

Year 5

Learning Grid for week beginning: 08.06.2020

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your accuracy and fluency in mathematics by answering a set of these questions each day.</p> <p>Remember, you can copy the equations on to some scrap paper before you answer each one as arithmetic is not always mental maths.</p> <p>The foci for this week are:</p> <ul style="list-style-type: none"> Session 1: Adding decimals Session 2: Subtracting decimals Session 3: Adding and subtracting decimals Session 4: Subtracting decimals from whole numbers Session 5: Subtracting decimals from whole numbers <p>Answers for the arithmetic sessions are on the last page.</p> <p>TTRS: Keep those times tables sharp and spend 10 minutes on Times Table Rockstars this week.</p>	<p>Session 1: Decimals as fractions Click here for the video.</p> <p>Session 2: Understand thousands Click here for the video.</p> <p>Session 3: Rounding decimals Click here for the video.</p> <p>Session 4: Order and compare decimals Click here for the video.</p> <p>Session 5: Problem solving using the learning from this week. There is no video for this.</p> <p>Log on to Mathletics to complete the learning that has been assigned to you. Remember to have some scrap paper to hand to do any workings out.</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Link to do Accelerated Reader quizzes from home: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>Session 1: Become familiar with the text.</p> <p>Session 2: Using the context to help decipher what unfamiliar words might mean.</p> <p>Session 3: Discuss what an impression of someone is. Where have they heard that phrase before and what it could mean. Chn to make their way through the activities and then discuss as a class the impression that is created of Sarah.</p> <p>Session 4: analysing similarities at differences, using evidence to support their thinking.</p> <p>Session 5: Use the text to answer a variety of questions in full sentences. We will be using this text next week too so hang on to it.</p>	<p>Spellings: Become familiar with this week's rule and then use the 'Look, Say, Cover, Write, Check' method to help you to learn these spellings. This activity can be repeated on more than one day to help you to learn your spellings. Learning new spellings sometimes takes time!</p> <p>After this, you can make your way through the other spelling activities. It is recommended that you spread the activities out over a number of days so you can keep practising the new words.</p> <p>Writing</p> <p>Session 1: Creating a mood or atmosphere</p> <p>Session 2: Creating a mood or atmosphere part B and punctuating speech revision.</p> <p>Session 3: Children to plan their own story.</p> <p>Session 4: If plans aren't finished, finish those first today. If they are finished, children can begin writing their stories.</p> <p>Session 5: If stories aren't finished, they can be finished today. If they are finished, children can add illustrations to go alongside their stories.</p>	<p>Art: Shadowology Study Vincent Bal's technique and then have a go at creating their own.</p> <p>Geography: To know the characteristic features of a Tropical Rainforest Stimulus: watch BBC images of a tropical rainforest biome. Discuss the mist and density of the image, the heavy rainfall and the shifting soil. Make it clear that not all images are of the Amazon, but they show the key features of a rainforest. Work through, discussing the features of a tropical rainforest. Read the description of the Amazon Rainforest, highlighting or underlining key words. The pupils are then to write about each layer, capitalising on the information from the written description.</p>	<p>Click here to do daily PE with Joe Wicks.</p>  <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest. Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity! Once again, you have the opportunity to choose two activities.</p>	<p>During these unusual times think about what tech/tools you have used to keep you connected to school and your friends.</p> <p>I'm sure PS4, Xbox, Zoom, texting and websites are the first things you think of. Now, stop and think - What would 'lock down' have been like if it had happened when your parents were children? Take time to chat to them to see what they think and what they remember.</p>

Monday



Arithmetic 1

A) <u>622.68</u>	F) <u>285.99</u>	K) <u>833.65</u>	P) <u>990.42</u>	U) <u>288.45</u>
+405.96	+733.93	+360.55	+760.46	+378.73

B) <u>378.66</u>	G) <u>418.57</u>	L) <u>796.97</u>	Q) <u>915.28</u>	V) <u>848.26</u>
+215.45	+261.92	+486.12	+304.59	+546.34

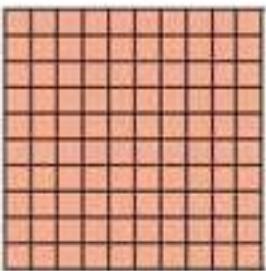
C) <u>390.26</u>	H) <u>540.61</u>	M) <u>128.78</u>	R) <u>132.81</u>	W) <u>686.27</u>
+201.55	+399.66	+909.56	+312.47	+218.34

D) <u>442.41</u>	I) <u>766.12</u>	N) <u>861.89</u>	S) <u>535.76</u>	X) <u>363.59</u>
+893.33	+761.34	+812.15	+358.39	+526.89

E) <u>158.86</u>	J) <u>228.93</u>	O) <u>855.84</u>	T) <u>419.82</u>	Y) <u>252.46</u>
+549.46	+562.21	+689.48	+987.19	+320.92

