Year 5 Work pack – Group 1 — 1st March- 5th March (Week 8)

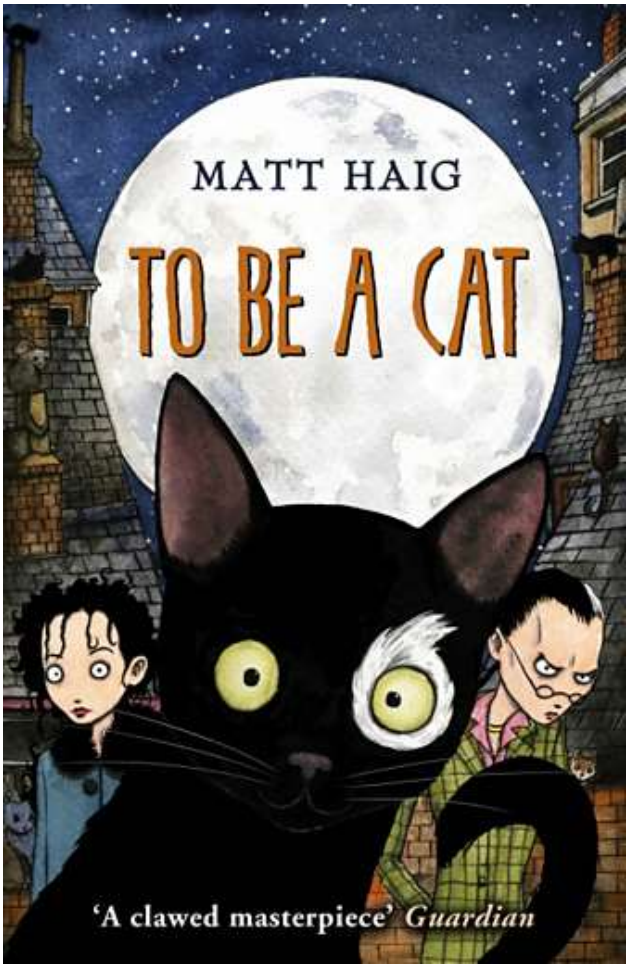
Spring 2 - Week 2 Timetable:

Day	Core	Foundation
Monday	Reading – Reflection questions – Front cover stimulus Writing – Modal Verbs Maths – Dividing by 10	Spelling Science – Soluble or insoluble?
Tuesday	Reading – How To Be A Cat – Extract 1: Dialogue analysis Writing – Modal Verbs Maths – Dividing by 100	Handwriting Geography – The advantages and disadvantages of living by a volcano.
Wednesday	Reading – How To Be A Cat – Extract 2: Prediction activity Writing – Modal Verbs of Obligation Maths – Dividing by 10, 100 and 1000	Spelling Computing – Dance Mat Typing PE – Dance from other cultures
Thursday	Reading – How To Be A Cat – Extract 2: Vocabulary activity Writing – Modal Verbs of Ability Maths - Maths – Dividing by 10, 100 and 1000	Handwriting PSHE – What to do in an emergency
Friday	Reading – How To Be A Cat – Creative inspiration activity Writing – Editing Maths – Quiz	Spelling RE- The Christian Worldview

Monday 1st March

Reading

Take a moment to look at the picture, which is the front cover of the book that we will be exploring through our reading activities this week. Write down any questions you have, then answer the questions below.



1. What do you think is the genre of this novel? Do you think it is a mystery/romance/ comedy/action/adventure/thriller/sci-fi/fantasy/horror or a combination of a few of these?

2. What is it about the front cover illustration that made you think the book would be that particular genre?

3. Do you think you would enjoy this story? Why/why not?

4. What do you predict this story would be about?

5. Why do you think the book is described by *The Guardian* as: 'A clawed masterpiece'?

Write answers to these reflection questions in your English book. Remember to share your work with me on dojo as I will be sharing the best answers at the end of the day.

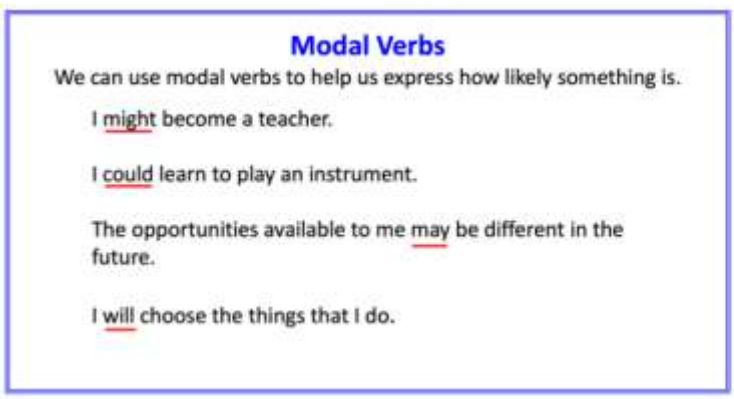
Writing- Modal Verbs

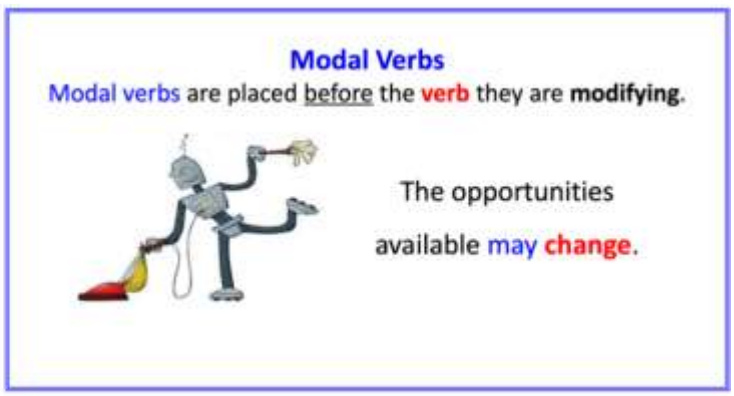
Please write the date and the title into your lined activity book

This week it is time to complete your poem.

Today's Task:

1. Watch the video on ClassDojo about today's task.
2. Read through the examples of good work posted on Class Dojo.
3. Read the information below which explains modal verbs.





4. Now, re-read the second and third page of poem 'What do you want to be?' by Wilf Merttens and, as you are doing so, highlight any modal verbs you can find. There are only a few examples so look carefully.

Then again, maybe you just don't care.
Maybe you're in it for the money.
Now *that's* a sweet honey.
People don't find anything funny when they're racing to be rich.
Maybe you want to be surrounded by iPhones and quick fixes,
Maybe your heart tremors and twitches round diamond rings and bling.
Maybe you want to see all the precious things that eBay can bring,
Or wear so many jewels you look like a King.

Maybe you just want to sing in the shower
and that's what makes you feel free.
Maybe all you need is the moon and a tree to feel happy.
Maybe you're a natural.
Maybe you're a doctor, a tinker, a tailor, an architect of bad behaviour.
You could be a soldier or a spy.
You could be the kind of guy who wonders why
the world is just as it is
Or how the plane can stay in the sky.
Maybe you're an expert at stopping a baby crying.
Maybe you'll be found frying a rich man's breakfast
in a gourmet restaurant.
Maybe you're a killer chef or an amazing painter.
You don't have to know now;
you can find out later what it is you really want to be.
Because maybe you just want to see the world.
Maybe you want to travel around and live out of a backpack.
Maybe you want to be a goth, wearing nothing but black
'cos maybe being blue just ain't you.
Maybe you just have to find out what's true and what's a lie in the newspaper.
Maybe you'd make a kiss-ass journalist.
Then again maybe all that writing would turn you mentalist.

Maybe you want to make your own zombie movies,
spray ketchup all over your mate's face for fake blood,
Maybe you want to be a dirt biker all covered in mud,
or a rescue woman saving people in a flood.
Maybe you want to be a boxer, landing punches with a thud.
Maybe you want to do very little,
live life quietly up a mountain someplace,
stay up all night staring into space.
Maybe you want to raise a family.
Maybe you want to devote your life to a god.
Maybe you want to live in a caravan on the sea, serving cod and chips.
Maybe you'll be eternally swell if you can just kiss a sweet pair of lips

Whatever your dream, I'm just here to remind you that you can be whatever you want to be and you can have *any*thing, you see.
Now if you're like me you're going to want it all for free.
But like me and like lots of other people like me,
in the end you're going to see
that if you want to be what you want to be
then you are going to have believe
and work real hard.
Unless you just want to be a nobody, which is real easy.
But don't worry, 'cos this crazy game is not a race,
and it's not up to me or school or TV to tell you your place.
We don't know your dream, or even what you really mean
when you say what you want to be.
It's up to you.
You've got to decide for yourself you see.
Now, tell me - what do you want to be?

Wilf Merttens

Remember to share your work with me on dojo so that can provide you with some feedback.

Maths - Dividing by 10

Start your Maths with 5 minutes on Times Table Rock Stars.

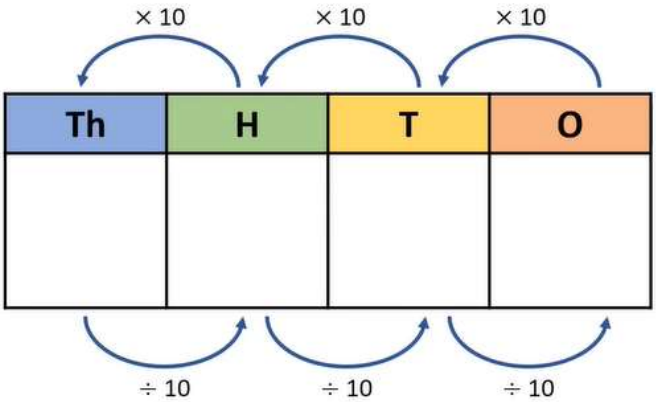
Today's Arithmatic Starter:

1. 6 x 3 x 8 =
2. 1,978 + 8,794 =
3. How many eights are there in twenty-four?
4. $3^2 + 1$ =
5. Tom gave 4 friends 10 stickers and has 3 left. How many stickers did Tom have to start with?
6. What are the factors of 40?

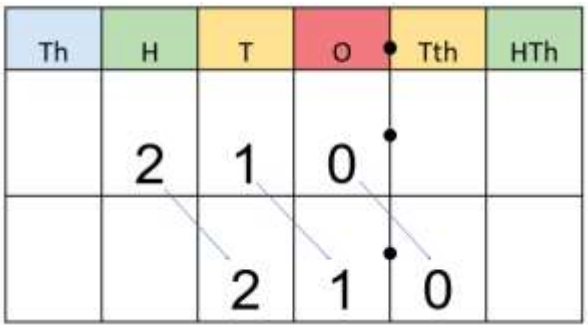
Todays Activity – dividing by 10:

Follow the link to watch the explanation video: https://vimeo.com/475398155 and complete questions 1 – 9 below.

