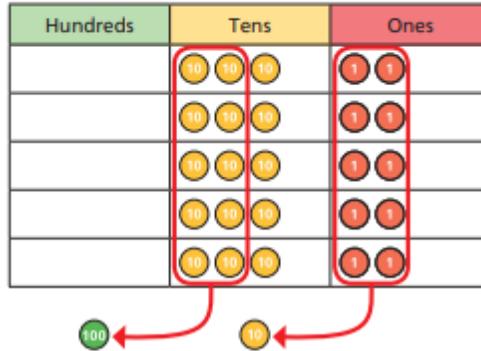


	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Multiply 2 digits by 1 digit'  <a href="https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply 3 digits by 1 digit'  <a href="https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply 4 digits by 1 digit'  <a href="https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply-2 digits (area model)'  <a href="https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply-2 digits (area model)'  <a href="https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/</a></p> <p>Follow up activity below</p>
$\times$ table s	<p><b>Remember:</b>            2x, 5x, 10x - <b>Bronze</b>                      3x, 4x, 8x - <b>Silver</b>                      6x, 7x, 9x, 11x, 12x - <b>Gold</b>                      <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a>                      <a href="https://ttrockstars.com/">https://ttrockstars.com/</a></p>				
English	<p><b>Write a recount</b>            Write about your favourite time during the Christmas holidays.  <b>Remember to</b>            Use fronted adverbials and other sentence starts to add variety            Show rather than tell the thoughts and feelings of the people you write about <i>eg 'his stomach gurgled as his eyes fell upon the table piled high with food...'</i></p>	<p>Watch Y5 English Lesson 2 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a>            or access the lesson live on zoom following the invitation which has been sent to you.</p>	<p>Watch Y5 English Lesson 3 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a>            or access the lesson live on zoom following the invitation which has been sent to you.            Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 4 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a>            or access the lesson live on zoom following the invitation which has been sent to you.            Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 5 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a>            or access the lesson live on zoom following the invitation which has been sent to you.            Follow up activity and supporting resources below</p>
Other Subjects	<p><b>Science</b>            This half term you are going to be learning about our solar system. To get us started, spend this lesson researching the order of the planets in the system and finding out some facts about each planet. This <a href="#">song</a> might help.            Present your findings in poster form.</p>	<p><b>RE</b>  <b>Watch this <a href="#">video</a> about Sikhism</b>            Read the rest of the information on the webpage. There is a quiz at the end that you can do to test your new knowledge. You will be deepening your knowledge and understanding of Sikhism over the term.</p>	<p><b>Geography</b>            Our new topic is the water cycle. Watch this <a href="#">video</a> describing the water cycle.            Draw a simple diagram that shows the water cycle.            Look up and write definitions for the following key words:</p> <ul style="list-style-type: none"> <li>• Evaporation</li> <li>• Condensation</li> <li>• Precipitation</li> </ul>	<p><b>History</b>            If you follow this <a href="#">link</a> you will find a number of video about life in the Victorian Workhouse. You can watch all of them or just a selection.            As you watch the videos, takes notes that will help you create a 'picture' of what it was like to live in a workhouse.            You can do this by creating a mind map or you might prefer to use bullet points. Some people prefer to record their ideas by sketching little pictures and then labelling them (like visual literacy). It is up to you – be as creative as you like.            Your notes are to help you write a diary entry, imagining you are a child living in a workhouse (see task tomorrow)</p>	<p><b>History (cont'd)</b>            Write a diary entry, imagining that you are a Victorian child living in a workhouse.</p> <ul style="list-style-type: none"> <li>• What time did you have to get up?</li> <li>• What did you eat?</li> <li>• What did you wear?</li> <li>• Where were the rest of your family?</li> <li>• Did you go to school?</li> <li>• Were people kind to you?</li> <li>• How did you spend your day?</li> </ul> <p>There are examples <a href="#">here</a></p>

## Multiply 2-digits by 1-digit

- 1 Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Work out the multiplication.

$$5 \times 32$$

Use Brett's method to work out  $6 \times 34$

- 2 Rosie works out  $4 \times 37$  using a written method.