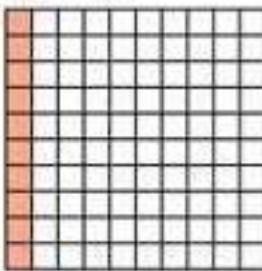
Session 1 – Decimals as fractions

- 1 This grid represents 1



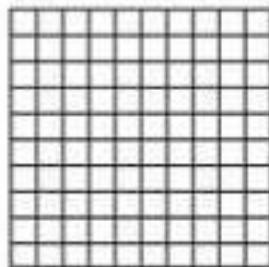
- This grid represents 0.1 or

$$\frac{10}{100} \text{ or } \frac{1}{10}$$

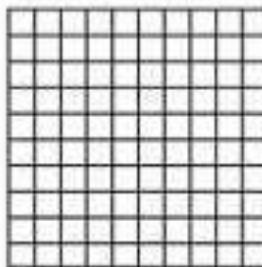


Colour the hundred squares to represent the fractions.

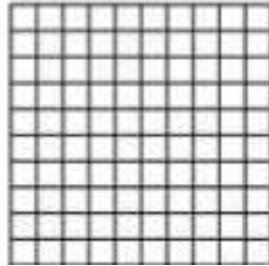
a) $\frac{2}{100}$



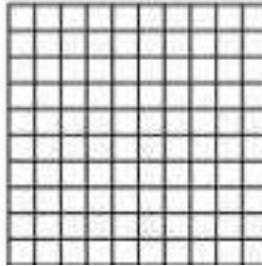
c) $\frac{20}{100}$



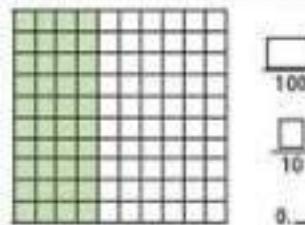
b) $\frac{2}{10}$



d) $\frac{90}{100}$

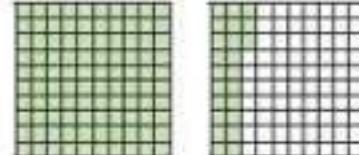


- 2 Complete the numbers to show how much of the square is shaded.



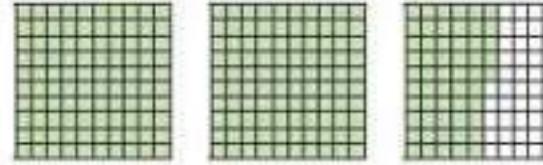
- 3 What fractions and decimals are represented?

a)



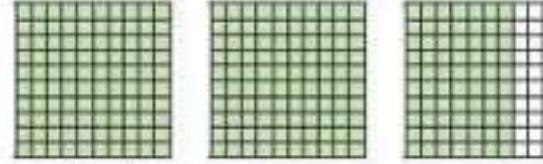
$$1\frac{23}{100} = \boxed{}$$

b)



$$\boxed{}\frac{\boxed{}}{100} = \boxed{}$$

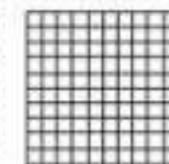
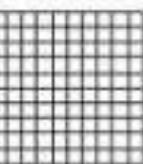
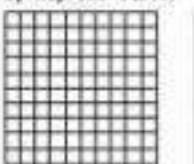
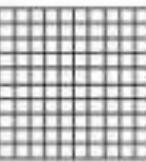
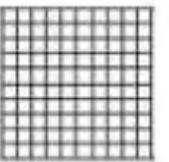
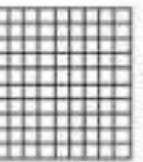
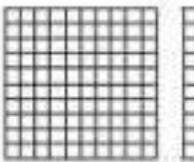
c)



$$\boxed{}\frac{\boxed{}}{10} = \boxed{}$$

4

a) Represent 2.15

b) Represent $3\frac{7}{10}$ **5**

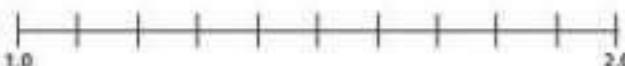
a) Label the number line with the decimals.

1.3

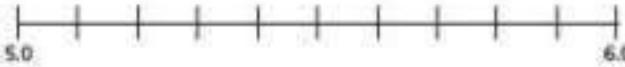
1.6

1.85

1.98



b) Label the number line with the fractions.

 $5\frac{1}{10}$ $5\frac{1}{4}$ $5\frac{73}{100}$ $5\frac{99}{100}$ **6** Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	$5 + 0.6 + 0.02$			
				8 ones and 2 hundredths

7

Write the decimals as fractions.

