

Week 3 Timetable:

Day	Core	Foundation
Monday	Reading – Reflection questions – Front cover stimulus Writing- Time conjunctions and Adding detail Maths - Multiples	Science- Magnets
Tuesday	Reading – Percy Jackson and the Lightning Thief: Extract 1: First Impressions Writing – Sentence starters Maths - Multiples	Thematic – Tectonic Plates
Wednesday	Reading – Percy Jackson and the Lightning Thief: Extract 1: Portrayal of the main character Writing - Editing Maths - Factors	Spanish- Los Dias PE – seated balance
Thursday	Reading – Percy Jackson and the Lightning Thief: Extract 2: Inference questions Writing – Direct and indirect speech Maths - Factors	Art- Art Appreciation
Friday	Reading – Percy Jackson and the Lightning Thief: Extract 2: Summarising Writing – Direct and indirect speech Maths – Multiples and Factors	Music – understanding basic notation

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (Reading, Writing and Maths) daily and then balance the foundation subjects as suits you. You may find that doing all of the day's work in one go works best (remember to take a short break though) or splitting it into morning and afternoon may suit you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough.

Remember last week's assembly – routines will help. If you can, try to start at the same time every day, in a quiet place if possible. It will help to plan out your day and get plenty of exercise and a good night's sleep.

Monday 25th January

Reading

Take a moment to look at the picture. Write down any questions or thoughts you have about it and then answer the questions below.



1. Why is imagination important?
2. What might stop our imagination from working well?
3. What can we do to keep the imagination active?
4. Which of these quotes about imagination do you like best and why?
 - “Everything you can imagine is real.” – Pablo Picasso
 - “Stories of imagination tend to upset those without one.” – Terry Pratchett
 - “Imagination is like a muscle. I found out that the more I wrote, the bigger it got.” – Philip José Farmer
 - “Imagination is the only weapon in the war against reality.” – Lewis Carroll, Alice in Wonderland
 - “When I read a book, I put in all the imagination I can, so that it is almost like writing the book as well as reading it – or rather, it is like living it.” – Dodie Smith, I Capture the Castle
5. Can you draw a mind map or a picture that reflects your imagination at the moment?

Write the answers to these questions in your book and share them with me on Class Dojo.



Watch: <https://classroom.thenational.academy/lessons/to-plan-the-recount-of-events-6ct3ed>



Which time conjunctions are appropriate for a newspaper report?

In the end,

Eventually,

Without warning,

Before,

Later,

Earlier,

In the beginning,

Suddenly,

Finally,

Just then,

After,

Make notes from the following information.



Police report



17:20 First emergency call from Malibu Coffee Shop

17:30 Over 72 emergency calls received

17:45 10 police cars dispatched from Belgravia Station

17:50 A helicopter launched

18:10 Emergency call reported further sightings of suspects in silver convertible Mercedes driving erratically

18:20 Gunshots fired from assailants' car

18:25 Several reports of sightings of a so-called 'Spiderman'

18:35 Emergency calls reported severe car crash involving police cars. One car was suspended in 'net' above Oxford Circus tube station.

Maths

Start your Maths today by playing Times Tables Rock Stars for 5 minutes. Remember to select those times tables that you found the trickiest when doing the club 144 times table square on Friday.

Today's Arithmetic Starter:

1. $6 \times 7 =$

2. $5^2 - 4^2 =$

3. Convert 70mm into cm

4. $7,934 + 3,168 =$

5. $7 \times 4 \times 5 =$

6.

Fill in the missing boxes in this calculation.

$$\begin{array}{r} \boxed{5} \boxed{6} \boxed{8} \boxed{} \\ + \boxed{} \boxed{3} \boxed{4} \\ \hline \boxed{} \boxed{3} \boxed{} \boxed{2} \end{array}$$

Today's Activity:

Follow the link to watch the explanation video: <https://vimeo.com/468940874> and complete questions 1 – 4.



In Maths, a multiple is the product of one number multiplied by another. For example, 8 is the product of 2×4 .

See some of the multiples of 4 below – as you can see, they are the same numbers as are in the 4 times tables.

Multiples of 4

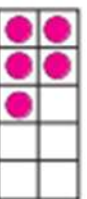
0 4 8 12 16 20 24 28

If you would like an additional challenge, dojo me the common multiples of 3, 4, 6 and 12 up to 200 and/or choose an activity from p69 onwards on the pack posted on dojo.

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



- 1 What numbers are represented?









Complete the sentence.

These numbers are all _____ of 5

- 2 Complete the number track.



- 3 a) List all the multiples of 2 up to 20

- b) List all the multiples of 4 up to 20

- c) What do you notice about the multiples of 2 and 4?

- d) Is the number 47 a multiple of 4? _____

Explain how you know.

- 4 a) Circle all the multiples of 3

23 6 13 18 21 32

- b) The table shows four more multiples of 3

Multiple of 3	75	126	432	9,735
Sum of the digits				

What do you notice about the sum of the digits in each number?



Spelling

This week we are going to look at our year 5-6 spellings. Practice the following words used the look, cover, write, sheet below. Remember to use some of them in sentences at the end:

Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached.

Spellings: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			example	x	example	✓	example	✓

Now choose four of the words to write in a sentence.

