

Home Learning – Year 5 Holy Trinity Week Beginning 11<sup>th</sup> January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Multiply 2 digits by 2 digits' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply 3 digits by 2 digits' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply 4 digits by 2 digits (basic practice)' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiply 4 digits by 2 digits' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Divide 2 digit by 1 digit' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</a></p> <p>Follow up activity below</p>
X 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>Watch Y5 English Lesson 1 on Class Dojo.</p> <p><b>Comprehension questions:</b></p> <p>Read the extracts (see resources) and give detailed answers based on the small amount of information.</p> <p>Our focus for this lesson is using our reading strategy inferencing. Remember to read between the lines – what is the author trying to tell you?</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y5 English Lesson 2 on Class Dojo.</p> <p><b>Metaphor and simile recap/ Writing a letter - this lesson is split between today and tomorrow</b></p> <p>Warm up: Sort list of metaphors and similes into a table (see resource 1)</p> <p>Firstly, using the table (see resource 2) gives the sequence of events in detail: choose adjectives and descriptive phrases to show how Jack would have been feeling at each point. Remember to refer to physical responses (heart pounding, panting, trembling etc)</p> <p>Secondly, using the next table (resource 3) further enhance your descriptions by including simile and metaphors. This resource gives you an opportunity to think of some examples you might include in your letter.</p> <p>Thirdly, this resource gives you some pointers about how to set out a letter. Remind pupils that Jack's grandma will not know the sequence of events and so they will need to give a brief outline of these.</p> <p>Writing task: From the perspective of Jack, you are going to write a letter to his Gran</p>	<p>Watch Y5 English Lesson 3 on Class Dojo.</p> <p><b>Metaphor and simile recap/ Writing a letter - this lesson is split between yesterday and today. We will edit your letter tomorrow.</b></p>	<p>Watch Y5 English Lesson 4 on Class Dojo.</p> <p><b>Letter editing</b></p> <p>The aim of your English session to improve your writing further Write a set of success criteria for yourself.</p> <ul style="list-style-type: none"> <li>• What makes a good letter?</li> <li>• Does your letter 'show' your feelings about August and the events at the camp?</li> <li>• Do you think Gran will understand?</li> <li>• Is the letter clearly written?</li> <li>• Is your punctuation present and correct (grandmas are fussy about this)?</li> <li>• Have you varied sentence starts/used interesting vocab so that the letter is interesting to read?</li> </ul>	<p>Watch Y5 English Lesson 5 on Class Dojo.</p> <p><b>Facial expression identification/ To understand and create own motto</b></p> <p>Watch the video clip: <a href="https://www.youtube.com/watch?v=zJMCctR8ivc">https://www.youtube.com/watch?v=zJMCctR8ivc</a></p> <p>Re-watch the clip carefully, using the pause button carefully and make a note of all the different body language the characters display and how his behaviour shows how they are feeling. Some of the body language is obvious and some is more subtle. (see resource 1 below)</p> <p>What is a precept? How does Mr Browne introduce it to the class? Think about Mr Brown's precept (see resources), What do you think it means? Think about the other precepts that are listed and choose your favourite to present in poster form (see instructions in resources)</p> <p>Finally... Create your own precept (with explanation) in your exercise book. You could make it your personal motto: it can be a song lyric, quotation from a novel, a famous saying or something personal between your friends and family.</p>