	H	T	O		
		3	7		
x			4		
		2	8	(7 x 4)	
	1	2	0	(3 0 x 4)	
	1	4	8		

Talk about Rosie's method with a partner.

Use Rosie's method to work out  $6 \times 28$

- 3 Dani uses a different written method to work out  $8 \times 42$

	H	T	O
		4	2
x			8
	3	3	6
		1	

Talk about Dani's method with a partner.

Use Dani's method to work out  $3 \times 27$

- 4 Use a written method to complete the multiplications.

a) $38 \times 6 =$ <input type="text"/>	d) $52 \times 5 =$ <input type="text"/>
b) $71 \times 3 =$ <input type="text"/>	e) $29 \times 8 =$ <input type="text"/>
c) $45 \times 9 =$ <input type="text"/>	f) $17 \times 4 =$ <input type="text"/>

- 5 Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

- 6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

## Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?  
 b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

- a)  $3 \times 213$                       d)  $6 \times 106$   
 b)  $4 \times 216$                       e)  $4 \times 209$   
 c)  $5 \times 106$                       f)  $317 \times 3$

- 3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1
100 100	10	1 1 1
100 100	10	1 1 1

H	T	O
2	1	5
x		3
_____		
_____		

- 4 Work out the multiplications.

	H	T	O
	2	1	7
x			4
_____			
_____			

	H	T	O
	4	3	9
x			2
_____			
_____			

	H	T	O
	1	0	8
x			6
_____			
_____			

- a)  $163 \times 5$                       e)  $3 \times 240$                       f)  $7 \times 131$

- 5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

- 6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000



Teddy

I know the answer should end in 5 because I know  $5 \times 5$  is 25

- a) Who is correct?

Ron                      Teddy                      both                      neither

- b) Use a written method to work out  $5 \times 245$

4 Work out the multiplications.

a)

		H	T	O
		2	1	7
	x			4
		-----		
		-----		

d)  $163 \times 5$

b)

		H	T	O
		4	3	9
	x			2
		-----		
		-----		

e)  $3 \times 240$

c)

		H	T	O
		1	0	8
	x			6
		-----		
		-----		

f)  $7 \times 131$

5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

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I know the answer should end in 5 because I know  $5 \times 5$  is 25

a) Who is correct?

Ron

Teddy

both

neither

b) Use a written method to work out  $5 \times 245$

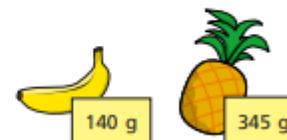
7 There are 7 year groups in a school.

There are 112 children in each year group.

How many children are there in the whole school?

8 A banana weighs 140 g

A pineapple weighs 345 g



Bag A contains 8 bananas and bag B contains 3 pineapples.

Which bag weighs more and by how much?

Show your working.

## Multiply 4-digits by 1-digit

- 1 Complete the sentences to describe the multiplication.

Th	H	T	O
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1
1000 1000	100 100	10	1 1 1

There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

There are  thousands altogether.

$2,213 \times 3 =$

- 2 Complete the multiplication.

Use a place value chart to help you.

		2	1	0	2
	x				4

- 3 A football stadium holds 2,214 people.

The stadium is full for 4 matches in a row.

What was the attendance for all 4 matches?



- 4 Nijah is calculating  $2,430 \times 3$

She makes this place value chart to help her.

Th	H	T	O
	100 100	10 10	1 1
	100 100	10 10	1 1
	100 100	10 10	1 1

She gets the answer 729

What mistake has Nijah made?

What is the correct answer?

- 5 Complete the multiplications.

a)  $3,126 \times 3 =$

c)  $4,132 \times 6 =$

b)  $4,812 \times 2 =$

d)  $1,502 \times 5 =$

- 6 Ron is working out  $7,423 \times 0$

$$\begin{array}{r} 7\ 4\ 2\ 3 \\ \times \quad 0 \\ \hline 7\ 4\ 2\ 3 \end{array}$$

The answer is 7,423



Do you agree with Ron?

Did Ron have to use a column method? Is there a quicker way?



- 4 Nijah is calculating  $2,430 \times 3$   
She makes this place value chart to help her.

Th	H	T	O
	200 200	40 40	3 3
	100 100	20 20	1 1
	100 100	30 30	1 1

She gets the answer 729  
What mistake has Nijah made?  
What is the correct answer?