Division is the inverse (the opposite) of multiplication so, when we multiply we move the digits to the left on the place value chart but when we divide, we move the digits to the right:



If we look at **210 ÷ 10 = 21**



The digits move one place to the right when we **divide by 10** (there is one 0 in 10).

The zero also moves place value - it does not just disappear! The zero moves to the right into the tenths column after the decimal point. You could write 21.0. But since there's nothing to show after the decimal point here, we don't need to write it and can just write 21.

At the end of this work pack there are some place value charts and counters for you as well as a times table square. You can use these throughout the week when you need some additional support.

As a **challenge activity** once you have completed the worksheets below. Come back to this page and see if you can find the answers to the following word problems:

a) A PS4 is on for sale at a tenth of its original price. It usually costs £450. How much is it in the sales?

b) To build an adventure playground it will cost Hillingdon council £3,578 for the railings and £7,549 for the play equipment. Ealing council can build the same playground for a price that is ten times cheaper. How much could they build it for?

c) Bolton Airways charges £1,600 for a return flight to Australia. QA Airlines is ten times cheaper. How much do QA airlines charge for 3 tickets?

d) How many £10 notes would you get if you exchanged £3,500?

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

Divide by 10

1 Complete the calculation shown by the array.

40 ÷ 10 = ☐

2 Complete the calculations.

a) 30 ÷ 10 = ☐

b) 60 ÷ 10 = ☐

c) 90 ÷ 10 = ☐

d) 80 ÷ 10 = ☐

e) 100 ÷ 10 = ☐

f) ☐ = 120 ÷ 10

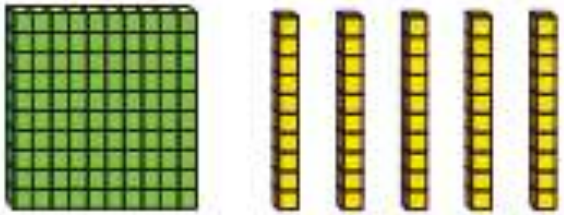
3 Balloons come in bags of 10

Huan has 130 balloons.

How many bags does he have?

Huan has ☐ bags of 10 balloons.

4 a) Whitney makes 150 using base 10



I am going to exchange my hundred for tens

Complete the sentences.

150 = 1 hundred + ☐ tens

1 hundred = ☐ tens

Whitney has ☐ tens altogether.

150 ÷ 10 = ☐

b) Make 230 using base 10

Complete the sentences.

230 = ☐ hundreds + ☐ tens

☐ hundreds = ☐ tens

There are ☐ tens altogether.

230 ÷ 10 = ☐

5 Mr Smith has this amount of money.

He buys some rulers costing 10p each.

Mr Smith spends all of his money.

How many rulers does he buy?

6 Aisha has a bag of 10p coins.

She has £3 and 40p altogether.

How many 10p coins does Aisha have?

Aisha has ☐ 10p coins.

7 Fill in the missing numbers.

a) 360 ÷ 10 = ☐

b) 630 ÷ 10 = ☐

c) 10 × ☐ = 520

d) ☐ ÷ 10 = 41

e) ☐ = 75 tens ÷ 10

f) 86 = ☐ tens ÷ 10

8 A pool is 10 m long.

Annie and Mo are swimming lengths of the pool.

Annie swims 85 lengths.

Annie and Mo swim 1,240 m in total.

How many lengths does Mo swim?

9 Complete the calculations.

a) 360 ÷ 10 ÷ 3 = ☐

b) 450 ÷ 10 ÷ 5 = ☐

c) 720 ÷ 10 ÷ ☐ = 8

d) ☐ ÷ 10 ÷ 4 = 1

Spelling

Have a go at these scrambled spellings – hint: they are all from the year 5-6 spelling list.

a) Every time we go on holiday, Mum and Dad insist on taking us to visit at least one a _ _ _ _ _ _ monument.

b) They tell us that, even though we think it's boring, we will a _ _ _ _ _ _ _ _ _ it one day.

c) My brother and I have a c _ _ _ _ _ _ _ _ _ _ to see which of us can last longest without yawning.

d) The a _ _ _ _ _ _ length of time before the first yawn is about ten minutes.

e) 'The trouble with you,' says Mum, 'is you don't have a sense of natural c _ _ _ _ _ _ _ _.'

Scrambled words

sytoriuci	rageeva	tenican
peticomiton	percapatie	

Science – Soluble or insoluble? (Challenge questions)

Log on to Developing Experts and go through the Presentation entitled: 'Be able to explain the words dissolve and solution'

Write definitions for:

DISSOLVE _____

SOLUTION _____

Name some soluble and insoluble substances

Soluble	Insoluble

Explain how each of these factors affect dissolving:

1. **Temperature of the solvent**

   _____

2. **Amount of solute**

   _____

3. **Stirring the solution**

   _____

Challenge

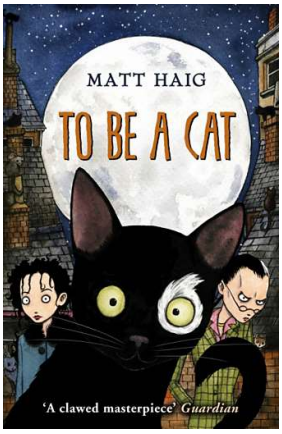
What is the difference between a soluble and an insoluble material?

What happens to the material if it is soluble?

What happens to the material if it is insoluble?

Tuesday 2nd March

Reading



SCAN ME

In this book, Weedy Barney Willow is picked on by horrible Gavin Needle and the evil headteacher Miss Whipmire. He dreams of being a cat as then he believes that things would be easier.

Watch rugby player Maro Itoje read extract 1 from *How To Be A Cat* by scanning the QR code and read along or read the extract below:

Extract 1

That was very odd, you falling asleep like that,' his mum commented. 'I think we might need to take you to hospital to get you checked out.'

'I'm all right now. I think I'm feeling better.'

But then, while he sat on the sofa watching TV with his mum, his arms started itching and he began to rub them.

'Barney, don't do that. You'll make them sore,' Mum said, switching from polar bears to a quiz show.

'I can't help it.' He unbuttoned one of his cuffs, rolled up the sleeve and started to scratch the skin directly. 'They're so itchy.'

As he scratched he saw one, then two, then three thick black hairs on his right arm. They were pure jet-black, way darker than his normal mousy mid-brown hair colour, and were arranged like points in a neat line just below his wrist.

'Mum, look – these hairs.'

'Oh yes, you're turning into a man. Well, now that you're nearly a teenager you'll be starting to get hairy all over the place.'

'But they're weird. They're black. I don't have black hair. And they weren't there yesterday. They weren't even there this afternoon. I don't want to turn into a man that quickly.'

She wasn't listening. She was too busy looking at his forehead. 'What is it?' Barney asked her. 'Oh dear, I'll just get the tweezers,' she said, before disappearing up to her bedroom. Meanwhile, Barney went to look in the hallway mirror to see what the matter was. There, right in the middle of his forehead, was another thick black hair.

1. Matt Haig uses a lot of dialogue (direct speech where a character is talking) within this extract. Highlight or underline any dialogue. Say it aloud and use expression to show how the character is feeling when you are saying the words.

2. Do you think the dialogue used here is telling us more about a character or moving the story on? Why do you think this?

3. Now think about the relationship between the writer (Matt Haig) and the reader (you) and think about how successful the dialogue is. Which examples of dialogue had an impact on you? When you read the extract, which dialogue struck a chord with you as the reader?

Make a table like the one below, write down the dialogue that you liked or found interesting. In the next column, write about how this helps you to understand the character or moves the action along (or both!). In the third column, explain what this combination shows to you, the reader.

I have included an example here to model this activity. You can add to the table below or, if you need more room, draw a table in your book:

Example of dialogue	Convey character or move on the action	Impact on the reader
"Mum, look- these hairs."	Both – tells us about how Barney feels and makes Mum look.	The punctuation in this dialogue shows us how Barney speaks. He pauses at the comma and the dash. This is to show how nervous and scared he is. It is short too, showing Barney has no words - he is in shock!

Share your completed tables with me on ClassDojo – I'd love to see your work!

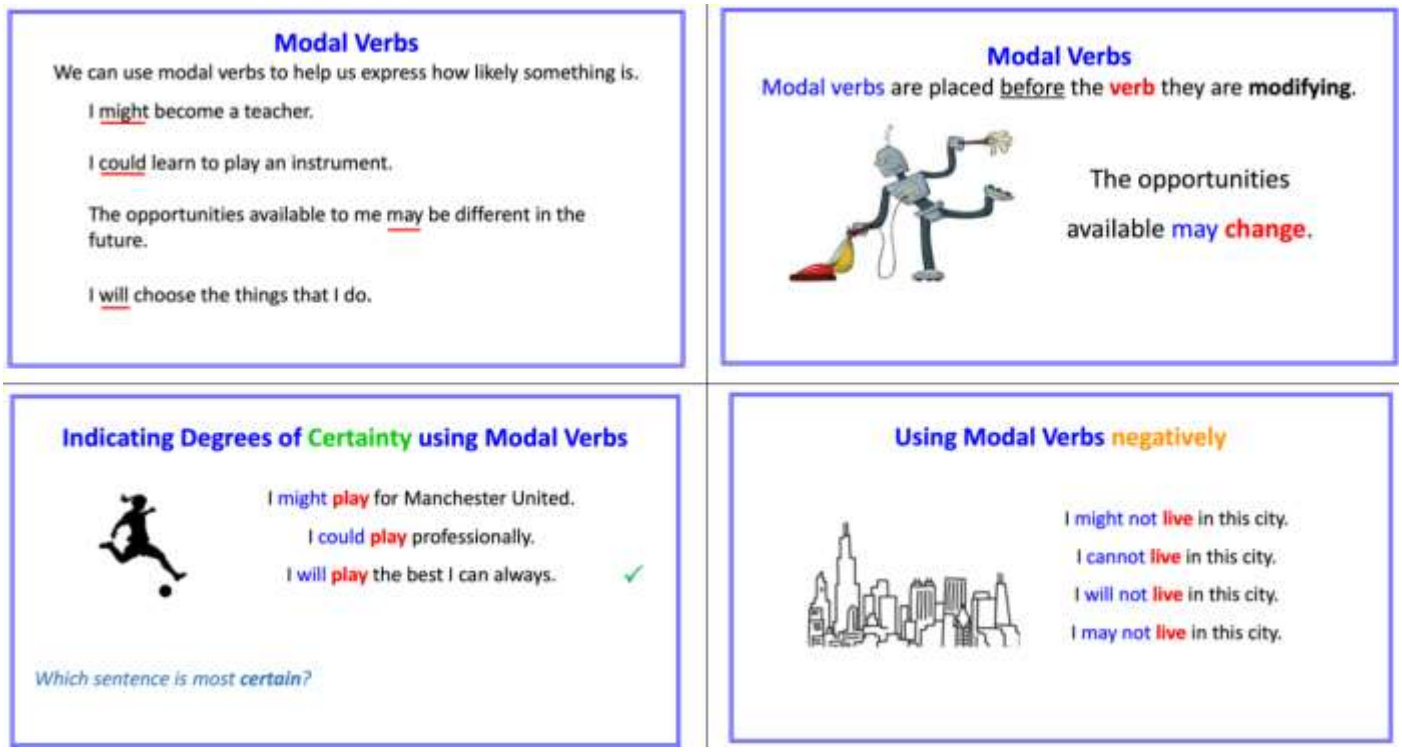
Writing – Modal Verbs

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on ClassDojo explaining today's work.

