night, as Adao lay awake in his cot in the little cabin, he heard the mighty trees stirring in the forest and was sure he felt a strange presence all around. On the breeze he could make out words whispered into the night. 'You shall not treat the forest in such a way. You shall not go unpunished. I am the spirit of the Mafomeira and I am here to protect and preserve the trees and animals.'

The next day things did not go as planned for Adao's friends. Both men awoke to a terrible pain in their stomachs and nothing they did seemed to ease the pain. Despite their discomfort, greed pulled both men from their cots and made sure that they collected the cutting equipment and prepared for the day ahead. But then the tractor would not start.

'I do not care about the tractor,' said one. 'I am still cutting down trees today.'

'And I do not care about the pain in my stomach,' said the other as he grabbed his axe and made ready to cut down the Mafomeira tree nearest to him.

Poor Adao pleaded with his friends to stop what they were doing and spend the day planting saplings in the forest, but neither man would listen.

Just as they raised their axes a mighty wind blew through the forest. The Mafomeira trees swayed and creaked and moaned in the wind and very soon a heavy rain began to fall. The wind and the rain destroyed the cabin and overturned the tractor. Then one of the friends dropped his axe and cut his leg very badly. The wind grew stronger and stronger until there was nothing left of the cabin at all but a few torn planks. The tractor was washed away as a nearby river broke its banks and it was then that Adao's friends suddenly grew very scared.

'We must run from here!' they screamed. 'The forest has destroyed all of our equipment and there is nothing left!'

Then the two friends ran out of the forest as fast as they could and never returned again. Despite fearing for his life Adao stayed where he was and allowed the winds to push him and the rains to fall on him and soak his clothes to his skin until he was cold and battered and bruised.

'I will not leave the forest!' he cried out at the top of his voice. 'I will stay and plant new saplings to replace the trees that my greedy friends chopped down! I shall stay and do this until I die and nothing will change my mind!'

Then, all of a sudden, the winds died down and the rains came to an abrupt stop. The clouds cleared and the sun came out and dried up the forest floor.

Adao was very grateful the storm was over, and as soon as he recovered his wits and dried his clothes he set about planting new saplings in the earth. He worked hard all day and sang to himself the whole time. He planted many saplings and each time he did so he prayed that the sapling would grow into a mighty Mafomeira tree.

All day and all night Adao worked in the forest planting his saplings until he was too tired and too hungry to work any longer. He grew afraid because he was exhausted and in need of food and shelter and remembered sadly how the cabin was destroyed by the storm. But when he returned to the clearing he was amazed to find his little cabin standing there unharmed, a small fire in the hearth and a modest meal on the table.

Adao knew then that the spirit of the Mafomeira had created the storm just as it had returned his cabin to him. The kind man sat down to his dinner and looked into the fire with watery eyes. 'I shall continue to plant new saplings here until I am no more,' he vowed to himself. 'And I shall only ever cut down a single Mafomeira tree each month because that is all that is needed.'

And that is exactly what he did. They say that Adao lived for almost one hundred years and that he took his last breath in the forest. They say that his spirit joined the Mafomeira just as all others who have passed away in the forest have joined the spirit of the Mafomeira and help to protect the beautiful forest from all those who would disrespect the trees and the animals within.

That is the legend of the Mafomeira and that is why it is important to preserve and respect the forests of the world.

Making the Difference



Complete the following sentences and share with your teacher.

- The range of careers in chemistry includes.....
- Someone I was interested in was because.....
- Something I was surprised by was.....
- Something I have learned is.....
- I would nominate..... to have a scientist poster made about them to be shared with all my year! because.....

Chimney sweeps

Who were they?

These were usually small boys between the ages of 5 and 10, although most were under the age of seven, and some were even as young as four. They were often sickly, rarely bathed, and learned to beg hand outs of food and clothing from their customers as all the money they earned went to their masters.

What did they do?

The chimney sweeps would clamber up chimneys to clean out deposits of soot. The job for these climbing boys was to climb up inside the chimney, brushing and scraping the chimney as they went, using small hand-held brushes or metal scrapers to remove the harder tar deposits left by wood and especially coal fire smoke. They weren't done until their heads poked out of the chimney top.

Where did the chimney sweeps live?

The young chimney sweeps would sleep in cellars on bags of soot collected from the chimneys they swept. Often the soot would be dumped out of one of these bags and that same bag would then be used as a blanket at night.



Chimney sweeps were not given protective clothing to protect them from the dangers of the job.



The chimney sweep masters would sometimes treat the boys cruelly to make sure the job got done.

Who helped chimney sweeps?

The chimney sweep master taught them the trade while being responsible for feeding, clothing, and housing them. The masters or their assistance would sometimes light a small fire in the fireplace, hold a lighted straw under their feet or even poke and prod the children with pins to force the boys up the chimney!

How dangerous was the job?