1. _____
2. _____
3. _____
4. _____

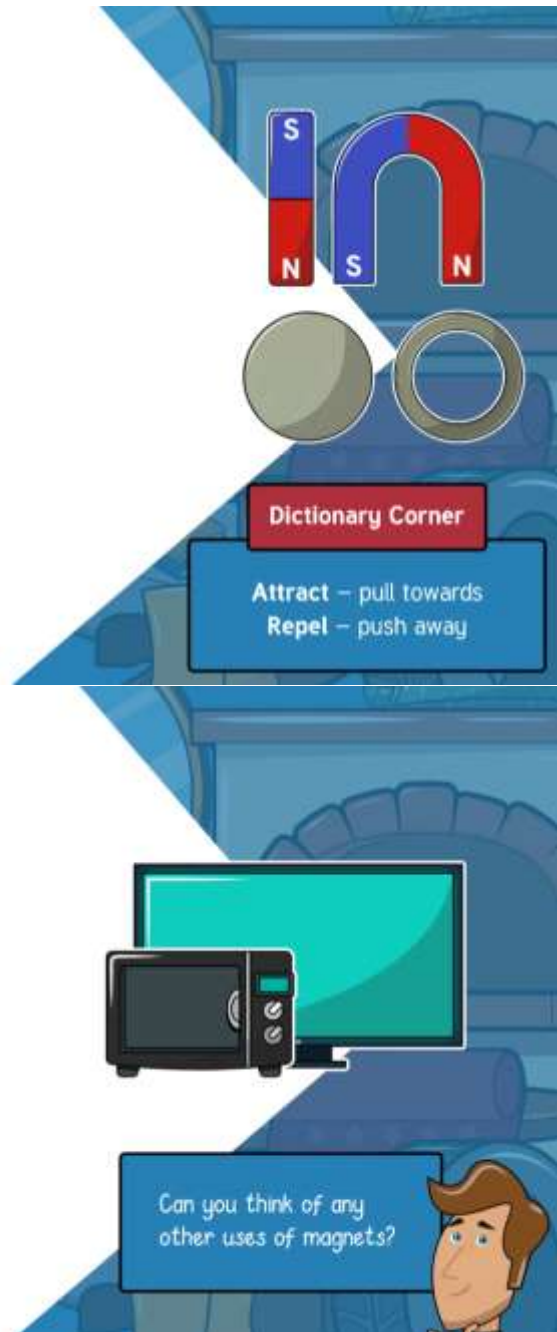
Magnets

Magnetic forces act at a distance. A magnet does not need to be in contact with another object for the magnetic forces to act.

- **Magnets** are usually made from iron.
- The **two ends of a magnet** are called the **Magnetic Poles**.
- There is a north magnetic pole and a south magnetic pole.
- Magnets can **attract** and **repel** other objects with their magnetic forces.
- **Magnets** can be lots of **different shapes, sizes and colours**, but they will **always have a north and south magnetic pole**.

Uses of Magnets

Magnets are used all around us. We use them to keep things closed like bags and doors. They are in most **electronic devices**. In fact, **anything that has a motor uses a magnet**. **Televisions, computers and microwave ovens** all operate with magnets. Magnets are used to keep refrigerator doors closed and are even mounted on trucks that clean roads. You'll also find magnets in **medical devices** to create a magnetic picture, in **trains**, and in the systems used to slow down roller coasters. More uses for magnets are found every day.



Magnet Facts

1. Most of the magnets you see around you are **man-made**.
2. **The Earth is a giant magnet**. Its magnetic field is like a bar magnet at its centre.
3. Magnets are usually made from iron or **steel**, but **aluminium, steel-iron, copper, nickel** and **cobalt** can also be made into powerful magnets.
4. Many scientists believe that **birds** are able to find their way home by using the **Earth's magnetic field** to guide them on long distance flights.
5. Some vets use magnets to pick up pieces of wire or other metal from inside the stomachs of large farm animals.
6. If you attach a bar magnet to a piece of wood and float it in a bowl of water, it will slowly turn and the magnet's north pole will point towards the **Earth's North Pole**.
7. A **compass** has a tiny bar magnet in it and works the same way as a bar magnet in water, helping explorers find their way.



3. Year 1 want to create a buried treasure game for children using a sand tray. In the game, the Y1 children will have to find items buried in the sand using only a magnet. Name 4 objects that could be buried in the sand that the children will be able to find with a magnet.

1. _____

2. _____

3. _____

4. _____

Tuesday 26th January

Reading

Our reading this week will be focused around the novel *A Pocketful of Stars* by Aisha Bushby. This novel tells the story of Safiya, her love for video games and her relationship with her mum.



Watch Mrs Spencer reading Extract 1 from *A Pocketful of Stars* and/or read the extract below:

Extract 1

Elle and Mum walk off, talking about the rest of the play, heads bobbing enthusiastically. I hang back a step or two. They're both confident, so it makes sense that they get along, that their relationship is easy. I should be glad, but it's a bit like playing my favourite video game, 'Fairy Hunters', and my team wins even though I didn't cast a single good spell. I want to be happy, but then I feel like I don't belong, like I'm not good enough. And the bad feeling takes over the good.

I know it's weird not wanting Elle to come around, because she's my best friend. But Saturday nights are supposed to be our night. Mum and me.

Ever since Mum and Dad divorced, and I decided to live with Dad, they set up these Saturday visits as part of the custody agreement. Mum and I hang out in the afternoon, and then we have dinner together and a sleepover. Usually Mum cooks, sometimes it's a takeaway, but it's always just been the two of us.

Until today.

I can't help but think that maybe Elle's the daughter Mum should've had, the daughter she would've wanted.

But instead she ended up with me.

Answer the following questions in your book:

The questions follow the order of the text so the answer to the first question can be found near the beginning of the extract.

1. What do we find out about Safiya and her home life?
2. Why does Safiya resent Elle coming around?
3. How do you think Safiya is feeling? Provide evidence from the text to support your view.
4. What impression do you get of Safiya so far? What sort of a person do you think she is? Find some evidence from the text to support your impression. You could record your answers in a table, like this:

Impression (what we know/think about her)	Evidence (how we know)
She is very honest	
She thinks a lot about her situation	
She is insecure	

Remember to send me a picture of your answers! I will share some answers and examples of your work on ClassDojo.



Watch: <https://classroom.thenational.academy/lessons/to-write-a-recount-c4t3et>



Which sentence starters are appropriate for a newspaper report?