		about the account from the fight with the seventh- grade boys.			Follow up activity and supporting resources below
		Follow up activity and supporting resources below			
<b>SPAG</b>	<b>Weekly SPAG lesson can be found on the website and follow up resource is below</b>				
Other Subjects	<p><b>RE</b></p> <p>On Sunday, Christians celebrated the <b>Baptism of Jesus</b>.  <a href="https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/">https://request.org.uk/restart/2018/01/08/jesus-baptism-and-temptation/</a></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 the Baptist 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 see and what did you do next?</p>	<p><b>History</b></p> <p>Watch the <a href="#">video</a> 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 or 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 <a href="#">here</a> and the film is can be viewed <a href="#">here</a>. Please ask an adult before following either link.</p>	<p><b>Spanish</b></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><b>Azul -translate</b>  Guitarra , Camaleon, Leon, Naranja, Amarillo, Lunes, Febrero</p> <p><b>Verde - cultura</b>  Name 3 people in school that can Speak Spanish  Argentina is in Europe - true or false?  Name 2 Spanish foods,  Do you remember any Spanish traditions?  When do we celebrate dia de muertos?,</p> <p><b>Rosa - challenge</b>  10 burpees, 10 squats, Sing a Spanish song, Plank while singing the song of the months in Spanish!</p> <p><b>Groc - Pictionary</b>  Dragon, Kiwi, Elefante, Papa Noel, Paella, agua</p>	<p><b>Science</b></p> <p><b>What do scientists do? How do they change our world?</b> Scientists who are remembered often invent something new. Science has never been more in the news!  Watch <a href="#">newsround vaccine</a> update video.</p>  <ul style="list-style-type: none"> <li>• You are going to get a better understanding of people in science from a wide range of careers</li> <li>• Use <a href="#">this website</a> to research about people involved in chemistry,</li> <li>• Choose one area to focus on from those on the website who using science to make a difference to peoples' lives.</li> <li>• Summarise your learning about people involved in chemistry - you can use the structure in the resources below.</li> </ul>	<p><b>Geography</b></p> <p>What are biomes and climate zones?</p> <ul style="list-style-type: none"> <li>• Why doesn't the world all look the same? Write any thoughts you have onto a mind map before we start this unit.</li> <li>• Watch this <a href="#">video</a> about biomes.</li> </ul> <p>Add any new information to your mind map; make sure you include a definition of 'biome'. Watch this <a href="#">video</a> about climate zones. Add any new information to your mind map; include a definition of 'climate zone'.</p>

Monday Maths:

# 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	(43 × 3)
	4	3	0	(43 × 10)

c)

x				
	1	0	5	(21 × 5)
	4	2	0	(21 × 20)

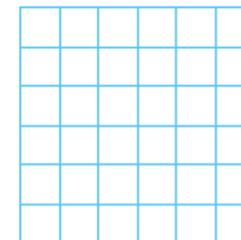
b)

		2	1	
x		1	6	
	1	2	6	( <input type="text"/> × <input type="text"/> )
	2	1	0	( <input type="text"/> × <input type="text"/> )

3 Mo is calculating  $34 \times 23$ . Here is his working.

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

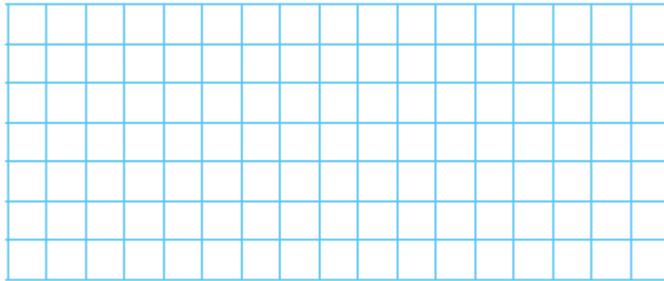
What mistake has Mo made?  
 What is the correct answer?  
 You may use the blank grid for your workings.



4 Work out the multiplications.

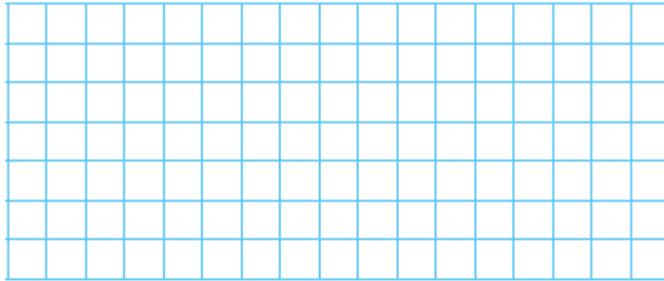
a)  $52 \times 34 =$

c)  $46 \times 64 =$



b)  $22 \times 56 =$

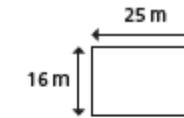
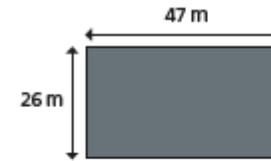
d)  $47 \times 63 =$



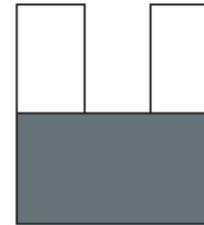
5 A machine prints 92 labels every minute.

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  $308 \times 19$

a) Which is the best estimate to use to check their answers?  
Circle your choice and work out the answer to your estimate.

$300 \times 10$        $300 \times 20$        $310 \times 20$        $300 \times 19$

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 m<sup>2</sup>.