Because the chimneys were extremely narrow, many of the children were reluctant to wriggle into them. It was a dangerous and filthy job for the boys to undertake, especially without the protection of safety clothing. Many suffered from problems such as twisted spines and kneecaps, deformed ankles and breathing difficulties. Sadly there were recorded incidents of chimney sweeps getting stuck up the chimneys or being badly burned.



Questions:

- 1) How what was the age range of chimney sweeps in Victorian England?
- 2) Why do you think the Masters preferred younger sweeps.
- 3) Describe the job of the chimney sweeps in your own words.
- 4) How did the chimney sweeps know that their job was finished.
- 5) Why did the chimney sweeps have to beg for food?
- 6) What cruel methods did the masters use to make sure the sweeps did their job properly?
- 7) What health problems did chimney sweeps often develop?

Y5: Spring SPAG Lesson 1 (Spelling)

Words to learn for test in a fortnight (2 weeks)

Green words - everyone must learn to spell these words
 Blue words - most people will learn to spell these words too
 Red words - some people will also learn these words

LOOK at the word carefully. COVER it. Then WRITE out the word 3 times, going across the page (not down).
 CHECK each time. Make sure that by the time you get to the 3rd column it is correct!

Focus: /shul/ written as tial or cial	1st Attempt	2nd Attempt	3rd Attempt
1 special			
2 social			
3 antisocial			
4 official			
5 artificial			
6 essential			
7 confidential			
8 initial			
9 partial			
10 potential			
11 influential			
12 torrential			
13 commercial			
14 financial			
15 beneficial			

Words of the Week

(This week there are a lot of words that you might not know... Look up the meaning of a few!)

social	
antisocial	
artificial	

Extension:

Expanding Vocabulary

The word **social** comes from the Latin word **socio** (meaning **companion/friend**).

There are several other words that come from the same root.

Choose a blue word from the boxes to fill in the table below, matching the word to its definition.

society	associate	unsocial	disassociate	sociology
---------	-----------	----------	--------------	-----------

Word	Definition
association	(Noun) A group of people who have gathered together, based on similar goals or beliefs
	1. (Noun) A fellow worker or friend 2. (Verb) Connect (someone or something) with something else in one's mind
	(Verb) To break ties with a group
	1. (Noun) A large group of people who live together in an organized way 2. (Noun) An organization or club formed for a particular purpose or activity
	1. (Adjective) Not social 2. (Adjective) Having or showing dislike for others in a group
	(Noun) The study of how people get along

Tablero

The board game layout consists of the following elements:

- Central Path:** A sequence of four colored squares: VERDE (green), ROSA (pink), AMARILLO (yellow), and AZUL (blue).
- Starting Area:** Squares 1 (blue), 2 (grid of colored dots), 3 (yellow), and 4 (pink).
- Finish Area:** Square 16 (pink) and a black square labeled GANADOR (winner).
- Other Squares:** Square 5 (green), square 6 (blue), square 7 (pink), square 8 (grid of colored dots), square 9 (yellow), square 10 (green), square 11 (grid of colored dots), square 12 (blue), square 13 (grid of colored dots), square 14 (green), and square 15 (yellow).

RE: Matthew Chapter 3

John the Baptist Prepares the Way

In those days John the Baptist came, preaching in the wilderness of Judea ² and saying, "Repent, for the kingdom of heaven has come near." ³ This is he who was spoken of through the prophet Isaiah:

"A voice of one calling in the wilderness,
'Prepare the way for the Lord,
make straight paths for him.'"^[a]

⁴ John's clothes were made of camel's hair, and he had a leather belt around his waist. His food was locusts and wild honey. ⁵ People went out to him from Jerusalem and all Judea and the whole region of the Jordan. ⁶ Confessing their sins, they were baptized by him in the Jordan River.

⁷ But when he saw many of the Pharisees and Sadducees coming to where he was baptizing, he said to them: "You brood of vipers! Who warned you to flee from the coming wrath? ⁸ Produce fruit in keeping with repentance. ⁹ And do not think you can say to yourselves, 'We have Abraham as our father.' I tell you that out of these stones God can raise up children for Abraham. ¹⁰ The ax is already at the root of the trees, and every tree that does not produce good fruit will be cut down and thrown into the fire.

¹¹ "I baptize you with^[a] water for repentance. But after me comes one who is more powerful than I, whose sandals I am not worthy to carry. He will baptize you with^[a] the Holy Spirit and fire. ¹² His winnowing fork is in his hand, and he will clear his threshing floor, gathering his wheat into the barn and burning up the chaff with unquenchable fire."

The Baptism of Jesus

¹³ Then Jesus came from Galilee to the Jordan to be baptized by John. ¹⁴ But John tried to deter him, saying, "I need to be baptized by you, and do you come to me?"

¹⁵ Jesus replied, "Let it be so now; it is proper for us to do this to fulfill all righteousness." Then John consented.

¹⁶ As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. ¹⁷ And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."