- 5 Complete the multiplications.

a)  $3,126 \times 3 = \square$       c)  $4,132 \times 6 = \square$   
b)  $4,812 \times 2 = \square$       d)  $1,502 \times 5 = \square$

- 6 Ron is working out  $7,423 \times 0$

$$\begin{array}{r} 7\ 4\ 2\ 3 \\ \times \quad 0 \\ \hline 7\ 4\ 2\ 3 \end{array}$$

The answer is 7,423



Do you agree with Ron?  
Did Ron have to use a column method? Is there a quicker way?

- 7 Work out these multiplications.

$$\begin{array}{l} 2,846 \times 2 \\ 2,846 \times 4 \\ 2,846 \times 8 \end{array}$$

What do you notice about the answers?

- 8

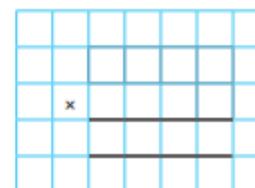
$$248 \times 10 = 2,480$$

Without using the formal method, how could you use this fact to calculate  $248 \times 9$ ?

Check your answer using the formal method.

Which method was easier?

- 9 Use each digit card once to write a multiplication.



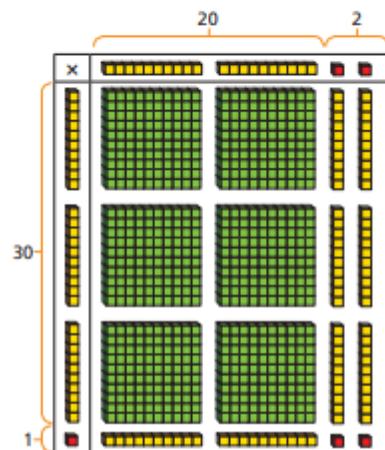
How many different products can you find?

What is the closest product to 8,000?

## Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out  $31 \times 22$

Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

$31 \times 22 =$

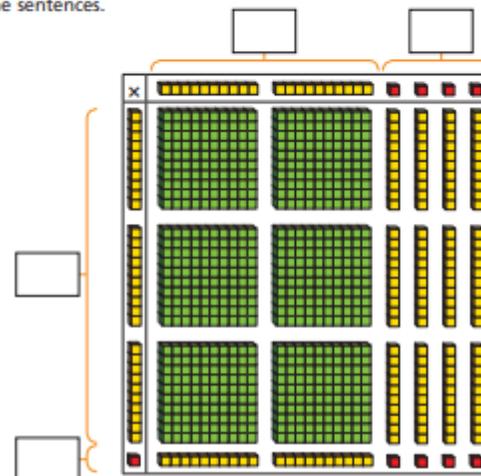
- 2 Use base 10 to work out the multiplications.

a)  $12 \times 14$       b)  $23 \times 13$



- 3 Amir is using base 10 to calculate  $31 \times 24$

a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

b) Describe any exchanges you need to make.

c) Work out the multiplication.

$31 \times 24$

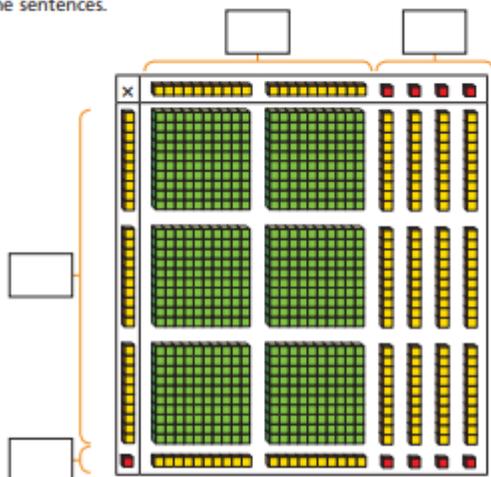
- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15$       b)  $36 \times 12$



3 Amir is using base 10 to calculate  $31 \times 24$

a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

b) Describe any exchanges you need to make.

c) Work out the multiplication.