How many football pitches could fit in it?

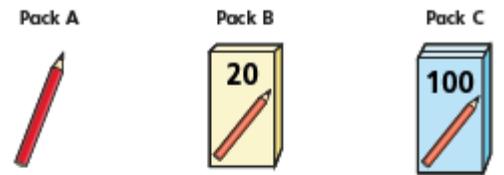
7 Write  $>$ ,  $<$  or  $=$  to complete each statement.

a)  $146 \times 64$    $164 \times 46$

$135 \times 53$    $153 \times 35$

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	0	3
+	2	4	3	3	0
<hr/>					

(2,433 × )

(2,433 × )

c)

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

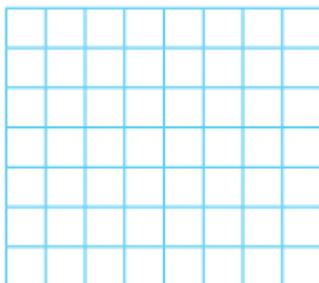
		2	7	0	8
x				3	4
<hr/>					
<hr/>					

( × )

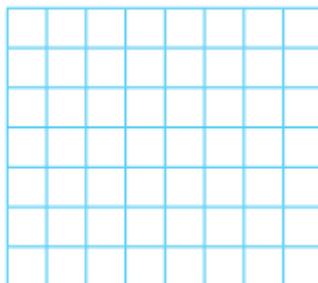
( × )

3 Work out the multiplications.

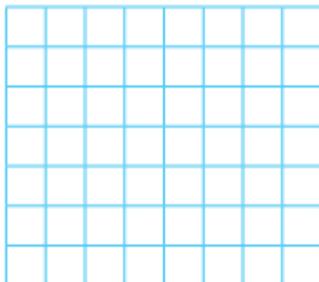
a)  $4,511 \times 23$



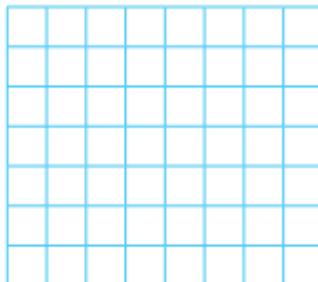
d)  $8,001 \times 26$



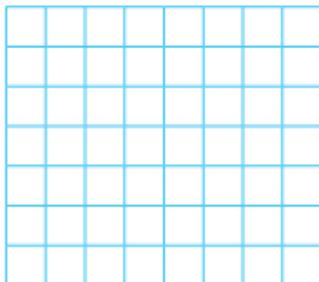
b)  $5,037 \times 15$



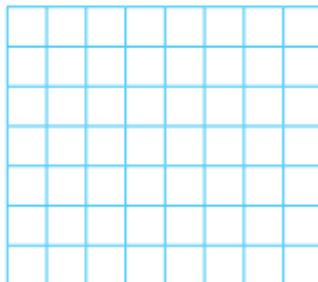
e)  $9,261 \times 11$



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	
	×			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	
	×			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.

×	1,000	200	30	4
20				
6				



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

2	5	4	1	
×		4	2	
<hr/>				
4	0	8	2	
<hr/>				
8	0	6	4	
<hr/>				
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.

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- 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  $57 \div 3$

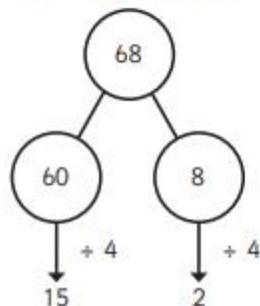
This division will need an exchange.



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



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



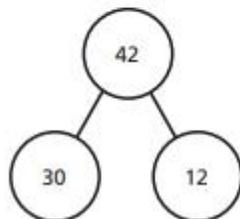
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

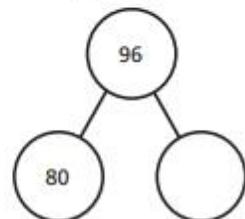


- 7 Use Amir's method to complete these calculations.

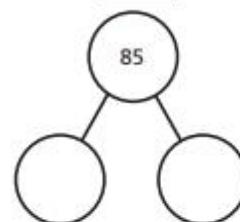
a)  $42 \div 3 = \square$



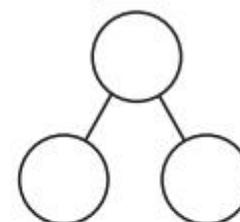
b)  $96 \div 4 = \square$



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  $34 \times 23$ . 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.