It is confirmed

Silently,

Many people believe

Suddenly,

Just then,

According to

Without warning,

Chasing,

Several witnesses stated

Nervously,

As quick as a flash,

Write a recount of Superman's heroic victory using your notes from yesterday. Make sure you have all the aspects of the success criteria.

Success Criteria

1. **Time** conjunctions to sequence the events in chronological order
2. Detailed **facts** (no opinions)
3. Use of **brackets** for additional information
4. **Journalistic** sentence starters:
It is believed _____
It was reported that _____
5. A complex sentence with a **relative clause**





Check through what you have written and then send it to me on Dojo!



To check it makes sense

To get a sense of what the reader will feel

To make sure we've got the purpose right

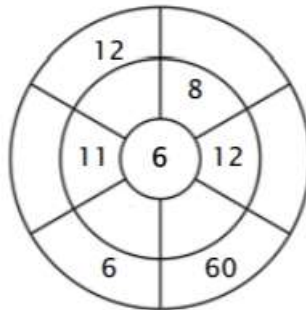
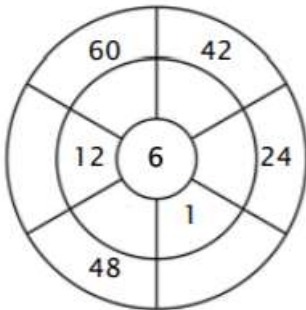
Why do we need to read back our writing once we've written it?  

To check punctuation

Maths

Start today by completing this 6 times table activity:

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Today's Arithmetic Starter:

1. What is the product of 8×9 ?
2. $99 + 409 =$
3. $72 \div ? = 8$
4. $\frac{1}{2}$ of 68km =
5. $782 - ? = 682$
6. $8,314 - 1000 = ? + 587$

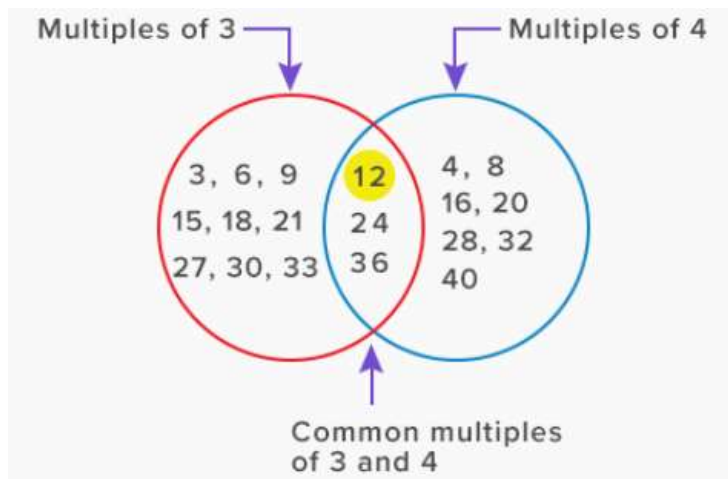
Today's Activity:

Re-watch yesterday's explanation video: <https://vimeo.com/468940874> and complete questions 5 - 10.



In Maths, a common multiple is a number that is a shared **multiple** of two or more numbers. For example, 24 is a **common multiple** of 3 and 4, as 24 is in the 3 times tables ($3 \times 8 = 24$) and 24 is in the 4 times tables ($4 \times 6 = 24$).

The Venn diagram below shows you the common multiples of 3 and 4 up to 40. You can see here, they are 12, 24 and 36.



Remember to share your answers with me on ClassDojo – you may see your answer featured later!



- 5 Multiples of 5 always have a 5 in the number.

Is the statement true or false? _____

Explain your answer.

- 6 Which number is the odd one out?

Tick your answer.

8	56	6	16
---	----	---	----

Explain to a partner why it is the odd one out.

- 7 Here is part of a hundred square.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

- a) Colour the multiples of 3

- b) Draw a circle around all the multiples of 2

- c) Some numbers have been coloured **and** circled.

What do you notice about these numbers?

- 8 Rosie and Jack are each thinking of a number.



My number
is a multiple of
3 and 5



My number
is a multiple of
2 and 10

Could they be thinking of the same number? _____

Explain your answer.

- 9 Scott's age is a multiple of 8 and 12

His age is one away from a multiple of 7

He is younger than 50 years old.

How old is Scott?

- 10 Write the multiples of 15 between 250 and 350

Compare answers with a partner to make sure you have them all.



Name _____ Date _____

Practise the joins.

nn _____ *mm* _____ *ss* _____

Pair up and write the words.

tennis _____ *holiday*

skimmed _____ *court*

bossy _____ *boots*

summer _____ *milk*

dinner _____ *time*

_____ *of life*

Theme – Shake, Rattle and Roll

This week we are going to concentrate on what happens when tectonic plates come into contact with each other.

Watch <https://www.youtube.com/watch?v=bVn04eJRjV4> and re-read the section below from last week's text.

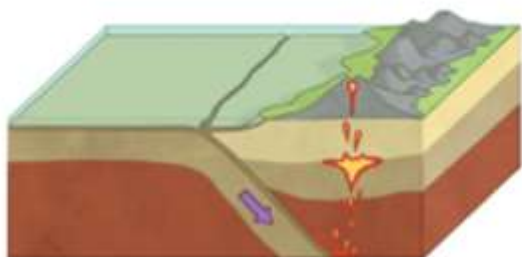


You can listen to Mrs Spencer reading the text below and read along – the recording will be on Class Dojo.

The tectonic plate boundaries occur when the edges of different plates come into contact with each other. There are three main types of tectonic plate boundaries: convergent, divergent, and transform.