Give your answer as a mixed number.

a) $32.6 = \square\frac{\square}{10}$

c) $13.08 = \square\frac{\square}{100}$

b) $2.03 = \square\frac{\square}{100}$

d) $3.98 = \square\frac{\square}{100}$

8

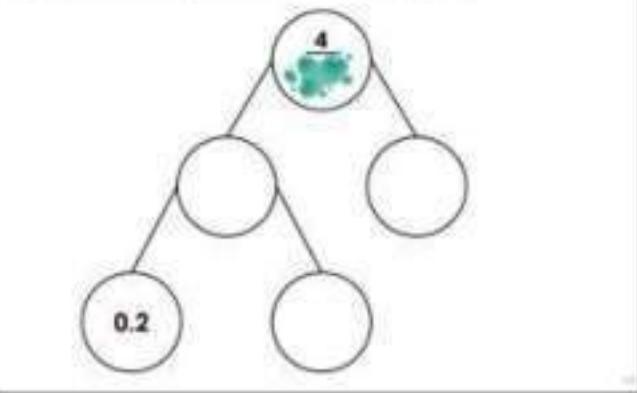
Use the digits 3, 4 and 5 to complete the decimal number.



How many different numbers can you make?

Decimals as Fractions 1

1. Explore the different ways that the model can be completed.



4. Tick the fractions that have been correctly converted to decimals.

A. $3 \frac{28}{100} = 3.82$

B. $4 \frac{63}{100} = 4.63$

C. $2 \frac{84}{100} = 2.84$

D. $1 \frac{59}{100} = 1.95$

5. Convert the decimals to expanded fractions and the fractions to expanded decimals.

A. 1.73

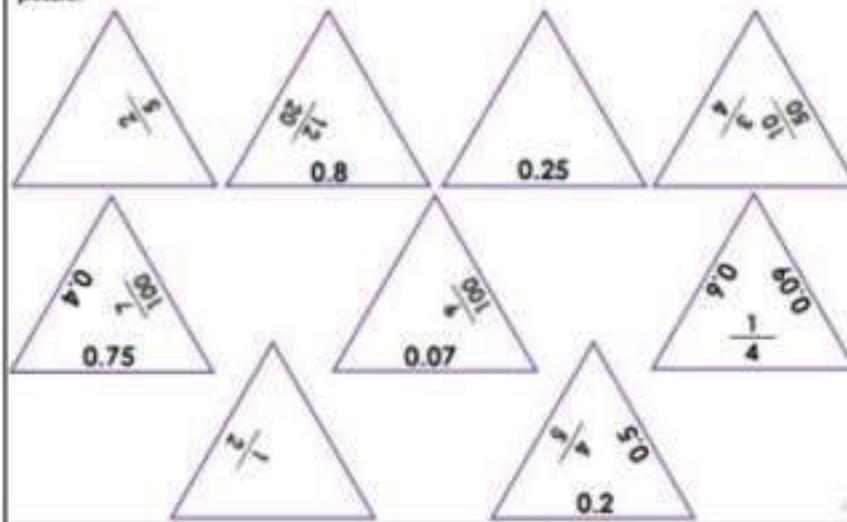
B. $2 \frac{57}{100}$

C. $5 \frac{62}{100}$

D. 6.09

Extension

2. Cut out the triangles and match the decimals to the equivalent fractions to solve the puzzle.



6. I'm thinking of a fraction.

It is a mixed number with a whole number less than 3.

It has a denominator of 100 and it is not in its simplest form.

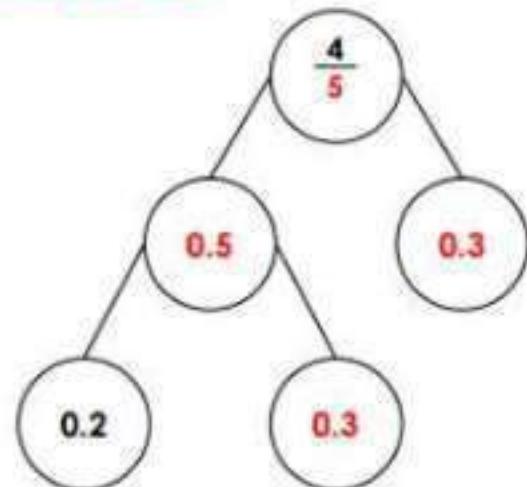
The numerator is between 40 and 50 and is a multiple of 4.

What could my fraction be? What could my fraction be as a decimal number?