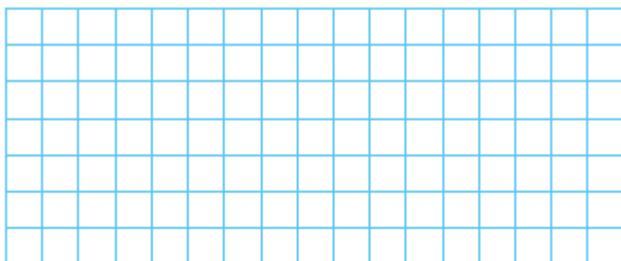
		3	4	
x		2	3	
		1	0	2
		6	8	0
		7	8	2



4 Work out the multiplications.

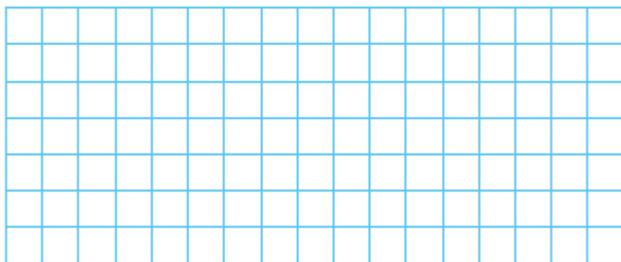
a)  $52 \times 34 = 1,768$

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



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

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

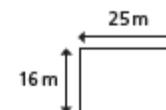
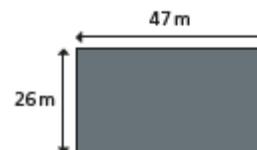


5 A machine prints 92 labels every minute.

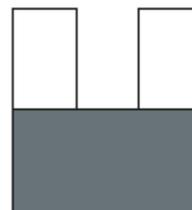
How many labels will it print in three-quarters of an hour?

4,140

6 Here are two rectangles.



a) What is the area of this compound shape?



2,022m<sup>2</sup>

b) What is the area of the shaded part?



822m<sup>2</sup>

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



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

$300 \times 10$        $300 \times 20$        $310 \times 20$        $300 \times 19$

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 m<sup>2</sup>

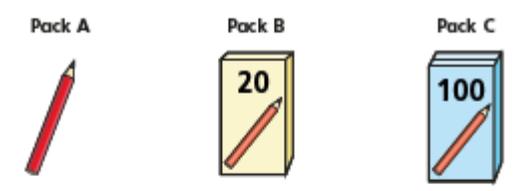
b) A field is 25,000 m<sup>2</sup>.  
 How many football pitches could fit in it? 3

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

a)  $146 \times 64$  >  $164 \times 46$   
 $135 \times 53$  >  $153 \times 35$

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

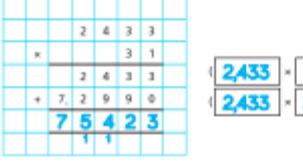
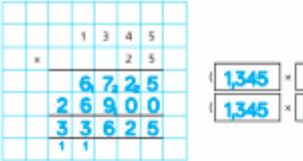
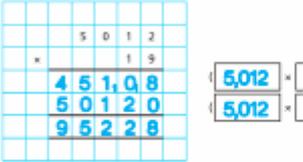
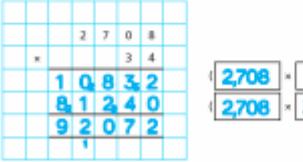
8 Miss Rose is ordering some pencils.  
 She orders 17 of pack A, 14 of pack B and 4 of pack C.



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) </p> <p>b) </p> <p>c) </p>
2	<p>a) </p> <p>b) </p> <p>c) </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 <math>2,700 \times 10</math></p>
6	<p>989,901                      Possible methods include:                      using the column method to work out <math>9,999 \times 99</math>                      working out <math>9,999 \times 100</math> and subtracting 9,999                      working out <math>10,000 \times 99</math> 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	0
		2	5	9	1	4
						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	0
		3	2	0	8	4
						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	(2,541 x 2)
		8	0	6	4	(2,541 x 40)
		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	2
		8	5	6	8	0
		9	8	5	3	2
						1

		2	1	4	2	
x				4	6	
		1	2	8	5	2
		8	5	6	8	0
		9	8	5	3	2
						1

What do you notice?