2. Complete the table by writing about your future using different modal verbs to show how certain you are. If you need a reminder about modal verbs, read the boxes below again:



3. Share your sentences with someone else and explain the modal verbs that you have chosen to use.

	Possible	Possible	Certain
What job you will do	e.g. I might play for West Ham.	e.g. I could play professionally.	e.g. I will always make time for football.
What hobby you will have			

The place you will live			
Your greatest achievement			
The kind of person you will be			

Share your completed table with me on ClassDojo so I can provide you some feedback.

<u>Maths – dividing by 100</u>

Check your answers from yesterday. How did you do?

Draw a line connecting the multiplcation expression with the correct product.

6 x 8	56
7 x 8	64
8 x 8	80
5 x 8	48
4 x 8	40
12 x 8	24
3 x 8	88
11 x 8	32
1 x 8	8
10 x 8	96

Today's Arithmatic Starter:

1. Round 81,394 to the nearest 10, 100, 1000 and 10,000.
2. 8^2 x 10 =
3. How much less is 50 than the answer to 8 x 8?
4. 82,519 – 7,392 =
5. Two books cost £14. How much will 5 books cost?
6. 3,268 + ? = 9, 368

Todays Activity:

Follow the link to watch the explanation video: https://vimeo.com/475823716 and complete questions 1-9.

When you divide by 100, move all the digits two places to the right (there are two 0's in100).

Here we are looking at the calculation 2,100 ÷ 100 = 21

Th	H	T	O	Tth	HTh
2	1	0	0		
		2	1	0	0

The digits have moved two places to the right (there are two 0's in 100).

The zeros also move two place value places to the right – they do not just disappear! The zeros move to the right into the tenths and hundredths columns after the decimal point. You could write 21.00. But since there's nothing to show after the decimal point here, we don't need to write it and can just write 21.

Divide by 100

1 There are 400 pins altogether.

The pins are packed in jars of 100

How many jars are there? ☐

2 Complete the calculations.

a) 700 ÷ 100 = ☐

b) 800 ÷ 100 = ☐

c) 200 ÷ 100 = ☐

d) 7,000 ÷ 100 = ☐

e) 8,000 ÷ 100 = ☐

f) ☐ = 2,000 ÷ 100

3 a) Teddy makes 2,300 using base 10

Complete the sentences.

2,300 = 2 thousands + ☐ hundreds

1 thousand = ☐ hundreds

2 thousands = ☐ hundreds

Teddy has ☐ hundreds altogether.

2,300 ÷ 100 = ☐

b) Make 3,700 using base 10

Complete the sentences.

3,700 = 3 thousands + ☐ hundreds

3 thousands = ☐ hundreds

There are ☐ hundreds altogether.

3,700 ÷ 100 = ☐

4 One hundred 1p coins is equal to £1

a) Dexter has seven hundred 1p coins.

How many £1 coins is this equal to?

☐

b) Aisha has seven thousand 1p coins.

How many £1 coins is this equal to?

☐

c) Jack has 170 1p coins.

He says, "This is the same as £17"

Is Jack correct? _____

How do you know?

_____

_____

5 Complete the number sentences.

a) 40 ÷ 10 = ☐

400 ÷ 10 = ☐

400 ÷ 100 = ☐

4,000 ÷ 100 = ☐

b) 80 ÷ 10 = ☐

800 ÷ 10 = ☐

800 ÷ 100 = ☐

8,000 ÷ 100 = ☐

What patterns can you see?

6 Complete the calculations.

a) 100 × ☐ = 1,200

b) 6,200 ÷ 100 = ☐

c) 100 × ☐ = 5,200

d) ☐ ÷ 100 = 35

e) ☐ = 35 hundreds ÷ 100

f) 96 = ☐ hundreds ÷ 100

7 Eva and Tommy collect gems in a computer game.

Each gem is worth 100 points.

At the end of the game, Eva has 4,300 points and Tommy has 800 points.

How many gems did they collect in total?

☐

How did you work this out?

8 Use the digit cards to fill in the gaps.

You may use each digit card once only.

1	2	3	4	5	6

3_ × 100 = _400

6,_00 ÷ 100 = _2

_500 = 10 x _0 × 55

9 The side length of a square is 1,200 cm.

a) What is the perimeter of the square in metres? ☐

b) A rectangle has the same perimeter.

What could the length and width of the rectangle be?

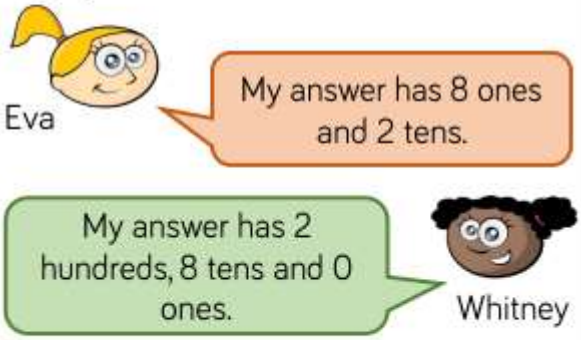
length = ☐ width = ☐

As a **challenge activity**, see if you can solve the following problems:

Problem One:

Eva and Whitney are dividing numbers by 10 and 100
They both start with the same 4-digit number.

They give some clues about their answer.



What number did they both start with?
Who divided by what?

Problem Two:

Use the digit cards to fill in the missing digits.

1	2	3	4	5	6	7	8	9

$170 \div 10 = \_\_$

$\_20 \times 10 = 3,\_00$

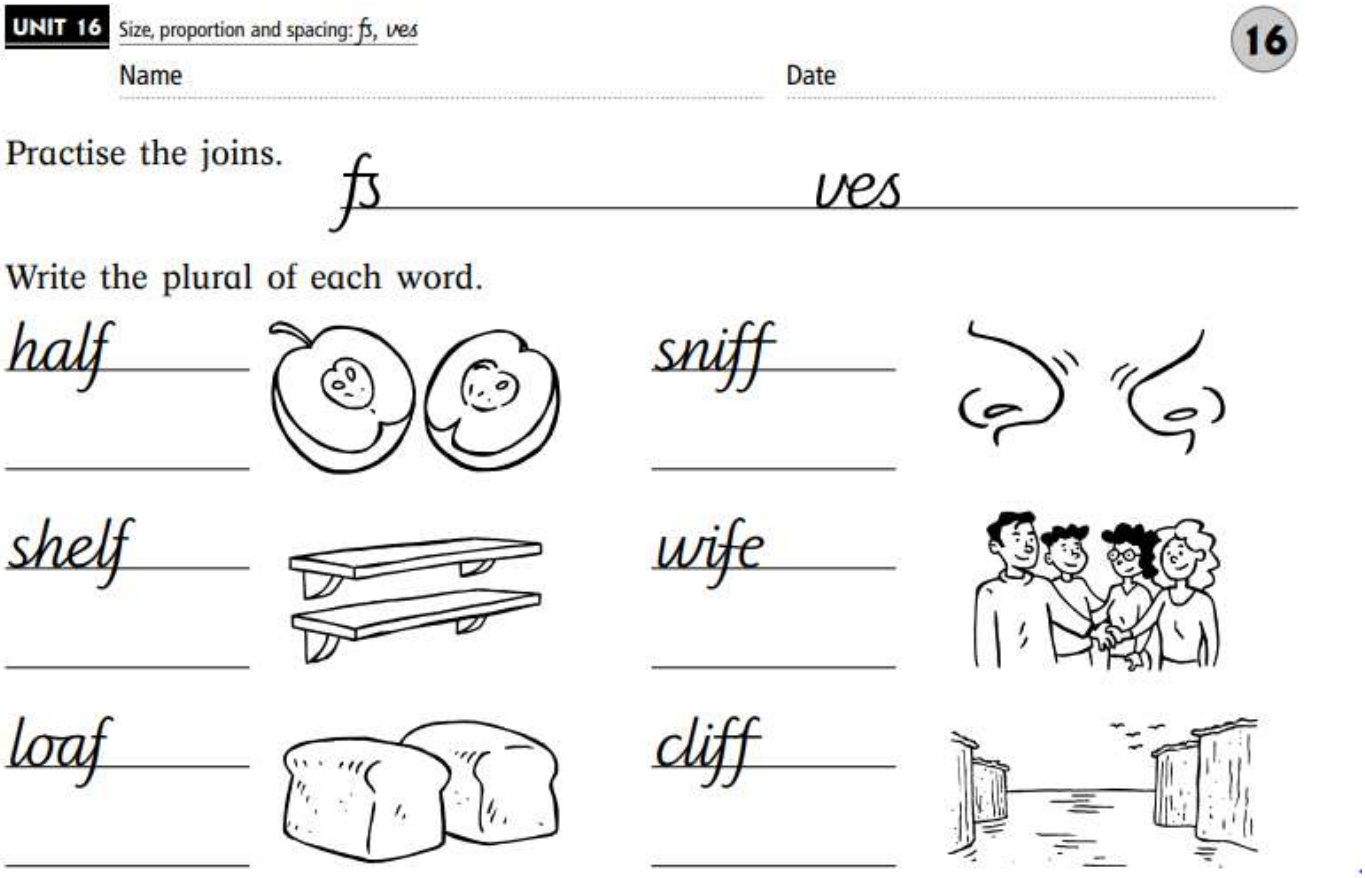
$1,8\_0 \div 10 = 1\_6$

$\_9 \times 100 = 5,\_00$

$6\_ = 6,400 \div 100$

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

Handwriting



UNIT 16 Size, proportion and spacing: fs, ves

16

Name Date

Practise the joins. fs ves

Write the plural of each word.