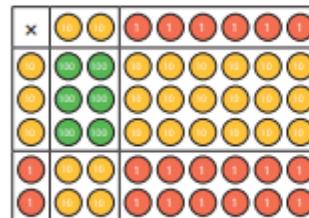
$31 \times 24$

4 Use base 10 to work out these multiplications.

- a)  $25 \times 15$       b)  $36 \times 12$



5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30		
2		

$26 \times 32 =$

6 Use an area model to help you work out the multiplication.

- a)  $28 \times 14$       b)  $27 \times 16$       c)  $35 \times 22$       d)  $45 \times 36$

7 Work out the multiplications.

$21 \times 24$

$18 \times 26$

$31 \times 25$

8  $24 \times$    $= 768$

Use an area model to find the missing number.

9 Use each digit card once to write a multiplication.



$\times$    $=$

How many different answers can you find?

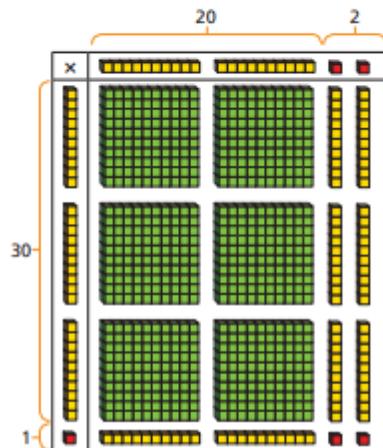
How many products are there between 1,000 and 1,500?



## Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out  $31 \times 22$

Use Kim's model to help you complete the sentences.



There are  ones altogether.  
 There are  tens altogether.  
 There are  hundreds altogether.  
 $31 \times 22 =$

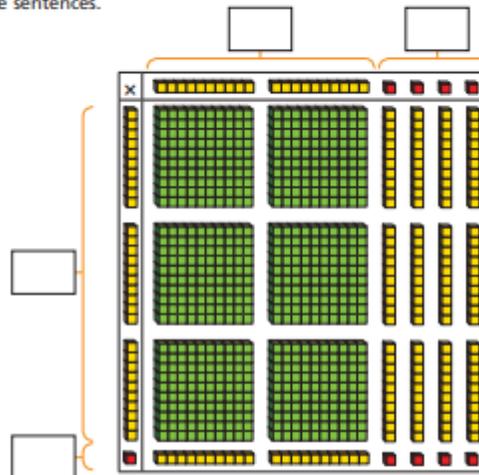
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There are  ones altogether.  
 There are  tens altogether.  
 There are  hundreds altogether.

b) Describe any exchanges you need to make.

c) Work out the multiplication.

$31 \times 24$

- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15$       b)  $36 \times 12$





**English: Wednesday 6<sup>th</sup> January 2021**

## **How Brazilian Beetles Got Their Gorgeous Coats**



In Brazil the beetles have such beautifully coloured, hard-shelled coats upon their backs that they are often set in pins and necklaces like precious stones. Once upon a time, years and years ago, they had ordinary plain brown coats. This is how it happened that the Brazilian beetle earned a new coat.

One day a little brown beetle was crawling along a wall when a big grey rat ran out of a hole in the wall and looked down scornfully at the little beetle. "O ho!" he said to the beetle, "how slowly you crawl along. You'll never get anywhere in the world. Just look at me and see how fast I can run."

The big grey rat ran to the end of the wall, wheeled around, and came back to the place where the little beetle was slowly crawling along at only a tiny distance from where the rat had left her.

"Don't you wish that you could run like that?" said the big grey rat to the little brown beetle.

"You are surely a fast runner," replied the little brown beetle politely. Her mother had taught her always to be polite and had often said to her that a really polite beetle never boasts about her own accomplishments. The little brown beetle never boasted a single boast about the things she could do. She just went on slowly crawling along the wall.

A bright green and gold parrot in the mango tree over the wall had heard the conversation. "How would you like to race with the beetle?" he asked the big grey rat. "I live next door to the tailor bird," he added, "and just to make the race exciting I'll offer a bright coloured coat as a prize to the one who wins the race. You may choose for it any colour you like and I'll have it made to order."

"I'd like a yellow coat with stripes like the tiger's," said the big grey rat, looking over his shoulder at his gaunt grey sides as if he were already admiring his new coat.

"I'd like a beautiful, bright coloured new coat, too," said the little brown beetle.