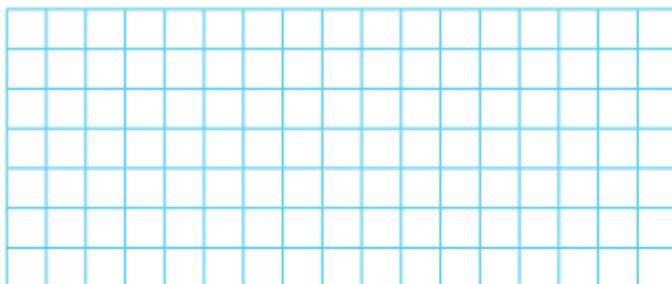


- 5 A machine makes 2,734 boxes every hour.  
The machine works for 3 hours each day.  
a) How many boxes will it make in 12 days?

98,424

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

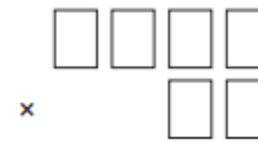
- 6 Work out  $378 \times 7 \times 12$   
Show your method clearly.



31,752



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



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

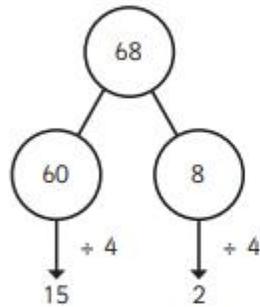
5 Teddy is working out  $57 \div 3$

This division will need an exchange.



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

6 Amir is working out  $68 \div 4$

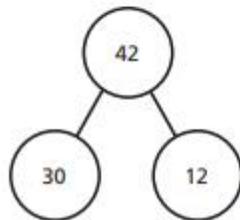


$$68 \div 4 = 17$$

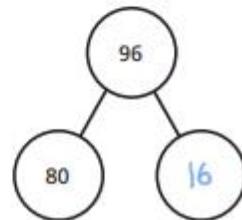
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

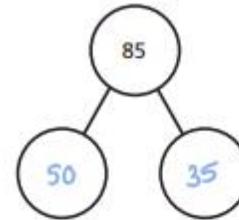
a)  $42 \div 3 = 14$



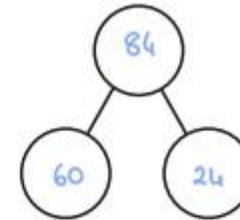
b)  $96 \div 4 = 24$



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.

$96 \div 8 = 72 \div 6$

$95 \div 5 < 63 \div 3$

$51 \div 3 > 64 \div 4$

$98 \div 7 < 95 \div 5$

## 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 chimeny 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?

# SPAG

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 3<sup>rd</sup> column it is correct!

Focus: /shəl/ written as <b>shal</b> or <b>cial</b>		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			
<b>Words of the Week</b> (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

## Monday English:

### Comprehension Questions.

Read each extract and answer the questions below

#### Getting Ready

*I asked mum to buy me a new rolling duffel bag because my old one had Star Wars stuff on it and there was no way I was going to take that to the fifth-grade nature retreat. As much as I love Star Wars, I don't want that to be what I'm known for. Like Reid is known for being really into marine life and the oceans and things like that. And Charlotte is known for having been in a commercial when she was six. So I was actually trying to ease out of the whole Star Wars thing a bit. I mean it'll always be special to me, like it is with the doctor who put in my hearing aids. It's just not what I want to be known for. I'm not sure what I want to be known for, but it's not that.*

*That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that. A Star Wars duffel bag I could do something about.*

*Mum helped me pack the night before the big trip. She stuck Baboo deep inside the bag and stuffed the last of my T-shirts on top of him. "So many clothes for just two days!"*

*"Three days and two nights," I corrected her.*

1. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August – why might he have exaggerated his interest in the films?
2. What does August mean when he says: *That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that?*
3. Why do you think it is so important to August that he is able to control small things in his life (such as his duffel bag)?
4. Why does August correct Mom – "Three days and two nights"?
5. Sadly you were unable to go on your school journey. Write a short paragraph about why you think August might be nervous about going on this residential trip, especially given that he hasn't even been on a sleep over before.
6. Baboo is August's oldest cuddly toy. In the end he decides not to take him along to the camp – he leaves him on his bed along with a note to his mum saying 'I won't need Baboo, but if you miss me, you can cuddle him yourself.' Explain why he might have made this decision.