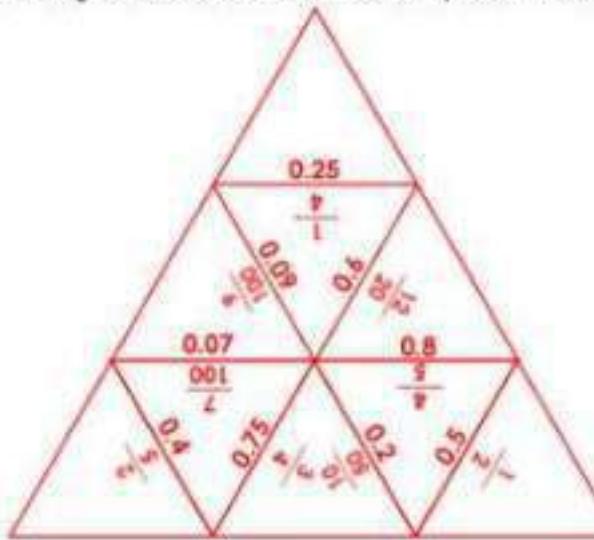
Extension answers

Decimals as Fractions 1

1. Explore the different ways that the model can be completed.
Various answers, for example:



2. Cut out the triangles and match the decimals to the equivalent fractions to solve the puzzle.



Expected

4. B and C

5. A. $1 + \frac{7}{10} = \frac{3}{10}$; B. $2 + 0.5 + 0.07$; C. $5 + 0.6 + 0.02$; D. $6 + \frac{7}{100}$

6. Various answers, for example: $1\frac{44}{100} = 1.44$, $1\frac{49}{100} = 1.49$, $2\frac{44}{100} = 2.44$

English tasks-Reading

Session 1

One Chance

Outside, the evening was cold and wet. A **squally** wind howled, rattling the roof tiles and shaking the window frames of 13 Wager Road. Inside, shabby curtains were drawn, a humble fire crackled and a couple sat in silence. Jack stretched out on the tired couch with an amused smile, turning the page of his favourite novel. Sarah scowled, silently **seething**. She scanned the room, noticing the worn-out furniture, peeling paint and, in her opinion, a pointless, idle husband. She deserved so much more than this.

Suddenly, the letterbox jangled and there was a solitary but decisive knock on the door. Hope, the Labrador, barked. Sarah pulled back the curtain and watched as a hooded figure slipped silently away up the road. Puzzled, she stared down at a golden card that had appeared, glinting on the frayed doormat.



Tentatively, she gathered it up and read it out loud:

Golden Lottery Ticket Ltd.

Congratulations!

*You have been selected as one of our lucky lottery winners.
This golden ticket entitles you to receive one of three exclusive wishes.*

Simply, scratch the card and make your wish.

Once you have claimed your wish, pass on the luck!

Wish 1

Redeemed

Wish 2

Scratch here

Wish 3

Scratch here

Small print: Remember to use your precious wish wisely - wealth is not the root of happiness.

Agents of Understanding Focus:



Think like a detective:
ask questions and
make predictions.



I'm wondering ...
...where...?
...what...?
...when...?
...why...?
...who...?

Using what I know, I predict...
The evidence suggests...

Remember to go back to the text to look for evidence to support your predictions.

Use the Agent of Understanding stem sentences to help you make your predictions.

What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.



I predict...

English tasks - Reading

Now let's find out how close your predictions were. Read on!

Sarah gasped. This is just what she was looking for - another chance. Maybe lose the idle husband as well, she thought, shaking her head.

"I am going to give this a go. I am thinking lots of money to buy expensive clothes and maybe you can finally sort this house out," she said to Jack, rummaging desperately in the drawer for a coin.

"Utter nonsense," muttered Jack, glancing up from his book and taking in the room. "I love this old house and you just the way you are. Even if all that did come true, there'll be a catch. No one gets something for nothing. Just throw it away."

Sarah stopped and nodded **sullenly**. He was right. She made to throw the ticket on the fire, but something stopped her. Furtively, she stashed it in her pocket.

Later that evening, as Jack slept, Sarah retrieved the ticket and greedily scratched 'Wish 2', dreaming of immense riches or, to be precise, £100,000. Outside, a squally wind **howled**. Inside, nothing happened. Bitterly, she tossed the ticket into the bin.

The next day, the wind died down to a cool, whispering breeze. Jack prepared for his early morning walk with Hope. Pulling his woollen hat firmly down over his ears, he called out to Sarah that he wouldn't be out long and left. Sarah **scowled**. She could barely respond.



Eight hours passed and Sarah began to worry - where were Jack and Hope? Shaking with fear, she dialled 999, hoping for the best but fearing the worst.

A massive search was launched but there was no sign. Jack and Hope had simply vanished. Sarah was distraught. Deep down she worried if their disappearance had anything to do with the golden ticket.

Days later, as the wind whipped up again, a woman in a black cloak knocked at the door. She told Sarah she had been sent to offer some compensation for her sad loss. Sarah was feeling desperate so asked, "How much?"

"Shall we say... £100,000?"

Shocked, Sarah recalled the greedy sum she had wished for. Could it be true? Had her selfish wish actually been granted? Quickly, she raced outside and **rummaged** desperately through the bin, trying to locate the **discarded** ticket. With sickening dread, she smoothed out the crumpled ticket and gasped in horror. It was true. The second wish had been redeemed.

English tasks - Reading

Session 1



Sarah leaned against the bin for support, her head spinning, her thoughts in turmoil. Then she gathered herself together. There was still one final wish left ... Could she use it to try and bring Jack and Hope back? She needed a coin, quick.