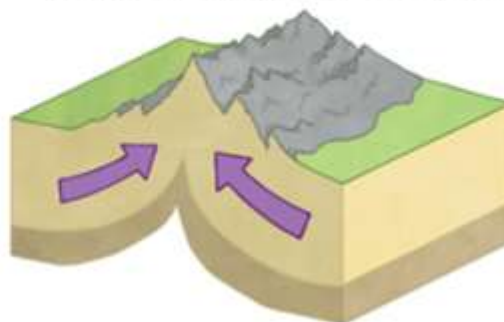
Convergent Plate Boundaries

Two plates are moving towards each other.



Collision Boundaries

Two plates are moving towards each other.

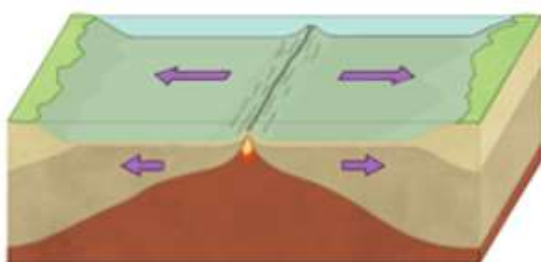


At a convergent boundary two tectonic plates push together and one plate will move under another. Convergent means 'coming together or meeting'. Volcanoes and earthquakes can happen along convergent boundaries. An example of a convergent boundary is the deepest part of the ocean, the Mariana Trench which sits between the Pacific and Mariana plates. Here, the Pacific plate moves under the Mariana plate and a large trench is created.

Collision boundaries are a type of convergent boundary. Here, two plate boundaries move into one another but instead of one plate sliding under the other, the plates slowly crash into each other causing the land or seabed to rise. Mount Everest and the Himalayan Mountains were formed by the Indian and Eurasian plates converging and colliding.

Divergent Plate Boundaries

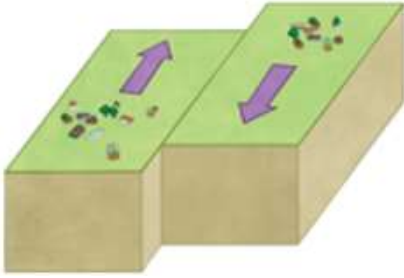
This happens when two plates are moving apart.



A divergent boundary is the opposite of convergent boundary as here, the plates 'diverge' which means they move away from each other. A crack called a 'rift' appears in the ground and through this, magma (hot, liquid rock) from below the Earth's surface pushes up from the mantle and reaches the Earth's surface. Volcanoes can occur at these boundaries and, when they happen in the sea, new islands can be formed. Iceland was created by a divergent boundary happening. The magma which came up settled and created the land.

Transform boundaries

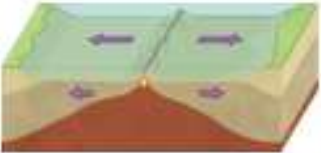
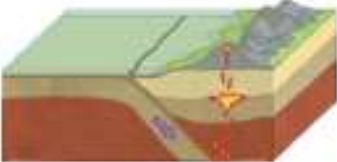

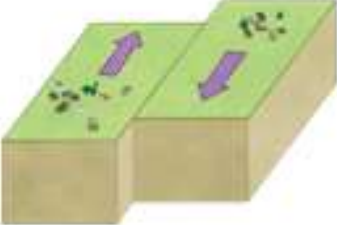
Two plates are sliding past each other.



The tectonic plates slide past each other at a transform boundary. Earthquakes may occur when this happens and faults (large cracks in the land and rocks) are created. An example of a transform plate boundary is the San Andreas Fault located in California in the USA. Many earthquakes have happened at this transform boundary between the North American and Pacific Plates. The last major earthquake here was in 1989 when some 4,000 people were injured and many buildings and roads damaged.

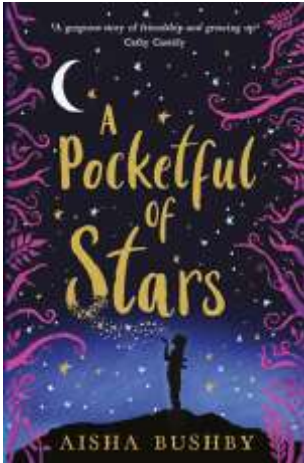
Using the information in the video, text and diagrams, complete the table below – the first row is done for you.

Take a picture of your finished table and share it with me via Class Dojo. I will share good examples with the class.

Plate Boundary Diagram	Name of Plate Boundary	What happens here?
	Divergent plate boundary.	The tectonic plates moves away from each other. Volcanoes and earthquakes can happen here as the plates move. Rifts occur and new islands can be formed such as Iceland.
		
		
		

Wednesday 27th January

Reading



Watch Mrs Spencer read Extract 2 from *A Pocketful of Stars* and/or read the extract below. In the extract, Safiya has received missed calls from her Dad and has missed a number of texts asking her to call him. She has no reception at the tube station, and this is her thought process about why he may be calling her.

Extract 2

Elle holds my hand the whole way down, even as we go through the barriers.

Four stops to King's Cross. Four stops for me to imagine the worst. Dad must be OK. I don't have any grandparents, or aunts and uncles, apart from Mum's sister . . . Is it Mum?

One. Mum cycles everywhere. Did she get hit by a car? Does she wear a helmet? I can't remember.

Elle and I don't speak. She just squeezes my arm every few moments. I don't cry, but my heart is beating so fast like I can't breathe.

The Tube is too hot. I might pass out.

Two. Maybe she just tripped and broke a leg, and I'm overthinking it all? Dad's just ringing to make sure I don't go straight to her flat. Right?

But why is he telling me to get the next train?

Someone gets up and Elle wrestles me a seat.

Three. And why would he ring Elle too? I bury my head in my hands. Elle is stroking my hair. It helps.

Four. I'm sorry for yelling at you, Mum. I'm sorry, sorry, sorry.