## The Attack

*We headed back the way we came in the direction of the giant screen. That's when we walked straight into a group of kids we didn't know....all of a sudden one of the girls started screaming. "Oh my God!" she shrieked, holding her hand over her eyes like she was crying. I figured maybe a huge bug had just flown into her face of something.*

*"No way!" one of the boys cried out. "No freakin' way!"*

*"Stop it Eddie," said one of the girls.*

*"Let's get out of here," Jack said quietly, and he pulled me by my sweatshirt sleeve and started walking away from them.*

*The guy with the flashlight cut us off, pointing it in my face. "Oh man! Oh man!" he said, his mouth wide open. "What happened to your face?"*

*"I didn't know we were watching Lord of the Rings tonight!" he said. "Look guys, it's Gollum!"*

*"No man, its Alien!"*

*"No, no, no man. It's an orc!" laughed Eddie, pointing the flashlight in my face again.*

*Everything got really crazy after that...*

*Its so weird that you can have a night that's the worst in your life, but to everyone else it's just an ordinary night. It's their faces I kept seeing every time I closed my eyes to sleep. The look of total horror on the girl's face when she first saw me. The way the kid with the flashlight, Eddie, looked at me as he talked to me, liked he hated me.*

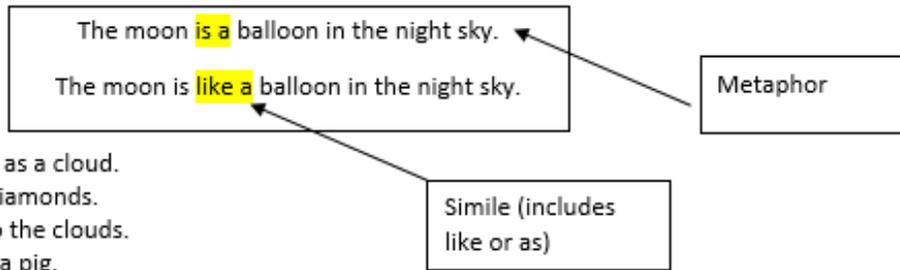
*Like a lamb to the slaughter. I remember Dad saying that ages ago, but tonight I think I finally got what it meant.*

- 1) What in August's behaviour shows you that he didn't at first understand what was happening.
- 2) How do you know that Jack immediately understands what is happening?
- 3) We find out later in the book that the boys Jack and August meet are a lot bigger than they are. This is one of the reasons that Jack tries to start 'walking away from them.' What other reason might he have for doing this?
- 4) Watch the [video \(link in planning\)](#) . It shows the scene where Jack and August meet Eddie and his gang. Write a short paragraph outlining what this scene tells you about August's character.
- 5) Draw a thought bubble and write what you imagine August was thinking at the beginning of this video clip when he stood up to Eddie.
- 6) August is haunted by the reaction of Eddie and his friends to his appearance even though he has had to put up with people staring at him ever since he can remember. Why do you think this experience has affected him so much more?
- 7) Try to explain the saying '***Like a lamb to the slaughter***'. What do think August's dad had meant when he used this saying about August going to school?

## Tuesday and Wednesday English:

### Resource 1:

Make a table in your book with two headings – similes and metaphors. Write the following under the correct heading.  
(clue – **like, or, as**, means a simile)



1. I wandered as lonely as a cloud.
2. His eyes shone like diamonds.
3. The sea is a mirror to the clouds.
4. My brother eats like a pig.
5. My puppy runs as fast as a cheetah.
6. Darkness is like a painted day.
7. The wind was a whip lashing my cheeks.
8. The truck flew down the highway.
9. His ears popped like champagne corks.
10. Peter is an angel.
11. The stars are diamonds in the sky.
12. The car moved at a snail's pace in the traffic jam.
13. Her heart was as big as the ocean.

#### **Task3 Explaining similes and metaphors**

Explain clearly what the following sentences are saying.

1. I paced my room like a caged animal.
2. As Amos grabbed August's hood, there was anger thundered in my ears.
3. The test was a breeze.
4. Education is your passport to a good job.
5. The house was a zoo.