half

sniff

shelf

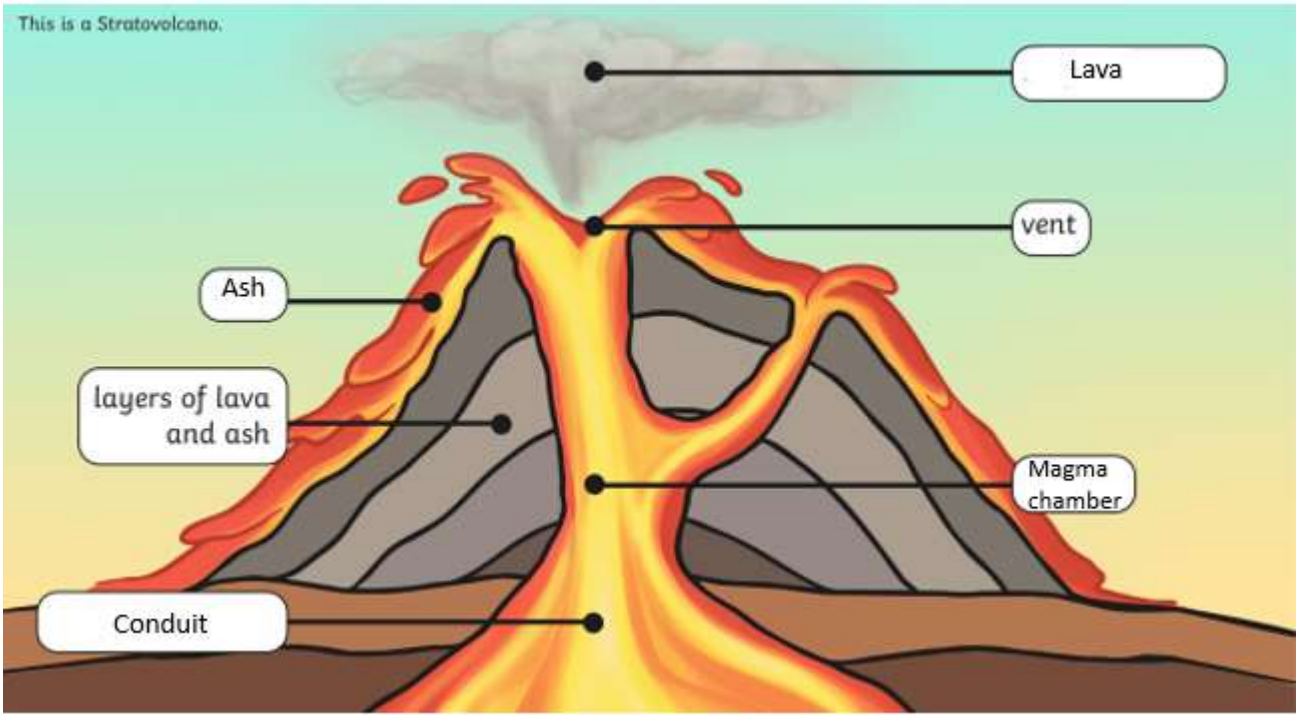
wife

loaf

cliff

Geography

Before we look at the **advantages and disadvantages of living by a volcano**, can you spot the mistakes that Mrs Spencer has made when labelling the volcano diagram here? Circle the mistakes and rearrange the labels where they are incorrect.



Given what we have learnt about volcanoes, we might wonder why anybody would choose to live close to one. However, people do. Today we are going to explore the advantages and disadvantages of living by a volcano.

First, read the below or listen to Mrs Spencer reading the text on ClassDojo and read along.

Glossary:

- **Fertile –** can produce a large number of good quality crops.
- **Fertilisers –** products used to help produce a large number of good quality crops.
- **Agriculture** – farming
- **Minerals –** a valuable or useful chemical substance that is formed naturally in the ground.
- **Nutrient** – something an animal or plant needs to live and grow.
- **Formation** – natural creation.
- **Sustainable** – causing little/no damage to the environment and continuing over a long period.
- **Tourism** – business of providing places for people to visit, to entertained or to stay.
- **Infrastructure** – roads, railways, water and energy supplies, buildings.
- **Lethal** – deadly.

What are the advantages of living by a volcano?

The landscape surrounding volcanoes such as Mount Etna and Mount Vesuvius has very rich fertile soils which help farmers to successfully grow crops for food and sale.

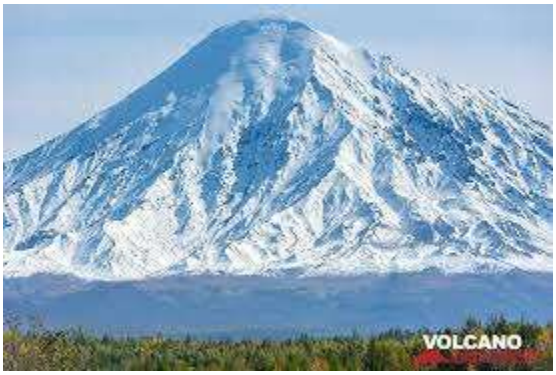
There vineyards that produce wine are close to Mount Etna, in Italy.

The ash and rocks which erupt out of volcanoes contain elements and **minerals** such as iron, magnesium, calcium and potassium. These are some of the most important minerals found in **fertilisers** to improve the quality of **agricultural** soil. The elements and minerals break down and provide **nutrients** for the soil. Because of the presence of these minerals, the valleys and mountain slopes surrounding volcanoes are typically fertile.

Here, onions are growing in the volcanic soil in Lanzarote, in the Canary Islands, Spain.

In addition to fertile soil, the extreme heat and pressure caused by volcanic eruptions can also lead to the **formation** of gems, precious stones and other valuable minerals such as gold and uranium. These can be mined and sold for significant amounts of money. The stones and minerals can be used to make jewellery, electronics and weapons.

The Tolbachik volcano in Russia pictured below, spewed up tiny diamonds when it erupted.



Volcanoes also create geothermal energy. Geo means 'of the earth' and 'thermal' means heat. Geothermal energy is therefore the heat that naturally occurs underground in volcanic areas. We can see this in some volcanic areas in the form of hot springs and geysers (fountains of hot water that shoot out intermittently from the spring). In other cases this hot water is stored deep underground. Geothermal energy has been used throughout history for cooking, heating, bathing and washing clothes. Over twenty countries now use geothermal energy. Iceland has five geothermal plants supplying about a fifth of the country's energy supply and 85% of all heating and hot water to buildings in the country.

Geothermal energy has many advantages. It can be cheaper and it is **sustainable** as the heat from the earth will not run out. Also, geothermal energy releases less carbon dioxide into the atmosphere than burning

fossil fuels such as coal. Unlike solar power (from the sun) or wind turbines, geothermal power plants are not affected by weather conditions.

This is the Hellishedi Geothermal Plant in Iceland:

Another reason that people may live by volcanoes is that people find volcanoes fascinating and what to visit them. They attract tourists and holidaymakers and people living in these areas can earn a living from tourism.

Here people are watching 'Old Geyser' erupt in Yellowstone National Park in Wyoming, USA.

Yellowstone's hot springs, geysers and bubbling mud pools are all signs of a huge body of magma beneath the earth. Yellowstone is a supervolcano - a volcano on a massive scale. Yellowstone is thought to have last erupted 70 000 years ago. Visits and tours of the volcanic mountains of Italy are also big business. You can even buy souvenirs at the summit of the volcano Vesuvius in Pompeii, Italy.

What are the disadvantages of living by a volcano?

Volcanoes are destructive – they can destroy everything in sight, homes, businesses, infrastructure and lives. Everything in the path of flowing lava will be surrounded, buried or set on fire. Lava can reach temperatures of 1000^{O}C. Many homes are destroyed because, even if the lava flow misses them, the heat will set everything close by on fire. Lava moves quickly at the peak (top) of a volcano. At lower lying areas, it travels relatively slowly and can be out run as long as people do not stop to watch or collect belongings and then find their escape routes have gone.

The ash that volcanoes emit can bury everything and can choke people and animals. Falling ash can also turn daylight into complete darkness as it can block out the sun. While we often think of ash as soft and fluffy, volcanic ash is hard and rough.

Volcanoes also emit large amounts of gases on a regularly or even continuously. Different volcanoes emit different gases in different quantities and some of these lower the quality of the air people can breathe. The water in surrounding areas can also be polluted. Volcanoes can emit carbon dioxide which, in large amounts, can be **lethal**. They can also emit sulphur dioxide which can make the area smell of bad eggs and can also irritate the eyes, nose, throat and skin and cause lung damage.

Having read the text answer these questions:

Name three reasons why people might choose to live by a volcano:

1.

2.

3.

Name three disadvantages of living close to a volcano:

1.

2.

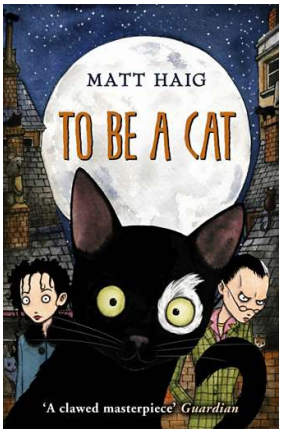
3.

Would you like to live by a volcano? Explain your decision.

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

Wednesday 3rd March

Reading



SCAN ME

Watch rugby player Maro Itoje read Extract 2 from *How To Be A Cat* by scanning the QR code or read the extract below:

This was his bed. This was his room. But everything had grown beyond all possibility.

The wardrobe was the size of a house. The bedside lamp peered down at him like some strange armless robot. The door was miles away. And the school uniform which hung over his chair belonged to a giant.

Next he saw something which made even less sense.

His hands, or his feet – he couldn't tell which – were entirely covered with hair. And they were fingerless. Toeless. He turned his head to see what he had only felt so far. A tail. Curled into a quivering kind of question mark, as though the rest of his body was a query wanting an answer.

It was impossible.

He was still Barney. His 'Barney-ness' was still there in his head, his mind still the same bulging suitcase of memories and emotions. But at the same time he already knew he wasn't him at all. He was something else. Something so impossible that he thought this had to be a dream, like the one he'd had about his father.

He blinked, and then blinked some more. No. There was no doubt about it. He was awake.