Inference Questions:

1. What means of travel does Ella's mother usually take?
2. What the temperature like on the underground Tube?

3. What do we learn about the friendship between Safiya and Elle in this extract?
4. How does the author build tension in this extract?
5. Why do you think the writer chooses to number Safiya's thoughts?

Send me your answers on ClassDojo so that we can share and discuss.



Writing- Editing

Watch: <https://classroom.thenational.academy/lessons/to-edit-a-recount-60wkgr>



Editing is the process of making any **changes needed** to **improve** our writing. When you edit, you decide what will stay and what will be changed.



Even really successful authors need and WANT to edit their work.



🔍 Let's practise some editing!

It is believed that the first robbery occurred yesterday evening at the malibu coffee shop regents street. Police recieved their first emergency call at precisely 5.20pm from witnesses reporting hearing screaming at the cafe (which were packed with office workers on their way home).



- Check for errors:
- Punctuation
 - Sense
 - Spelling



many witnesses reported seeing too men wearing dark coloured hooded jumpers woollen balaclavas and holding guns emerging from the location waving automatic rifels in the air and thretening shaken pedestrians

- Check for errors:
- Punctuation
 - Sense
 - Spelling



🔍 Let's practise some editing

- Make improvements:
- Language choices
 - Sentence types
 - Structure



Loud gunshots were fired from the silver convertible.



Can you add more factual detail and use journalistic sentence starters?

A strange person was seen swinging from building to building.

Re-read and edit your recount

Make improvements:

- Language choices
- Sentence types
- Structure

Maths

Start your Maths with 5 minutes of Times Tables Rock Stars – Challenge a friend, teacher, teaching assistant (or even Mr Seex!)

Today's Arithmetic Starter:

1. Write 1,467 in Roman Numerals.
2. $10,000 - 5,671 =$
3. $23 \times 100 =$
4. What is 68,681 rounded to the nearest 10,000?
5. $22 + 53 =$

Today's Activity:

Follow the link to watch the explanation video: <https://vimeo.com/468941522> and complete questions 1 - 4.



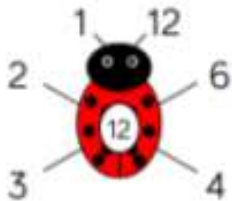
A factor is a number that divides into another number exactly and without leaving a remainder.

For example, 2 and 3 are factors of 6 because 6 can be divided by both 2 and 3 without leaving a remainder:

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$

Remember, you can use a factor bug to help you find factors in pairs as we have done in class – here is a bug showing the factors of 12 to remind you:



This shows us that the factors of 12 are 1, 2, 3, 4, 6 and 12. The factor pairs are:

$$1 \times 12$$

$$2 \times 6$$

$$3 \times 4$$

If you would like an additional challenge once you have completed the worksheet, dojo me the common factors of 108 and 300 and/or choose an activity from p69 onwards on the pack posted on dojo.

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



- 1 Alex arranges 16 counters in different ways. She is trying to work out some factors.



- a) Use the array to complete the sentence.
 and are both factors of 16
- b) Alex rearranges the counters.

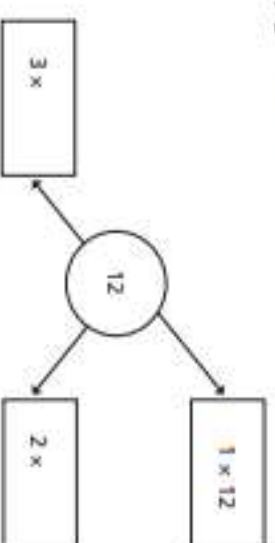


How does this array show that 5 is not a factor of 16?

- 2 Use 20 counters:
- Show that 2 and 10 are factors of 20
 - Rearrange the counters to show why 4 and 5 are also factors of 20
 - Show why 6 is not a factor of 20



- 3 a) Complete the diagram to show the pairs of numbers that multiply to make 12



List all the factors of 12

- b) Draw a similar diagram to show the pairs of numbers that multiply to make 24



List all the factors of 24

- 4 a) List all the factors of 32
- _____
- b) How can you check that you have found all the factors?



Spelling

Complete the word search – all of the words you are looking for are in the year 5-6 spelling list:

Spelling List Wordsearch

Tricky Ending

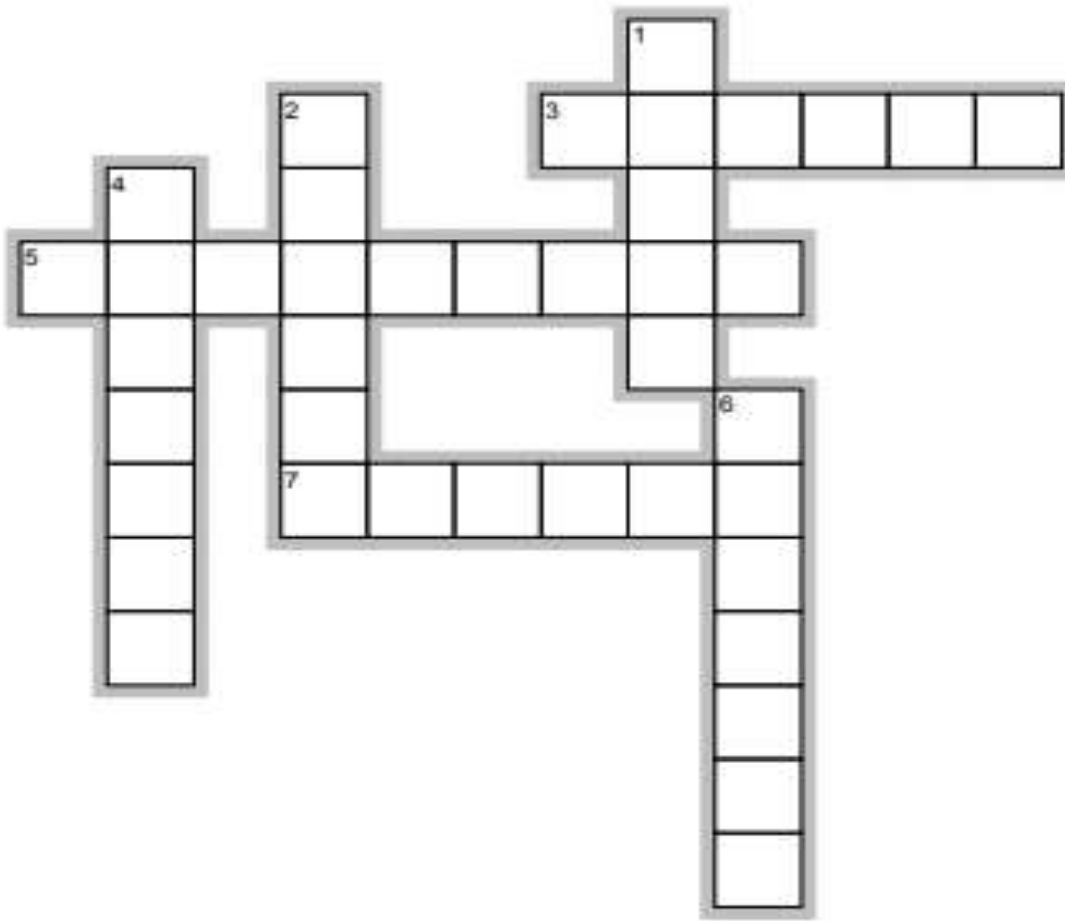
d b p r i v i l e g e n
c e m e t e r y v q g c
c o n t r o v e r s y n
h l a m a t e u r y o q
i m i s c h i e v o u s
n c o n v e n i e n c e
d p j n e i g h b o u r
r o e y p x d d x j z q
a e x i s t e n c e p k
n n g u a r a n t e e g
c w s a c r i f i c e u
e y z c a t e g o r y r

existence
category
mischievous
hindrance

convenience
privilege
sacrifice
amateur

guarantee
controversy
cemetery
neighbour

Los Dias Crossword



Word bank

DOMINGO JUEVES LUNES MARTES MIÉRCOLES SÁBADO VIERNES

Across

- 3. Thursday
- 5. Wednesday
- 7. Saturday

Down

- 1. Monday
- 2. Tuesday
- 4. Friday
- 6. Sunday

PE

Go to <https://real.jasmineactive.com/login>.



Log in with the details sent to you via Class Dojo and click on KS2. Go to the seated balance activity. Watch the video and then, have a go yourself.

Use the colour tabs to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home.

Thursday 28th January

Reading



Watch Mrs Spencer read both extracts from *A Pocketful of Stars* and/or re-read both extracts from earlier in the week.

1. Once you have read both extracts again, decide which character you would like to write a diary entry for. You could choose Mum, Safiya, Elle or Dad and you could choose to write the diary inspired by extract 1 or extract 2.
2. Once you have decided whose diary you are writing and which event you are recounting, think about the tone of the diary.

The diary should reflect the age and personality of the person writing it. For example, Mum's diary would 'sound' different to Safiya's.

You will need to think about your choice of language so that we can hear the writer's voice.

Think about the following questions before starting your entry:

- How will you start the diary?
- What will you recount?
- How will you engage the reader and make it personalised?
- How will you end your diary entry?

Have a go at writing the diary entry and share them with me on ClassDojo.



Writing- Direct and indirect speech

Within writing, there are two ways to narrate the words spoken by a character. These are called:

Direct speech

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

Indirect or Reported speech

From his spaceship, Iggy bid farewell to the Earthlings.

What are the differences?



Using Direct Speech

Let's look carefully at the direct speech sentence.

What do you notice?



I bid you
farewell
Earthlings!

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

The exact words of the speaker are enclosed in inverted commas (speech marks).

In direct speech, the exact words of the speaker are quoted with no change to their content or order.

The correct punctuation is used before the inverted commas close.

There is often a reporting clause to explain who said the speech. Sometimes the reporting clause can be extended with an adverb, subordinate clause or prepositional phrase to explain more about how, where or when the speech was said. The reporting clause can appear before or after the spoken words themselves.

Using Indirect Speech

I bid you
farewell
Earthlings!

Now, let's take a look at the indirect (reported) speech sentence.

How is it different to the direct speech sentence?



From his spaceship, Iggy bid farewell to the Earthlings.

In indirect speech, no inverted commas (speech marks) are used.

The actual words of the speaker are often changed. The spoken words need to be in the correct tense, extra words may need to be added and pronouns may need to be changed (e.g. I → Iggy).

There are no reporting clauses within indirect (reported) speech. However, an adverb or prepositional phrase to explain more about how, where or when the speech was said can be added if needed.

Are these sentences direct or indirect speech?

"Tidy your room!" Mom shouted from downstairs.

The policeman said we should all go home quickly.

"I don't like icecream," James said quietly.

Mariah told me that her friends will bake a cake.

"My friend will bake a cake," Maria said happily.

"Shall we have a party tomorrow?" asked Rowena.

The man told the children to stop shouting.

How do you know which is which?

Change these sentences to indirect speech.

"Tidy your room!" Mum shouted from downstairs.

"I don't like icecream." James said quietly.

"I love watching You Tube." Larry said to his friend.

Newspapers will often use quotes to tell us what has been said and by who.

Why do you think they are used?

Maths

Check your answers from yesterday. How did you do?

Fill in the correct product.

a) $6 \times 6 = \underline{\quad}$

b) $3 \times 6 = \underline{\quad}$

c) $11 \times 6 = \underline{\quad}$

d) $8 \times 6 = \underline{\quad}$

e) $9 \times 6 = \underline{\quad}$

f) $1 \times 6 = \underline{\quad}$

Today's Arithmetic Starter:

1. Round 34,698 to the nearest 10, 100, 1,000 and 10,000
2. $82 \times 100 =$
3. $7,523 - 3,714 =$
4. Two teams take part in a competition. Team A scores 687 points. Team B scores 78 points less than Team A. How many points does team B score?