Just then, without warning, the squally wind howled and snatched the ticket from her hand. It spiralled, higher and higher like autumn leaves in a storm and then, like the mysterious woman herself, it was gone. Sarah cried out of helpless pain.

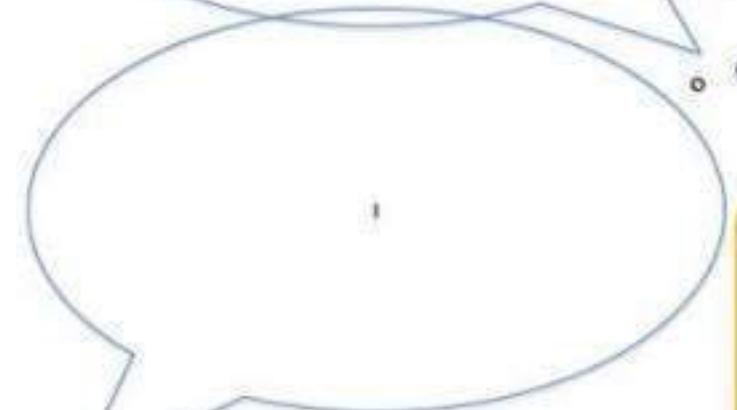
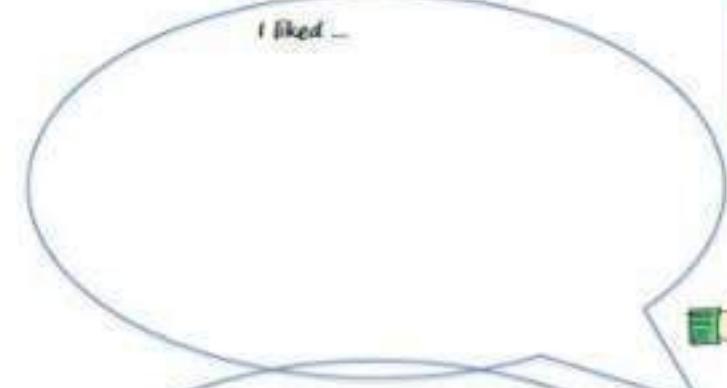
Inside, the shabby curtains were drawn and a humble fire crackled.

English tasks - Reading

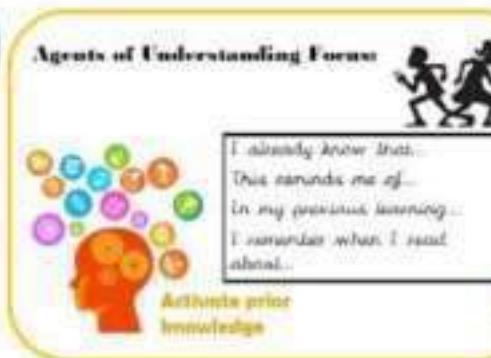
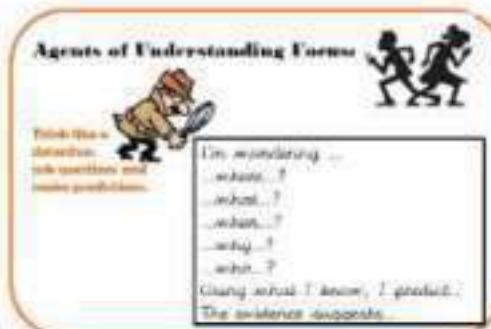
Session 1

Likes, dislikes, puzzles & surprises!

Now you have read the whole story, what did you like and dislike?



I disliked –



what puzzled you (what questions do you have – Why? What? How?)
and what other stories did it remind you of?

I would like to know –



The story reminded me of...



Spelling tasks

Spellings	Introduction	Main Teaching Activity	Independent Activity
delicious	Root words that end in 'ce' usually use 'cious' when adding the 'ious' suffix, however it is often not possible to identify a root word.		
atrocious		Get children to write each word on their mini white board and then, in pairs or as a table, pick two to look up in a dictionary. Feedback meanings to the class and see if a sentence can be made for some of the words.	
conscious			
ferocious			
gracious			
luscious			
malicious			Give each pair the 10 definition cards and the 10 blank cards, get them to write the words on to the blank cards and then turn them all over and mix them up.
precious			Play a matching game, each player takes two cards, if they match then they keep them, if they don't then they put them back – the winner has the most matching word/definition pairs.
spacious			
suspicious			

Choose one section of the spelling well to help you to become familiar with this week's spellings.