Indeed, he was as awake as he had ever been. So, to his horror, he had to believe what his eyes were telling him, and what the black hair and the tail and the paws were telling him. And what they were telling him was this: he may have gone to bed human, but he had woken up unquestionably, unmistakably, unimaginably cat.

Prediction Activity:

As the reader, we know now that Barney has been turned into a cat overnight. We also know that the title of the book is, '*To Be a Cat*.'

Think about the following questions:

1. What do you think will happen in the next chapter?

2. What do you think will happen in the rest of the book?
3. Use these headings as a starting point to write down some of your predictions and thoughts:

- I think _____ because _____
- I hope _____ because _____
- I wonder if _____
- I don't think _____ because _____
- I wouldn't be surprised if _____
- I doubt _____

Remember to share your completed stem sentences with me on ClassDojo – I'd love to read your predictions!

<u>Writing – Modal Verbs of Obligation</u>

Please write the date and the title into your lined activity book

<u>Today's Task:</u>

Today we are going to add to our poem from last week. Watch the video on ClassDojo explaining today's task.

1. Read the below:

2. Complete the missing modal verbs:

3. Look at the modal verbs you included in the blanks above. Which ones are modal verbs of obligation?

4. Complete the sentences starters below using modal verbs of obligation. Think about what people who don't believe in your dreams may say. For example:

Some people say you should know that what you're aiming for is impossible to reach.

Some people say you ought to focus on what you can definitely achieve.

Some people say you must remember if you don't try you can't fail.

Your turn:

Some people say you should…

Some people say you ought to…

Some people say you must…

Maths - dividing by 10,100 and 1,000

Check your answers from yesterday. How did you do?

Start your Maths with 5 minutes on Times Table Rock Stars.

Today's Arithmatic Starter:

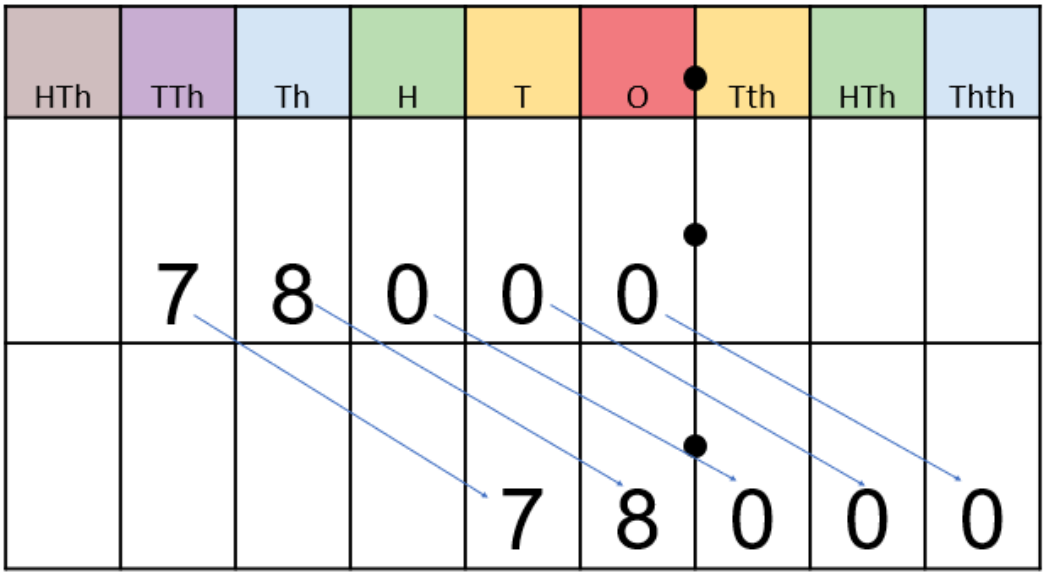
1. 8 x 0 x 3 =
2. How much greater is (5 x 9) than (3 x 5)?
3. $7^3 + 4^2 = ?$
4. It takes an author 1 hour to write 4 pages. How long will it take her to write 24 pages?
5. 9 + 9 + 9 + 9 + 100 =

Todays Activity:

Follow the link to watch the explanation video: https://vimeo.com/475824080 and complete questions 1-5.

When you **divide by 1,000**, move all the digits three places to the right (there are three 0's in 1000).

Here we are looking at the calculation **78,000 ÷ 1,000 = 78**



The zeros also move three place value places to the right – they do not just disappear! The zeros move to the right into the tenths, hundredths and thousandths columns after the decimal point. We could write 78.000 but since there's nothing to show after the decimal point here, we can just write 78.

Divide by 10, 100 and 1,000

1 Complete the division sentences.

a)

Th	H	T	O
		6	0

60 ÷ 10 = ☐

b)

Th	H	T	O
	4	9	0

490 ÷ 10 = ☐

c)

Th	H	T	O
1	4	9	0

1,490 ÷ 10 = ☐

d) What happens to the digits when you divide a number by 10?

_____

_____

2 Complete the division sentences.

a) 90 ÷ 10 = ☐

b) 750 ÷ 10 = ☐

c) 820 ÷ 10 = ☐

d) ☐ = 1,460 ÷ 10

e) 32,390 ÷ 10 = ☐

f) 6,200 ÷ 10 = ☐

g) 700 ÷ 10 = ☐

h) 92,000 ÷ 10 = ☐

3 Complete the divisions.

a)

HTh	TTh	Th	H	T	O
			9	0	0

900 ÷ 100 = ☐

b)

HTh	TTh	Th	H	T	O
	1	6	0	0	0

16,000 ÷ 100 = ☐

c)

HTh	TTh	Th	H	T	O
		9	0	0	0

9,000 ÷ 1,000 = ☐

d)

HTh	TTh	Th	H	T	O
7	6	8	0	0	0

768,000 ÷ 1,000 = ☐

4 Explain to a partner how to divide a number by 100

Ask them to explain to you how to divide a number by 1,000

5 Complete the division sentences.

a) 4,500 ÷ 10 = ☐

62,000 ÷ 10 = ☐

739,300 ÷ 10 = ☐

b) 4,500 ÷ 100 = ☐

62,000 ÷ 100 = ☐

739,300 ÷ 100 = ☐

c) ☐ ÷ 10 = 76

☐ ÷ 100 = 76

☐ ÷ 1,000 = 76

d) ☐ ÷ 1,000 = 30

☐ ÷ 1,000 = 300

☐ ÷ 1,000 = 3,000

For today's **challenge activity**, have a go at the puzzles below:

Puzzle 1:

By using a number from column A, an operation from B and a number from C, how many ways can you find to make 70?

There are more than 4 ways!

A	B	C
7	×	1
70		10
700	÷	100
7000		1000

Puzzle 2:

6	**x 10**	**x 10**	**÷ 100**
÷ 10	**x 100**	**x 100**	**÷ 10**
x 10	**÷ 10**	**÷ 1000**	**÷ 100**
÷ 1000	**x 1000**	**x 100**	**0.06**

Can you find a path from 6 to 0.06?

You are not allowed to make diagonal moves.

If you would like an **additional challenge**, choose an activity from p69 onwards on the Maths Challenges pack posted on Class Dojo

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

Spelling

Today we are looking at again at the learning we did about how we decide whether a word should end in –tial or –cial. Can you remember the rule?

Think about whether a vowel or a consonant comes before the ending –tial or –cial.

Complete the below:

Decide on the correct spelling for each of the words in bold and write the word, correctly spelled, in the spaces.

My friend enjoys **marshal** _____ arts. He competed in a **speshal** _____ event last week at the **soshal** _____ club in town. There was a **substanshal** _____ prize for the winner. I nearly didn't go because of the **torrenshal** _____ rain, but I'm glad I did. He won, and is now the **offishal** _____ **marshal** _____arts champion for the county.

Computing - Dance Mat Typing

To play, here is the link: https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr

There are four levels to play, each divided into three stages. You will start by learning the home row keys. Each stage builds on previous lessons, introducing new letters as you progress. You'll soon be touch typing like an expert! At the end of each level you can test your typing speed and get a fun reward.

What do you need to remember when touch typing?

PE – Dance

Today in PE, we are going to explore dance from other cultures.

Visit: https://www.bbc.co.uk/bitesize/topics/z7x3cdm/resources/1

On this website there are 2 different cultural dances: African drumming and Diwali (a traditional stick dance). Watch both dances and study how the people move – what are they doing with their arms and legs, how do they move their heads, how do they relate to the music?

Choose one style of dance and create your own dance in a similar style.

Find someone to perform your dance to or video it and share it with me on ClassDojo.

Thursday 4th March

Reading

SCAN ME

Watch rugby player Maro Itoje read Extract 2 again from *How To Be A Cat* by scanning the QR code or re-read the extract from yesterday.

Vocabulary Activity:

1. Underline or highlight all of the vocabulary in the extract that is to do with the theme of **confusion.**

2. 'Curled into a quivering kind of question mark, as though the rest of his body was a query wanting an answer.' Why do you think the tail is described as **quivering**? What does this show us about how he is feeling? Write your answer in your book.

3. What is the effect of the three words at the end of the extract that use the prefix 'un'?

Don't forget to share your answers with me on ClassDojo.

Writing – Modal Verbs of Ability

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on ClassDojo explaining today's work.
2. Now:

Choose one of these modal verbs to complete each of these sentences.
You may only use each once so cross it off when you have used it!

can	**might**	**will**	**should**	**would**
can't	**may**	**must**	**shouldn't**	**couldn't**

a) Pasha _____ complete her homework.

b) He was so tired he _____ keep his eyes open.

c) Tom is a great footballer. He _____ even play in goal!

d) If she keeps trying hard, she _____ just have a chance.

e) He is still learning. He _____ do his shoe laces up just yet.