Today's Activity:

Re-watch yesterday's explanation video: <https://vimeo.com/468941522> and complete questions.



+



Remember, factors have to be integers (whole numbers).

Remember to share your answers with me on ClassDojo – you may see your answer featured later!

- 5 a) Circle the factors of 30

5 15 25 3 30 4 2 12 60 0

- b) These numbers are all factors of a 2-digit number.

1 3 5 9

What could the number be?

- 6 Amir and Eva are describing numbers using factors.



The number 11 does not have any factors.

Amir

My number lies between 20 and 25. It only has two factors.



Eva

- a) Is Amir correct? _____

Explain your answer.

- b) What number is Eva thinking of?

- 7 Which number has the most factors? Tick your answer.

64

48

- 8 Look at each statement.

Explain the mistakes that have been made.

- a) 20, 30 and 40 are all factors of 10

- b) 0.5 is a factor of 8 as 16 halves equals 8

- 9 How do we know that these statements are true?

- a) 5 is a factor of 195 but not a factor of 196

- b) 3 is a factor of 177 but not a factor of 178

- c) 20 is a factor of 180 but not a factor of 190

- 10 Is this statement always, sometimes or never true?

A number will always have an even number of factors because factors come in factor pairs.



Name _____

Date _____

Practise the joins.

*tt**ll**bb*

Choose a double letter to finish each word. Write it out.

bu le _____*co on* _____*li le* _____*pe le* _____*je y* _____*ba oon* _____*she* _____*bu er* _____Art- Art Appreciation

Read the following slides.

Who was JMW Turner and how can we use his work for inspiration?

Joseph Mallard William Turner (23 April 1775 – 19 December 1851), known as **William Turner**, was an English Romantic painter, printmaker and watercolourist.

He is known for his expressive colourisations, imaginative landscapes and turbulent, often violent paintings.



What was Romanticism and what did this mean if you were a 'Romantic Painter'?

Romanticism (also known as the **Romantic era**) was an artistic, literary, musical and intellectual movement that originated in Europe towards the end of the 18th century, and in most areas was at its peak in the approximate period from 1800 to 1890.

Romanticism was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature. The movement emphasized intense emotion as an authentic source of experience, placing new emphasis on such emotions such as apprehension, horror and awe— especially that experienced in confronting the beauty of nature.



Task:

For each image write a sentence about what you like and dislike about it. Think about the emotion the image creates. Which images inspires you most?







Friday 29th January

Reading

Look back at the picture from the start of the week and consider the following question:

How does the image of the imagination machine and your mid map or picture of your imagination link to the extracts from *A Pocketful of Stars*?

Think about the following to help you answer this question:

- What evidence can we see of Safiya's imagination in the second extract?
- Do you think Safiya's imagination helps or hinders her? Why? To hinder means to prevent or stop someone from being able to do something.

Answer these questions in your book.

Finally, let me know your views on this week's reading task and *A Pocketful of Stars* using the tables on the next page. What did you like about it? What did you dislike? Any patterns (for example, does it remind you of anything else you've read?) Any puzzles or questions you'd like to ask? Would you like to read more of this book? Why/why not?

Writing- Direct and indirect speech

Task

Spot the examples of direct and indirect speech. Draw different colour boxes around the examples. What do they add to the newspaper article?

5199 PENHILL NEWS

Date : Monday 25th January 2016

Written by: Miss R Smith

Dangerous dragon on the rampage in local school!



Yesterday, Seven Fields Primary School, was attacked by a terrifying dragon in the middle of the night, while the caretaker slept soundly.

The vicious dragon left a trail of destruction in its wake. The school field bears the scorch marks of its powerful flames and the walls of the classrooms are smothered in claw marks. Not only that, the classrooms were ransacked and furniture smashed to smithereens.

Chris, the school caretaker, was only roused to the situation when the school alarm sounded to which he rushed to the school immediately, only to be faced with the beast! Chris told Penhill News that he was feeling petrified about the near death experience. 'I never expected to be confronted with that, I was half expecting it to be some pesky kids from the estate. I haven't slept a wink since the incident' he said.

The kitchen fridges were emptied and a fire ripped through the school hall. Mrs McCormick, the school's head teacher, is saddened by the attack and the interruption to the children's learning. She told us earlier today: 'The majority of our children rely on our delicious, hot school meals and now we have nothing to feed them. The children are missing valuable school time but we endeavour to open ASAP.'

Luckily, the caretaker's dog, named Rocky, barked and scared off the dragon which flew away hastily before the police arrived at the scene. CCTV from the school cameras clearly show the dragon, which is believed to be a Welsh Green, wrecking the outstanding primary school.

The school remains closed while the incident is investigated by the police and the repairs are carried out. Meanwhile, there have been no reported sightings of the dragon but a dragon slayer has been employed to exterminate it before any more havoc is caused.

Penhill.co.uk

The Sporting Telegraph

www.sporting-telegraph.com

The Number One Sports Newspaper

Brilliant Bolt Grabs Gold Again!

Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals

Exclusive Report by John Stevenson

Usain Bolt reaffirmed his title as the World's Fastest Man by achieving a marvellous third gold medal of the games this week. In front of a deafening capacity crowd in London's Olympic Stadium, the 25-year-old world record holder completed a remarkable set of victories to establish himself as one of the greatest sprinters of all time.

Following earlier victories in both the 100m and 200m individual sprint, Bolt inspired his Jamaica team-mates to a third triumph in the 4x100m relay. The three gold medals are added to his personal collection alongside similar achievements in the corresponding individual events of Beijing in 2008.