Spellings

delicious

atrocious

conscious

ferocious

gracious

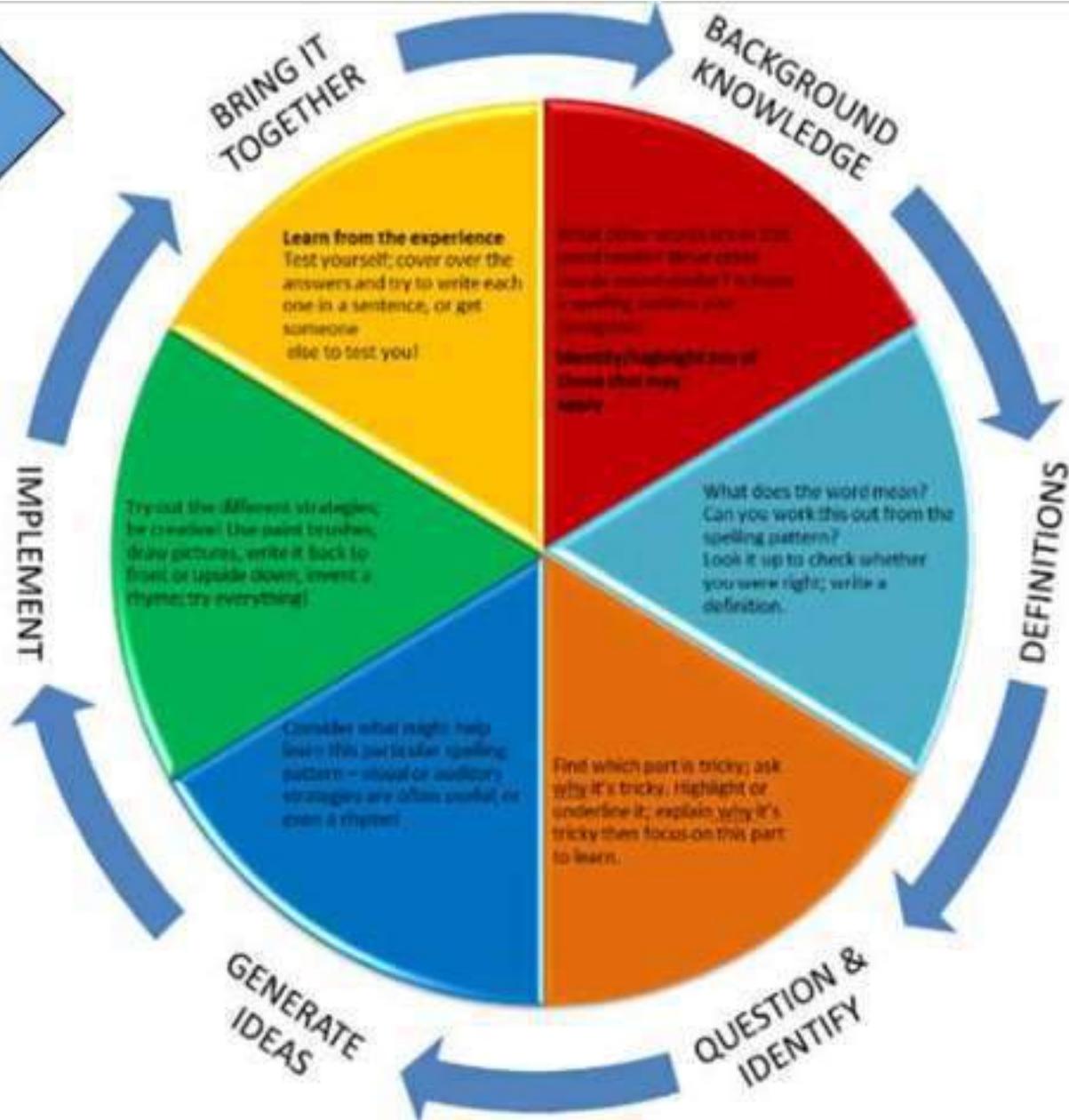
luscious

malicious

precious

spacious

suspicious



English tasks - Writing

Session 1



Creating a mood with a sentence of 3 (a)

In the story, I've tried to create an atmosphere or mood by writing a brief description of the setting, using the prepositions 'outside' and 'inside' to start the sentences to contrast the moods and using sentences of 3 to build the description. If you look at the 'outside' sentence below carefully, you'll see that it tells us 3 things that the wind is doing.

Use the weather to create an atmosphere – a storm brewing!

Make the weather seem 'alive' using animal sounds

Select three things that the weather (the wind) is doing

Outside, a squally wind howled, rattling the roof tiles and shaking the window frames.

There is a comma here because the writing that comes after it would not make sense if it was a sentence by itself. That part of a sentence is called a subordinate clause. Try to accurately place your commas when you create your sentence of 3.

Have a go at writing your versions of this sentence to create an atmosphere by telling your reader 3 things the weather is doing.

Outside, _____

Outside, _____

Outside, _____

GEOGRAPHY : BRAZIL & THE AMAZON RAINFOREST :

A.



Discuss:
Which
suitcase
would you
prefer where
and why?

B.



C.



D.



Climate Zone	Conditions	Advantages	Disadvantages
Polar			
Temperate			
Desert			
Mediterranean			
Tropical			

Write a definition for each of the climate zones and then give 2 advantages and 2 disadvantages for each one.