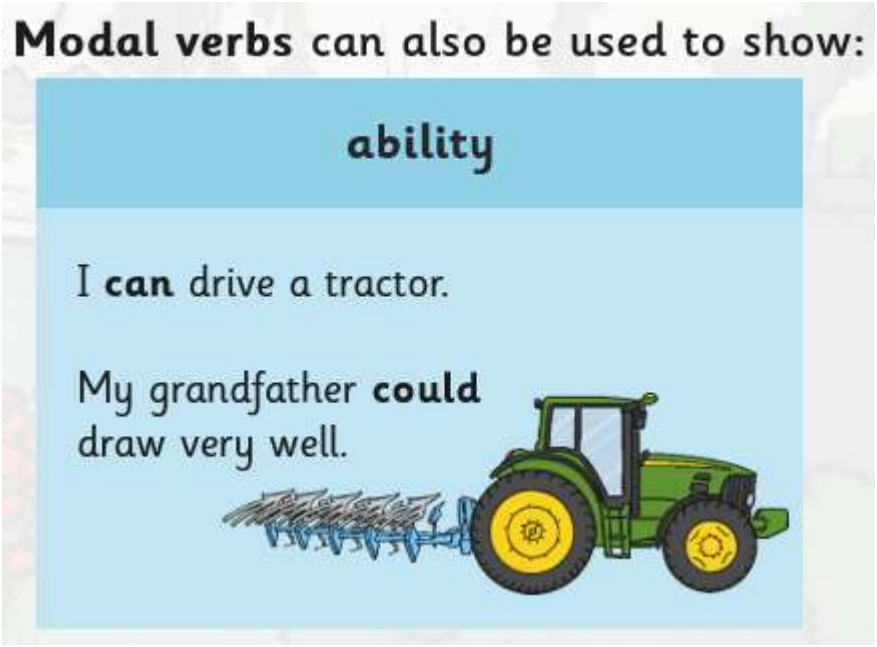
f) You _____ hurt people or steal things.

g) When you have finished, you _____ leave the table.

h) It has been ordered, so when they get there, they _____ find it waiting for them.

i) The bitter cold makes it certain there _____ be icy roads tomorrow.

j) I _____ happily swap places with a millionaire.



3. Which of the verbs above are modal verbs of ability?
4. Copy and complete the following sentence starters using modal verbs of ability.

   But don't worry about what others tell you to do.

   You can…

   You could…

   You might…

<u>Maths – dividing by 10, 100 and 1,000</u>

Check your answers from yesterday. How did you do?

Fill in the correct product.

a) 11 x 8 =_____	b) 12 x 8 =_____	c) 5 x 8 =_____
d) 6 x 8 =_____	e) 1 x 8 =_____	f) 8 x 8 =_____

<u>Today's Arithmatic Starter:</u>

1. What is double 66?
2. One third of 18 cm is?
3. 85,423 - ? = 85,323

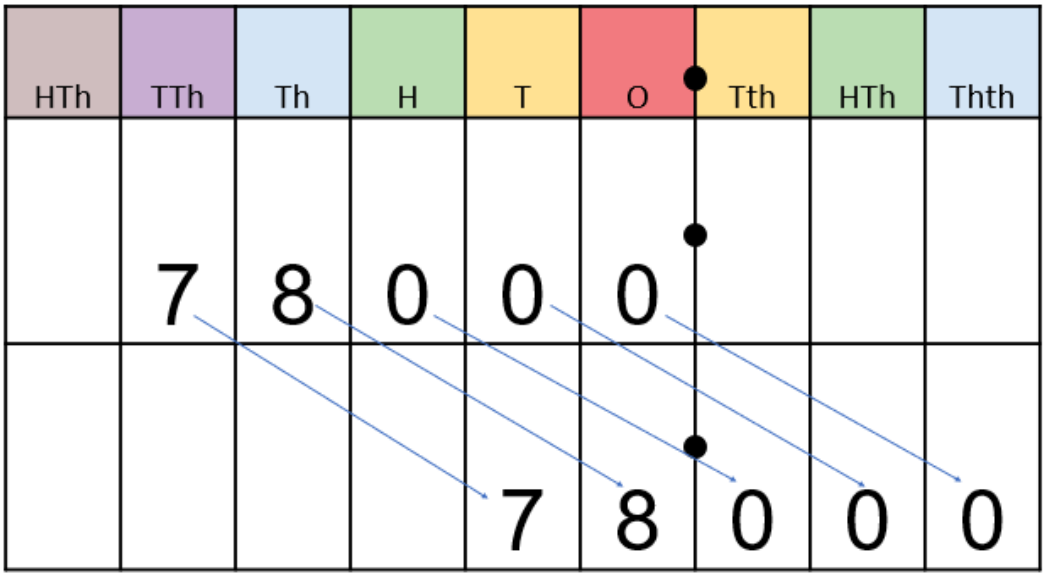
4. 967 x 10 = ?
5. 967 x 100 = ?
6. 967 x 1000 = ?
7. Find the factors of 36
8. Find 4 multiples of 12 between 25 and 99

Todays Activity:

Re-watch yesterday's explanation video: https://vimeo.com/475824080 and complete questions 6 - 10 .

Remember, when you **divide by 1,000**, move all the digits three places to the right (there are three 0's in 1000).

Here we are looking at the calculation **78,000 ÷ 1,000 = 78**



The zeros also move three place value places to the right – they do not just disappear! The zeros move to the right into the tenths, hundredths and thousandths columns after the decimal point. We could write 78.000 but since there's nothing to show after the decimal point here, we can just write 78.

6 Complete the table.

Number	Number divided by 10	Number divided by 100	Number divided by 1,000
65,000			
	7,200		
		3,500	

7 Write >, < or = to make the statements true.

a) 4,900 ÷ 10 ◯ 4,900 ÷ 100

b) 56,000 ÷ 100 ◯ 65,000 ÷ 100

c) 93,000 ÷ 1,000 ◯ 9,300 ÷ 100

d) 5,700 ÷ 100 ◯ 5,700 ÷ 1,000

8 Complete the sentences.

a) Dividing a number by 10 and then by 10 again is the same as

_____

_____

b) Dividing a number by 1,000 is the same as dividing by 10

and then _____

_____

9 In 2019, 568,000 houses were built.

In 2018, 10 times fewer houses were built.

In 2017, 100 times fewer houses were built.

a) How many houses were built in 2018?

☐ houses

b) How many houses were built in 2017?

☐ houses

c) How many houses were built between 2017 and 2019?

☐ houses

10 Alex is thinking of a number.

She divides it by 100

The answer has one more in the hundreds column than in the tens column.

The total of the digits is 15

What could the number be?

☐

How many different answers can you find?

For today's **challenge activity**, have a go at the puzzles below:

Puzzle 1:

Work out the value of each symbol.

7 x 10 x 10 x ★ x 10 = 21000

★ x 100 x ▲ = 30000

■ x ★ ÷ ▲ = 3.6

Puzzle 2:

B is 10 times bigger than A

C is 1000 times bigger than A

What is the value of C ÷ B?

Hint: Pick any number for A and see what happens.

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

Handwriting

UNIT 17 Speed and fluency: abbreviations for notes

17

Name _____ Date _____

Match the words to the abbreviations.

without	_____
because	_____
hundred	_____
different	_____
and	_____
children	_____

100

diff

wo

bcs

chn

&

PSHE

Today we are going to learn what to do and how to call for help if you are faced with an emergency situation.

When an accident happens, before we do anything, we must make sure that it is safe for us to approach and offer help. If it is not safe and anything happens to you when you try to help, there will be two people in need of help rather than just one. As such we must check for **hazards** – a hazard or something that is dangerous or could cause harm.

Have a look at these two pictures – how many possible hazards can you spot? Circle them and make a note around the edges as to why you think they are hazards:


TEA

Watch this video about coping in an emergency:
https://www.youtube.com/watch?v=YOwYPhJfYx4&feature=youtu.be

The children did very well. Write down at least 5 things that the children did to help their friend. If you can think of more, include these as well:

1.

2.

3.

4.

5.

Complete the words below to show what you should do when you need to telephone for help:

- If there is an **e**_ _ _ _ _ _ _ **y** you can dial **999 or 112** to get the emergency services.
- The call operator will ask, "Which service do you require?
- **F**_ _ _, **P**_ _ _ _ _ or **A**_ _ _ _ _ _ _ _ _?
- You will need to tell them which service you need.
- It is really important that you give information to help them arrive at the correct location i.e. address.

Take some time now to practise saying your home address so that you could this to the emergency services if you needed to call for help when at home.

When you call for help remember **LIONEL**.

- **L**ocation. Tell them where the emergency is and where you want them to arrive.
- **I**ncident. Tell them what has happened.
- **O**ther services. Do you need more than one?
- **N**umber of people that are involved.
- **E**xtent of the injuries. What types of injuries do people have?
- **L**ocation. Repeat again where they need to arrive.

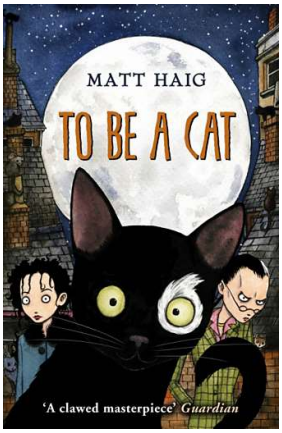
Make a poster to tell people about LIONEL and what they should so if the need to call 999 in the event of an emergency.

REMEMBER – we should only call 999 in a real emergency. We should never call 999 as a prank or a joke. This could stop the emergency services being able to respond to a real emergency.

Share your posters with me on ClassDojo. I will share the best ones with the class!

Friday 5th March

Reading



SCAN ME

Watch rugby player Maro Itoje read both extracts *How To Be A Cat* by scanning the QR code or re-read both extracts again from earlier in the week.

Creative Inspiration Activity:

We know from reading yesterday's extract that Barney woke up as a cat! He didn't want or choose for this to happen…Things to think about before you start writing:

- If you could choose to wake up as an animal what would it be…and why?

- What animal would you not like to wake up as…and why?

Write a creative paragraph about waking up either as the animal of your choice or waking up as the animal of your biggest fear! Start this activity by writing - 'The day I woke up as…'

Remember to share your answers with me on ClassDojo – you may see your answer featured as an excellent example!

Writing – Editing

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on ClassDojo which explains today's work.
2. Compose an outro line. For example: Remember you're free to choose - what do YOU want to be?
3. Read through the examples of good work posted on Dojo on Monday.
4. Edit and up-level your poem using a different coloured pen.
5. Go through the checklist below and make sure you have all the parts of your poem.

In my poem I need to…	✔
Compose an intro line.	
Compose 6 high quality Maybe you… lines, detailing the jobs or things someone might want to do.	
Alliterate a profession in two of the lines.	
Rhyme at least two pairs of your 3 pairs of lines.	
Compose a line like, But whatever you do, you've got to dream big, because life without dreams is…	
Write 2 powerful lines describing life without dreams using metaphors.	
Use the modal verbs of obligation in sentences saying what parents or teachers might tell someone they had to do.	
A stanza using the modal verbs of ability.	
Compose an outro line	

6. Once you are happy with it, share it on ClassDojo so that we can celebrate your completed poem!

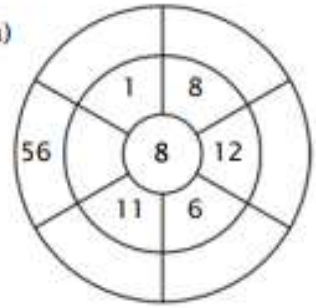
7. **Optional:** Perform your poem. Take a video of you performing your poem. Think about the speed that you read, the rhythm of your poem, your expression and any actions. Share it on Dojo!