### Resource 2:

Events	Adjective/descriptive phrase describing how Jack was feeling
One of the girls sees August's face and starts screaming.	
A boy starts shouting that he can't believe what he's seen.	
Jack tries to pull August away but he's stopped by the boy with a torch.	
The boys call August names, likening him to the monster in the film.	
The boys throw a firecracker at Jack and August. Jack is shoved to the ground by Eddie.	
August points out to the boys that they are much bigger than they are.	
Amos arrives with Miles and Harry and tells Eddie to leave August and Jack alone.	
Eddie grabs August's hood and pulls it and makes him fall over.	
Amos rams Eddie and they both fall over.	
August is pulled away from the boy who is holding him and his attackers run back to the movie.	

Match the statement (A) to the appropriate simile or metaphor in column B. To make the sentence work you may have to remove words from statement A in order to make your new sentence work. You may choose to use these sentences in your letter. Rewrite the last two sentences to include a simile or metaphor.

A	B
As I listened to them taunting August, my anger <b>grew</b>	...like a leopard pouncing on its prey.
My fists <b>clenched</b>	...pierced my ears like a thousand sharp knives.
I leapt onto Eddie	...a recipe for disaster.
The girl's scream <b>was loud.</b>	...was a smouldering volcano waiting to erupt.
I should've know that wandering into the wood at dusk was <b>a bad idea.</b>	...like a coiled spring.
Finally free of our predators, we did a victory dance, jumping up and down.	
August stood by the lake, tears running down his cheeks.	

Resource 4:

## Planning

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Think about which of the events in your sequence could fit together in a paragraph.



## Letter Layout

Cabin 5,  
Broarwood Nature Reserve,  
Pennsylvania.  
15767

20<sup>th</sup> June, 2013



Dear Gran,

I've had a great time at school camp.

All new paragraphs will begin under this comma.

## Sign off

You choose how you'll end your letter to Gran. It needs to be an informal sign off:

- ❖ Love,
- ❖ Best wishes,
- ❖ Thinking of you,
- ❖ Write soon,
- ❖ Miss you,
- ❖ Bye.

See you soon!!!



## Friday English:

### Resource 1:

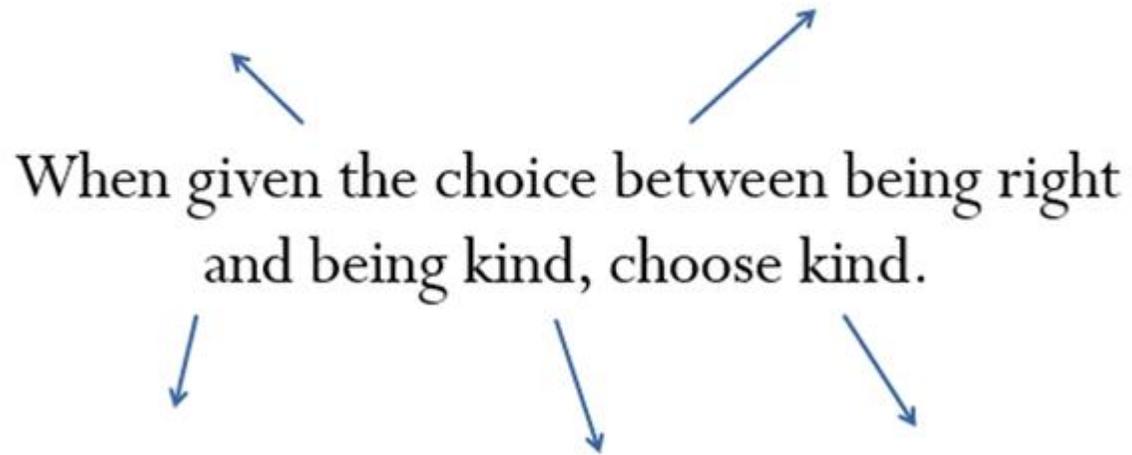
Watch the Video Clip.

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



### Resource 2:

WHY is your precept a good rule to live by?