The big grey rat laughed long and loud until his gaunt grey sides were shaking. "Why, you talk just as if you thought you had a chance to win the race," he said, when he could speak.

The bright green and gold parrot set the royal palm tree at the top of the cliff as the goal of the race. He gave the signal to start and then he flew away to the royal palm tree to watch for the end of the race.

The big grey rat ran as fast as he could. Then he thought how very tired he was getting. "What's the use of hurrying?" he said to himself. "The little brown beetle can not possibly win. If I were racing with somebody who could really run it would be very different." Then he started to run more slowly but every time his heart beat it said, "Hurry up! Hurry up!" The big grey rat decided that it was best to obey the little voice in his heart so he hurried just as fast as he could.

When he reached the royal palm tree at the top of the cliff he could hardly believe his eyes. He thought he must be having a bad dream. There was the little brown beetle sitting quietly beside the bright green and gold parrot. The big grey rat had never been so surprised in all his life. "How did you ever manage to run fast enough to get here so soon?" he asked the little brown beetle as soon as he could catch his breath.

The little brown beetle drew out the tiny wings from her sides. "Nobody said anything about having to run to win the race," she replied, "so I flew instead."

"I did not know that you could fly," said the big grey rat in a subdued little voice.

"After this," said the bright green and gold parrot, "never judge any one by his looks alone. You never can tell how often or where you may find concealed wings. You have lost the prize."

Until this day, even in Brazil where the flowers and birds and beasts and insects have such gorgeous colouring, the rat wears a plain dull grey coat.

Then the parrot turned to the little brown beetle who was waiting quietly at his side. "What colour do you want your new coat to be?" he asked.

The little brown beetle looked up at the bright green and gold parrot, at the green and gold palm trees above their heads, at the green mangoes with golden flushes on their cheeks lying on the ground under the mango trees, at the golden sunshine upon the distant green hills. "I choose a coat of green and gold," she said.

From that day to this the Brazilian beetle has worn a coat of green with golden lights upon it.

For years and years the Brazilian beetles were all very proud to wear green and gold coats like that of the beetle who raced with the rat.

Then, once upon a time, it happened that there was a little beetle who grew discontented with her coat of green and gold. She looked up at the blue sky and out at the blue sea and wished that she had a blue coat instead. She talked about it so much that finally her mother took her to the parrot who lived next to the tailor bird.

"You may change your coat for a blue one," said the parrot, "but if you change you'll have to give up something."

"Oh, I'll gladly give up anything if only I may have a blue coat instead of a green and gold one," said the discontented little beetle. When she received her new coat she thought it was very beautiful. It was a lovely shade of blue and it had silvery white lights upon it like the light of the stars. When she put it on, however, she discovered that it was not hard like the green and gold one. From that day to this the blue beetles' coats have not been hard and firm. That is the reason why the jewellers have difficulty in using them in pins and necklaces like other beetles.

From the moment that the little beetle put on her new blue coat she never grew again. From that day to this the blue beetles have been much smaller than the green and gold ones.

When the Brazilians made their flag they took for it a square of green the colour of the green beetle's coat. Within this square they placed a diamond of gold like the golden lights which play upon the green beetle's back. Then, within the diamond, they drew a circle to represent the round earth and they coloured it blue like the coat of the blue beetle. Upon the blue circle they placed stars of silvery white like the silvery white lights on the back of the blue beetle. About the blue circle of the earth which they thus pictured they drew a band of white, and upon this band they wrote the motto of their country, "*Ordem e Progresso*, order and progress."

**English: Thursday 7<sup>th</sup> January 2021 & Friday 8<sup>th</sup> January**

<b>Characterisation:</b> The way that writers create, develop or present characters in a narrative	
<b>Direct</b>	<b>Indirect</b>
When the writer describes the: <b>appearance</b> <b>actions</b> <b>speech</b> <b>feelings</b> and <b>thoughts</b> of the character to reveal their personality.	When the writer describes through the <b>comments or thoughts of other characters</b> the: appearance actions speech feelings and thoughts of another character to reveal their personality.
This gives the reader clear and precise information.	This leaves the reader to infer personality and character traits. The reader needs to look and interpret clues in the narrative.