Maths

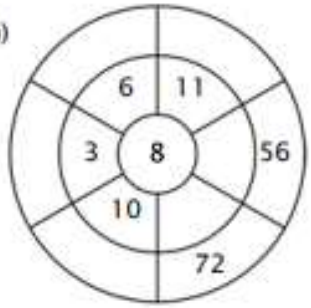
Check your answers from yesterday. How did you do?

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

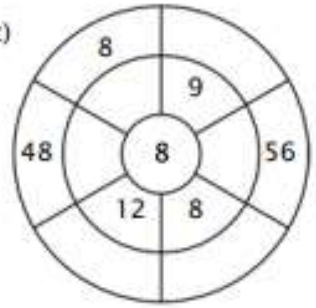
a)



b)



c)



Today's Arithmatic Starter:

We regularly practise our times tables to improve them but it is also important that we practise basic addition. Do our addition frenzy task by seeing how quickly you can complete the addition square below.

+	9	7	8	6	2	10	4	3	5	12
2										
5										
13										
7										
6										
18										
3										
10										
9										

Todays Activity:

*Example: 642 x 10 = 6,**4**20 – the value of the digit 4 in the answer is four hundreds or 400:*

1. Write down the value of the digit 4 in the answer to the calculation 941 x 10.

2. Write down the value of the digit 3 in the answer to the calculation 931 x 100.

3. Write down the value of the digit 2 in the answer to the calculation 852 x 1000.

Now try these division word problems:

4. Jacob earned £890 in October. He was paid £10 an hour. How much did he earn per hour?

5. Carly needs 4,200 blocks of Lego to build a large castle. The lego blocks are sold in boxes of 10. How many boxes of lego does she need?

6. Tom had £12,000. He shared this out between 100 charities. How much did each charity get?

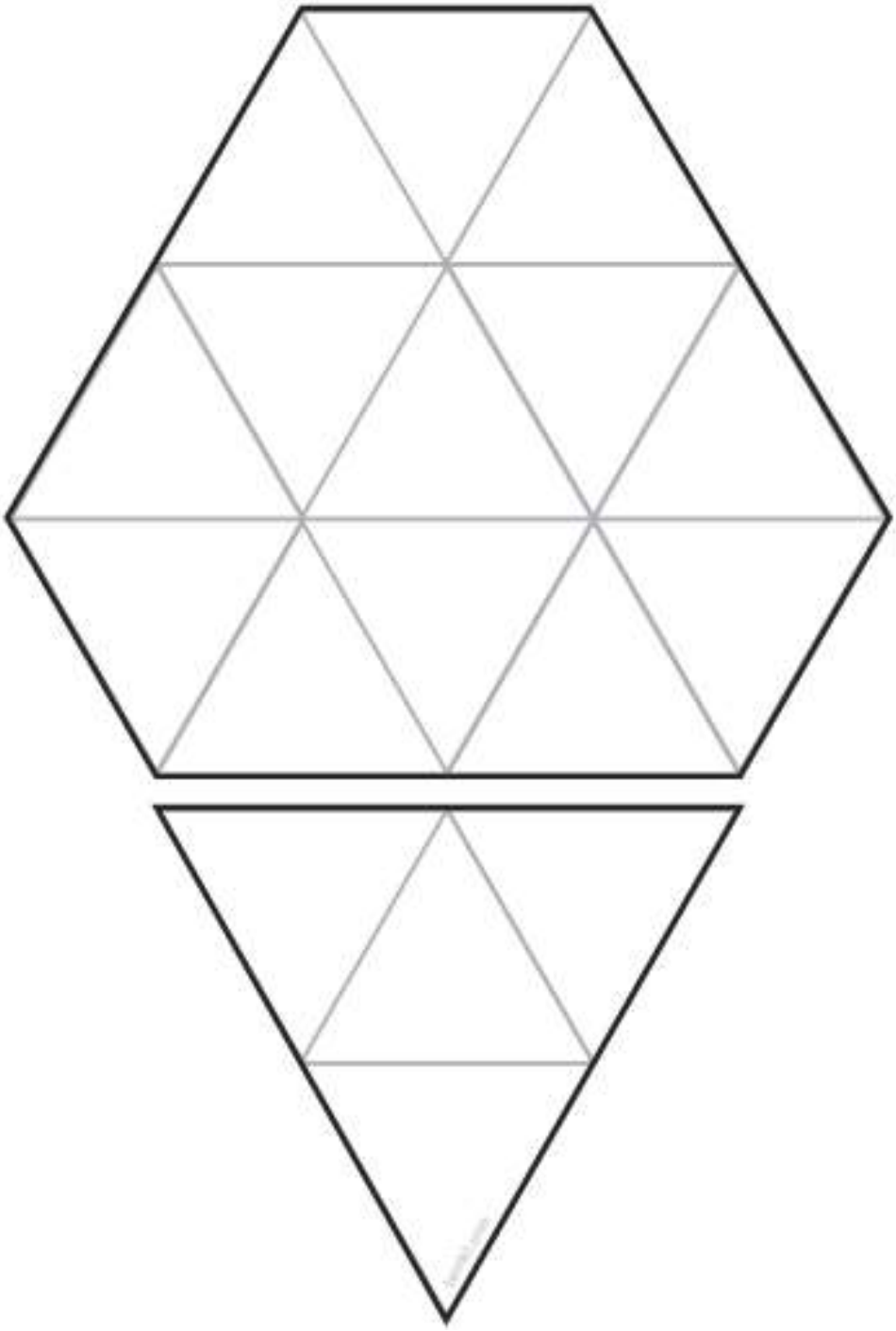
Now, complete this week's Group 1 Maths Quiz – you will find the link on ClassDojo.

For today's challenge activity, have a go at the ice-cream puzzle below:

1. Cut out the triangles.
2. Rearrange them on the ice-cream template by matching the questions to the answers and putting these next to each other on the template.
3. All triangles will fit – there should be none left over.

28 × 10
740 ÷ 10
800
16 × 100
5
790 ÷ 10
62 × 100
1600
6200
26
280
74 × 10
79
6700
70
2000
67 × 100
68
500 ÷ 100
8 × 100
2 × 1000
7 × 10
10
740
1300 × 100
500
870 ÷ 10
5 × 100
400
4 × 100
3700 × 10
260 × 10
13
74
1000 ÷ 100
370

Blank Page for cutting out



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

Blank page for cutting out

Spelling

This week we are going to look at these year 5-6 spellings.

Competition, conscience, conscious, controversy, convenience, correspond, criticise,

curiosity, definite, desperate.

If you are not sure what the words mean, look them up in the dictionary. Here is an online dictionary to help you: https://dictionary.cambridge.org/

Write out your words in word pyramids and draw a picture next to each to remind you of the meaning of the word.

For example:

C

Co

Comp

Compe

Compet

Competi

Competit

Competiti

Competitio

Competition

RE- The Christian Worldview

The film is from BBC Teach: My Life My Religion. It is called 'What is Christianity?'

In it, a Christian boy, Nathan, who lives in Liverpool, England, explains his Christian beliefs. We are also introduced to Lara, who is a Catholic Christian who lives in Jerusalem.

Click this link and watch carefully:https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7

Task 1

1. Make a list of 3 to 5 things you really believe in. These can but do not have to be religious beliefs.

2. Now, think about where these beliefs come from. Maybe they are from a book, your parents, a feeling inside you or somewhere else. Next to each belief on your list, write down where you think the belief comes from.

3. Can you put your beliefs in order from the one which is most important to you to the one that is least important? What are your reasons for thinking that some beliefs are more important than others?

Task 2

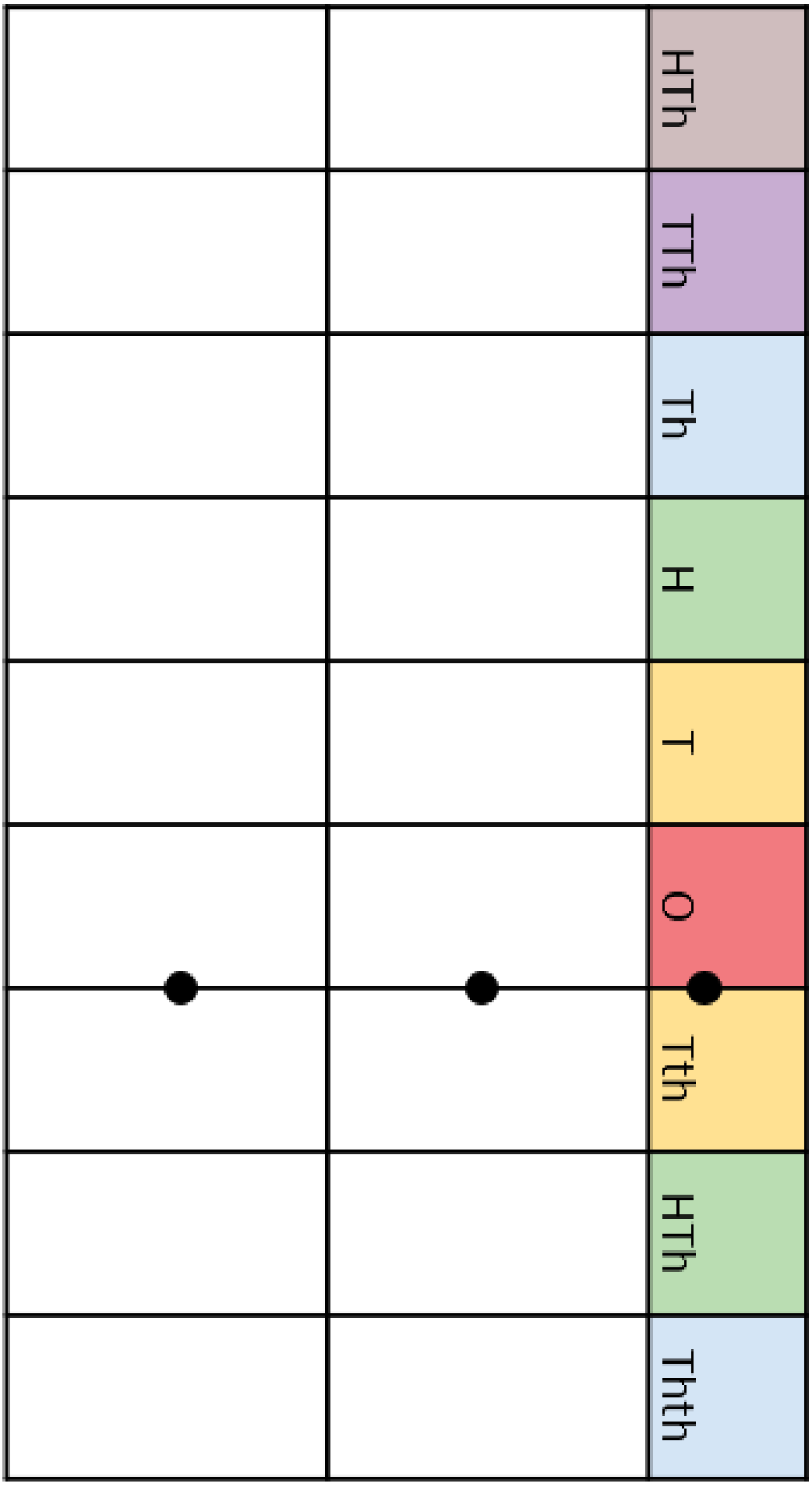
- There's plenty to learn from the clip about Nathan, the young Christian boy from Liverpool. He talks about 'the basis of his beliefs' as a Christian. He mentions 5 main things which he believes in. In the left-hand column of the table are some clues. Can you explain more about each one?