## Famous Precepts (and some not so famous)

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

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

### Getting Ready

1. August says that Star Wars is 'special' to the doctor who put his hearing aids in, earlier in the book. Do you think the doctor likes it as much as August – why might he have exaggerated his interest in the films? ***It may be that Star Wars is special to the doctor – he did know a bit about the characters (if you read that part). But it's likely that the doctor was just picking up on what August was interested in so that he'd accept the hearing aid and feel at ease. August doesn't know that the doctor was 'playing' him – but that is something that doctors who work with children do sometimes (out of kindness).***
2. What does August mean when he says: *That's not exactly true: I do know what I'm really known for. But there's nothing I can do about that?* ***He is talking about his facial disfigurement and the fact that this makes him stand out and is a talking point. It is always the first thing that someone would notice about him.***
3. Why do you think it is so important to August that he is able to control small things in his life (such as his duffel bag)? ***Maybe because he cannot control major things about himself such as his appearance, the fact that he can't hear properly, that he eats strangely, that he has only just started to attend school etc.***
4. Why does August correct Mom – “Three days and two nights”? ***He's afraid of how long he's going to be away and it's preying on his mind. Also maybe because ten-year olds can be a bit like that – contrary to their parents!***
5. Sadly you were unable to go on your school journey. Write a short paragraph about why you think August might be nervous about going on this residential trip, especially given that he hasn't even been on a sleep over before. ***He's never slept away from home before. There might be medical problems. His mum and dad might have to come and pick him up. He might get panicky in the middle of the night. It's a long way away (4 hours). Most others have already had sleepovers, so they know what it's about but he doesn't.***
6. Baboo is August's oldest cuddly toy. In the end he decides not to take him along to the camp – he leaves him on his bed along with a note to his mum saying 'I won't need Baboo, but if you miss me, you can cuddle him yourself.' Explain why he might have made this decision. ***Most probably because he's afraid of feeling silly for having a cuddly but also worried about losing the toy or because he really is trying to 'move on' and make changes in his life (just as with Star Wars). He has made huge leaps forward in his personal development since starting school and is really beginning to feel much more confident.***

## The Attack

1. What in August's behaviour shows you that he didn't at first understand what was happening. ***The fact that he thinks the girl is screaming because she has a bug had flow into her face.***
2. How do you know that Jack immediately understands what is happening? ***Because he tries to remove August from the scene quickly and quietly.***
3. We find out later in the book that the boys Jack and August meet are a lot bigger than they are. This is one of the reasons that Jack tries to start 'walking away from them.' What other reason might he have for doing this? ***He realises that Eddie and his friends are going to continue to say unkind things to August about his face and he wants to save his friend's feelings.***
4. Watch this [video\(link in planning\)](#). (please check with an adult first). It shows the scene where Jack and August meet Eddie and his gang. Write a short paragraph outlining what this scene tells you about August's character. ***It shows how brave and resilient he is – he probably wants to run away but he would never, ever leave Jack. He stands up to Eddie, even though he is so much bigger than he is.***
5. Draw a thought bubble and write what you imagine August was thinking at the beginning of this video clip when he stood up to Eddie. ***The thought bubble will probably show August thinking how much he would like to run away but also his determination to stay by Jack's side because Jack has always been such a good friend (well apart from at Halloween). He will also be massively relieved when Amos, Miles and Henry turn up.***
6. August is haunted by the reaction of Eddie and his friends to his appearance even though he has had to put up with people staring at him ever since he can remember. Why do you think this experience has affected him so much more? ***He has always been protected from real unkindness of bullying (because he has only just started attending school). Some of the kids he has met so far have been annoying but not like Eddie. It has shown him what he may be facing in the future, when he is more independent and goes to high school.***
7. Try to explain the saying '*Like a lamb to the slaughter*'. What do think August's dad had meant when he used this saying about August going to school? ***The saying explains a situation when a person goes into something without realising how bad it is going to be because; for example, they don't realise how mean and unkind other human beings can be. August's dad was worried about him going to school for this reason.***

# Tablero

6	7	8	9
5	<p>VERDE</p> <p>ROSA</p> <p>AMARILLO</p> <p>AZUL</p>		10
4			11
3			12
2			13
1			14
SALIDA	16	15	

## RE

### Matthew Chapter 3: John the Baptist Prepares the Way

**3** In those days John the Baptist came, preaching in the wilderness of Judea <sup>2</sup> and saying, "Repent, for the kingdom of heaven has come near." <sup>3</sup> 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.'"<sup>[a]</sup>

<sup>4</sup> 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. <sup>5</sup> People went out to him from Jerusalem and all Judea and the whole region of the Jordan. <sup>6</sup> Confessing their sins, they were baptized by him in the Jordan River.

<sup>7</sup> 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? <sup>8</sup> Produce fruit in keeping with repentance. <sup>9</sup> 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. <sup>10</sup> 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.

<sup>11</sup> "I baptize you with<sup>[a]</sup> 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<sup>[a]</sup> the Holy Spirit and fire. <sup>12</sup> 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

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

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

<sup>16</sup> 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. <sup>17</sup> And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."