Climate	Advantage	Disadvantage
Polar	Habitat for specialized plants and animals. Plenty of unpolluted surface water.	Limited vegetation Extreme cold Frost bite Solar radiation
Desert	Habitat for specialized plants and animals. Lack of competition for land use.	Limited vegetation Extreme heat – solar radiation Extreme cold at night Soil erosion leading to sand storms Shortage of food and water
Rainforest	Bio-diversity (wide range of flora and fauna) Abundance of food and medicines	Excessive rain – flooding and saturation Competition for light due to density – forest floor receives 2% of light. humidity
Temperate	No extremes of weather Fertile soil Plenty of food and crops Few natural disasters	Unpredictable weather Competition for resources

Tuesday



Arithmetic 2

A) 5808.33 F) 8112.19 K) 4995.64 P) 4719.77 U) 8899.71
- 2921.96 - 6604.43 - 3872.65 - 3986.68 - 6171.11

B) 8795.52 G) 4448.52 L) 4767.28 Q) 8828.98 V) 5397.48
- 8379.86 - 2245.24 - 2787.68 - 7540.14 - 3505.91

C) 2319.64 H) 6452.53 M) 6121.75 R) 4014.44 W) 8835.36
- 2058.14 - 5310.26 - 4314.92 - 3898.78 - 7610.93

D) 8550.88 I) 8042.75 N) 9625.98 S) 8441.53 X) 7305.72
- 1791.18 - 1612.41 - 8403.18 - 7189.27 - 2537.13

E) 8814.98 J) 2579.88 O) 8692.95 T) 5597.27 Y) 8329.36
- 4201.17 - 1619.38 - 4346.53 - 1214.39 - 3306.63

Session 2 – understand thousandths

- 1 Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

He uses  to represent $\frac{1}{10}$ or 0.1

He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001

What decimals are represented?



- 2 a) Represent each number using base 10

0.512

1.352

2.003

- b) Use your representations to help you complete the statements.

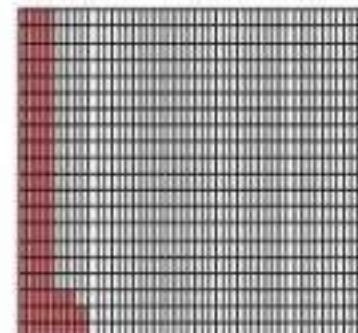
$$0.512 = 0.5 + 0.01 + \boxed{}$$

$$1.352 = 1 + \boxed{} + \boxed{} + \boxed{}$$

$$2.003 = \underline{\hspace{2cm}}$$

- 3 Here is a thousand square.

Part of the square has been coloured.



- a) Why do you think it is called a thousand square?

- b) What fraction of the square has been coloured?

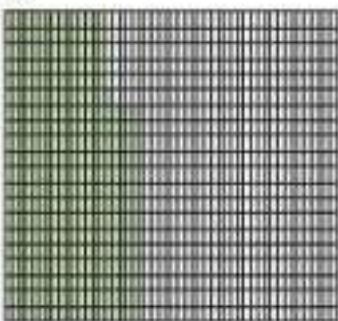
 1000

- c) Write the fraction as a decimal.

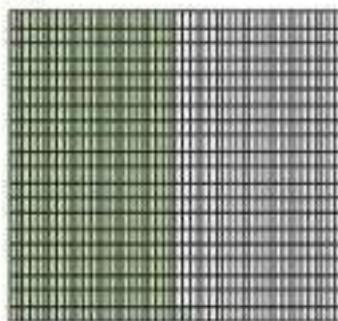
- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

a)



b)



fraction =

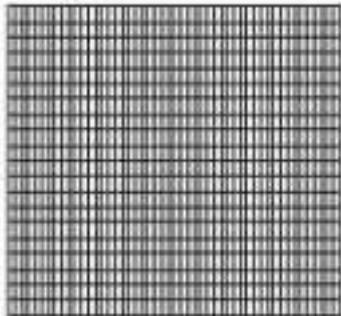
decimal =

fraction =

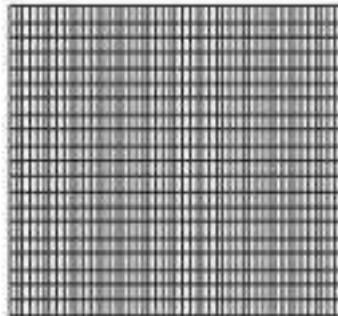
decimal =

- 5 Colour the grids to represent the fraction and decimal.

a) $\frac{73}{1000}$



b) 0.302



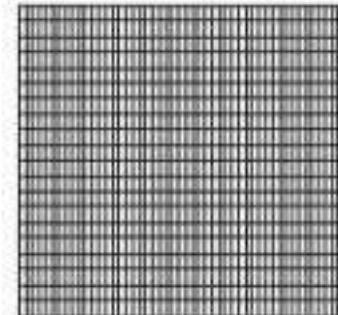
- 6 Represent these numbers on a place value chart.