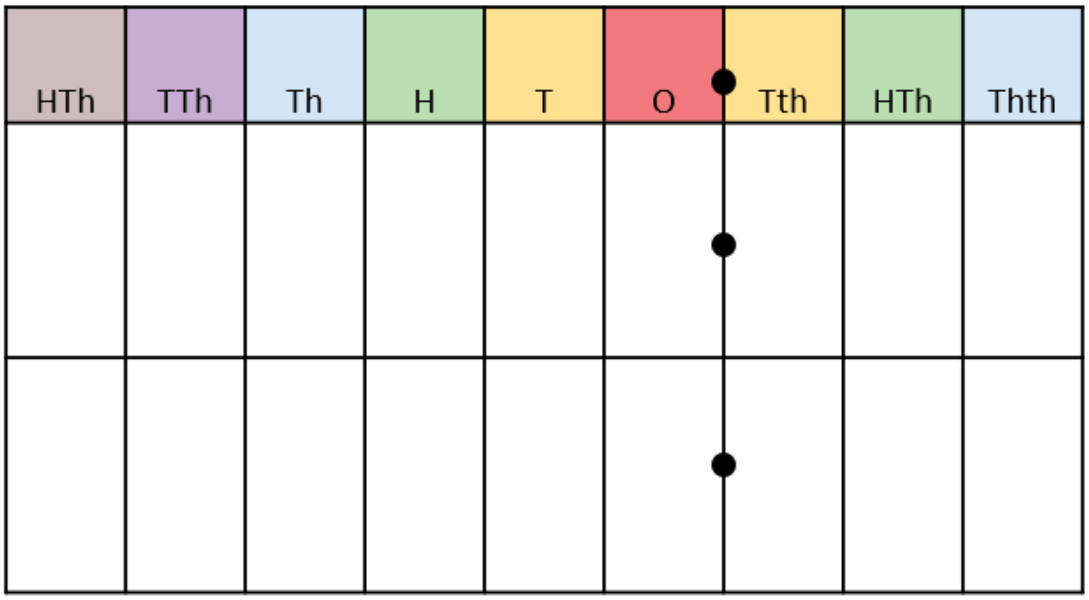
Five things that Nathan Believes, as a Christian	
Clue:	**My explanation:**
Son	
Sin	
Cross	
Rose	
Victory	

- Compare Nathan's list with the one you made: are there any links between the things that you believe and the beliefs that Nathan shared in the clip?

Share your thoughts and answers with me on ClassDojo and well done for competing another week of work.

Maths Resources – place value charts

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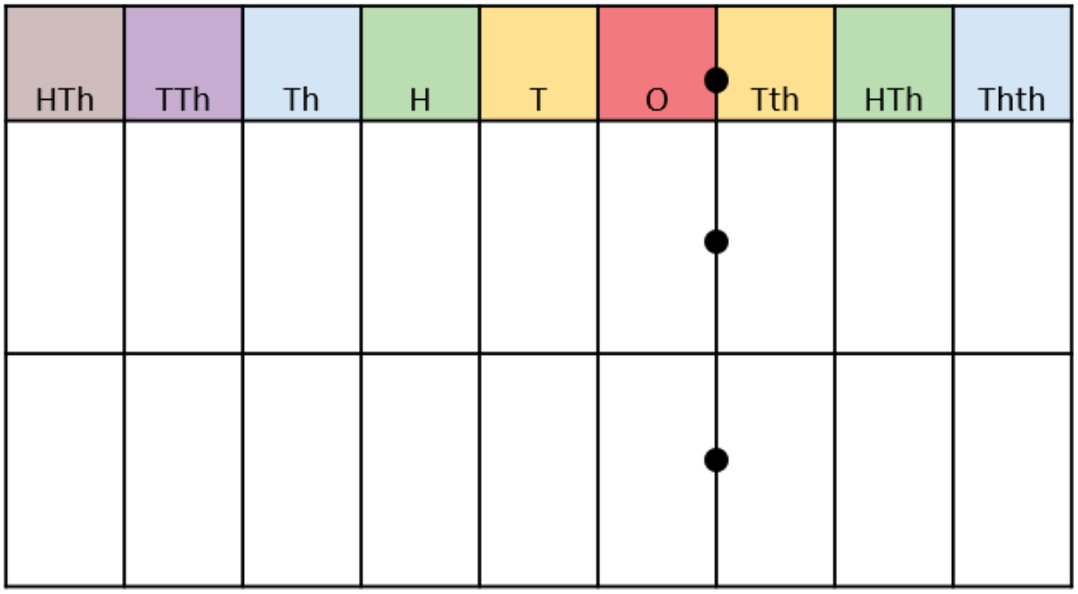
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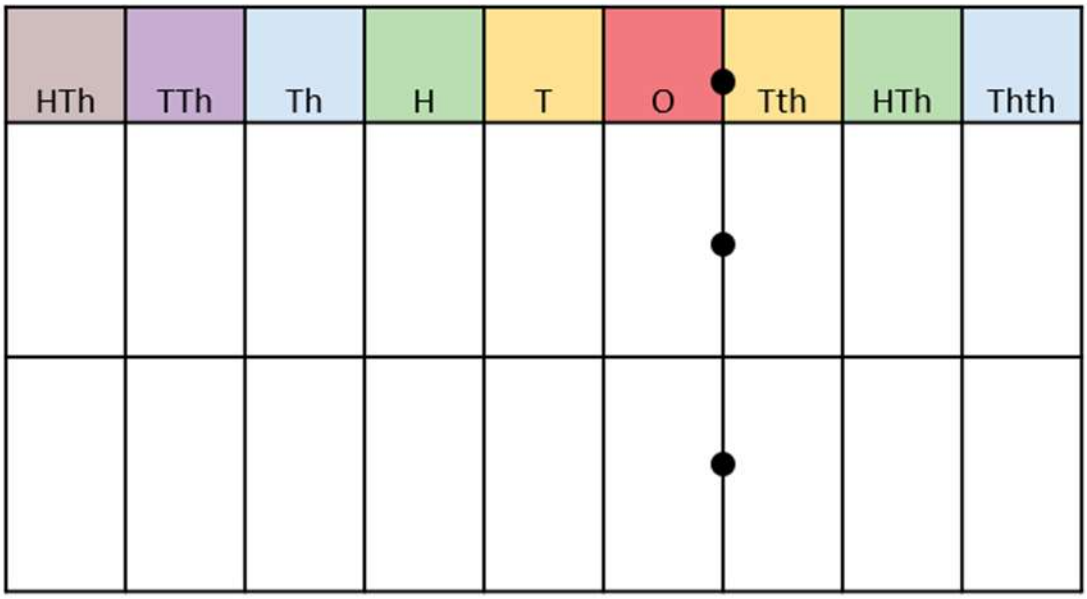
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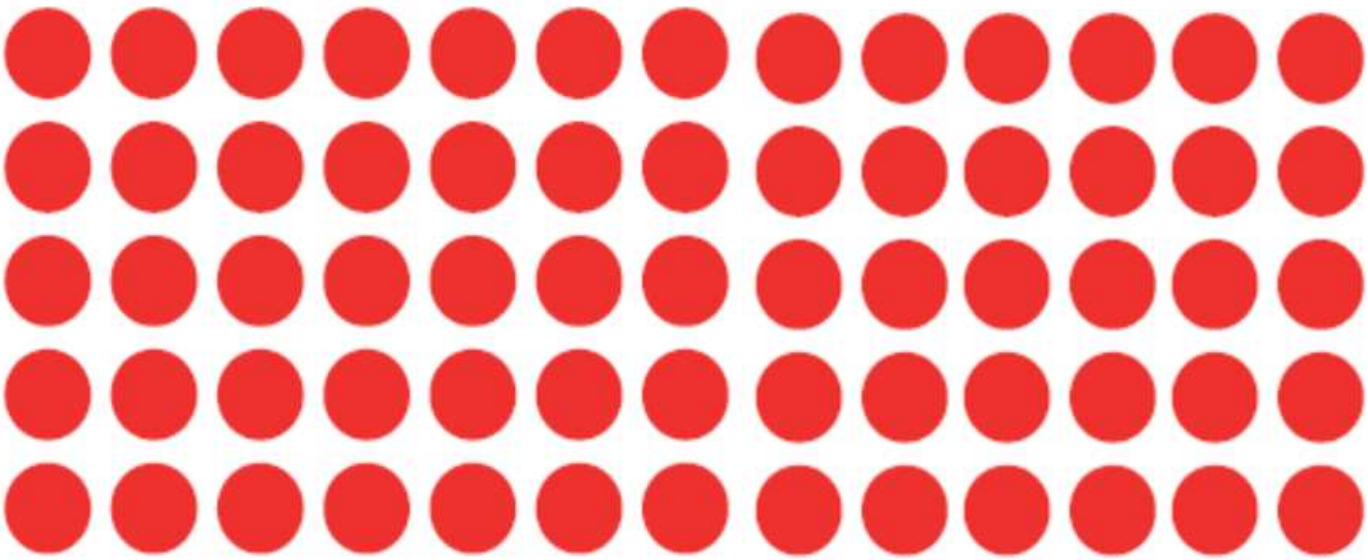

Times Tables square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144