Afterwards, the reigning 100m and 200m world champion was understandably buoyant in his celebrations.

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Although other athletes have won more medals than Bolt, including American sprinter Carl Lewis who was commentating for a television network, no-one else can match the explosive power and unrivalled pace exhibited by Bolt.



Usain Bolt: winner of three Olympic gold medals in London.

The sprinter's Jamaican team-mates were equally jubilant following their relay victory, describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a disastrous illegal baton handover, were gracious in defeat. Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to criticise the officials' decision, but did apologise to the US fans.

Now thinking ahead to his future and the potential of bringing down the curtain on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. Instead, he will focus on charity work, a likely ambassador role in the sport or could even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium, the talk was all about just one man - the incredible Usain Bolt, who is surely already an Olympic legend.

Maths

Start your Maths with 10 minutes on Times Table Rock Stars – has anyone responded to your challenges yet? Have you been challenged? If so, respond now.

Today's Arithmetic Starter:

Let's Play Countdown – how many ways can you make 150 using the numbers below?

50 8 3 7 4 1

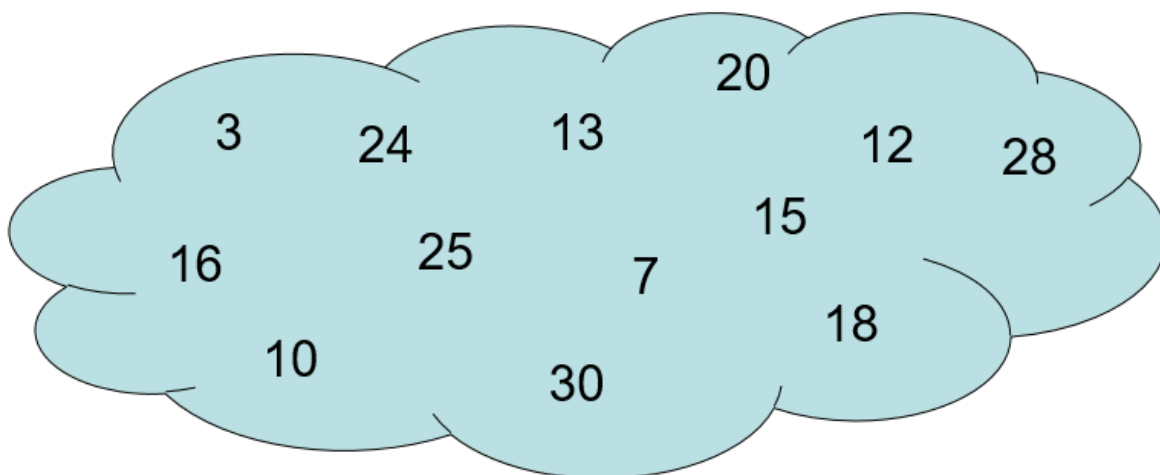
Rules:

1. You can only use each number once.
2. You can use all four operations as many times as you like: addition +, subtraction -, multiplication x and division ÷

Today's Activity:

Complete this quiz on multiples and factors.

If you don't have coloured pencils or pens, write the numbers you have found next to the question number i.e. 1) 4, 12 etc



Using the numbers in the bubble highlight:

- 1) All the multiples of 4 in grey
- 2) All the factors of 30 in blue
- 3) Numbers which are multiples of 3 and 4 in red
- 4) Numbers which are multiples of 5 but not 2 in green

Challenge – circle any prime numbers

It is important that you send me a copy of your answers to this quiz so that I can see how you have got on and see whether we need some more time learning our multiples and actors. You can type in and dojo me your answers or send me a quick picture of your cloud/answers on dojo.




Spelling

Today we have combined spelling with Maths –complete the activity below:

Years 5 and 6 Word List 1

Name: _____



Spelling Maths

Work out the value of each spelling word below:
accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached.

Word:	Value:
1. accommodate	£93
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

A = £1
B = £2
C = £3
D = £4
E = £5
F = £6
G = £7
H = £8
I = £9
J = £10
K = £11
L = £12
M = £13
N = £14
O = £15
P = £16
Q = £17
R = £18
S = £19
T = £20
U = £21
V = £22
W = £23
X = £24
Y = £25
Z = £26

© Huggy Toons

Music

Complete the lesson on understanding basic notation by watching and joining in with the online video from Oak National Academy:

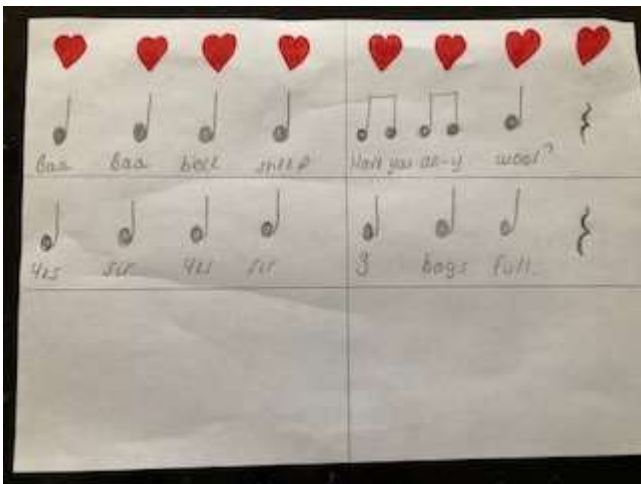
<https://classroom.thenational.academy/lessons/understanding-basic-notation-6rrkcr>



Make notes on what you have learned about pulse and rhythm. You might want to pause the video at times to do this.

Can you think of a nursery rhyme and notate it using the skills we have just learnt? Here is my attempt at the first two lines of Baa Baa Back Sheep to help you.

The  symbol represents a pause.



I have attached a template to help you below.

Share your work with me on Class Dojo – I will share the best examples!