a) 1.372

b) 0.091

c) 3.542

- 7 Show that $\frac{400}{1000}$ is the same as 0.4



- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousands
● ● ● ●	● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●

b)

Ones	Tenths	Hundredths	Thousands
	● ● ●		● ● ● ●

Extension

1. Put an 'X' next to all the numbers which are equivalent to each given fraction.

A. $\frac{130}{1000}$

0.130

B. $\frac{32}{1000}$

0.032

C. $3\frac{7}{1000}$

3.70

0.013

0.32

3.07

1.30

0.320

0.37

0.13

3.2

3.007

2. Complete each place value chart and write each mixed number as a decimal.

A. $2\frac{60}{1000}$

1s	• 10ths	100ths	1000ths
	•		

B. $1\frac{5}{1000}$

1s	• 10ths	100ths	1000ths
	•		

3. Correct and explain the error(s) in Hanna's work below.



Hanna

fraction	decimal
A. $\frac{708}{1000}$	0.708
B. $3\frac{52}{1000}$	3.52
C. $1\frac{4}{1000}$	1.4

Vocabulary:

Extension answers

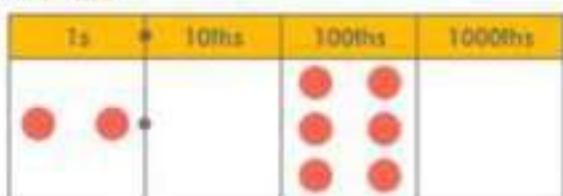
A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on.

Equivalent means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

A **mixed number** is a fraction that includes the whole number and the fraction. For example $1\frac{1}{4}$.

1. A. 0.130 and 0.13; B. 0.032; C. 3.007

2. A. 2.06



B. 1.005



3. Hanna has converted B and C incorrectly. B should be 3.052; she has written 5 tenths and 2 hundredths instead of 5 hundredths and 2 thousandths. C should be 1.004; she has written 4 tenths instead of 4 thousandths.

English tasks- Reading

Session 2

What do the words mean?



Have a look back at the story. All of the words below are in bold. See if you can work out what they mean from the context of the story and jot your ideas down here.

If you are stuck, there is a list of matching words below to help you. If you are still stuck, you could ask someone else in your home to tell you, or use a dictionary or the web.

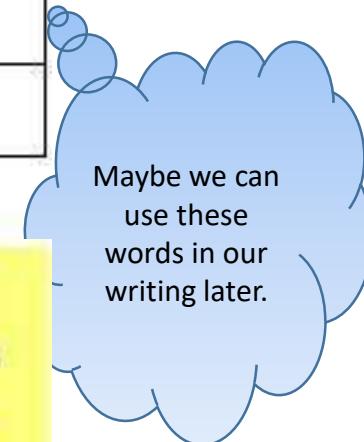
Target Word	Definition that fits with the story
squally	
shabby	
humble	
scowled	
seething	
tentatively	
redeemed	
exclusive	
rummaging, rummaged	
sullenly	



stashed	
immense	
howled	
distraught	
compensation	
discarded	
turmoil	
gathered herself together	

Similar words help box

upset	sulkily	uncertainly	searching	confusion
roared	damages	furious	frowned	became
calmer	enormous	small	threw away	put away
claimed	unique	stormy	tatty	



Maybe we can use these words in our writing later.



Challenge: Many words can mean different things depending on the context they are used in. Investigate whether there are other possible meanings for the word using a dictionary or the web. Jot your findings in the grid above.

1. **Study a word.** You could do this underlining the tricky part of the word that you need to remember to spell accurately.
2. **Say** the word aloud a few times.
3. **Cover** up the word with a piece of paper or your hand.
4. **Write** the spelling next to the original word.
5. **Check** the original version to see if you have got it right. If you didn't, repeat the process and use the 2nd attempt column. Use all five columns if need be, repeating the five steps each time.

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
delicious					
atrocious					
conscious					
ferocious					
gracious					
luscious					
malicious					
precious					
spacious					
suspicious					

English tasks - Writing



Creating a mood with a sentence of 3 (b)

Now add a second sentence of three. Look at the 'inside' sentence below and you'll see that it gives us three details about the inside of the house.

Outside, a squally wind howled, rattling the roof tiles and shaking the window frames. **Inside**, shabby curtains were drawn, a humble fire crackled and **Jack** read, silently.

Pick out 3 details to create a list sentence of 3

Have a go at writing your own versions of this 'inside' sentence by picking out 3 details. Here I chose **curtains**, a **fire** and **Jack**. Then I added some descriptive detail. Look about you and pick out three things to describe like the **TV**, a **mug** and the **dog**.

Inside, the **TV** was muted, a chipped **mug** of coffee steamed on a small pine table and a white **dog** slept, whimpering.

Inside, _____

Inside, _____

Inside, _____



Writing speech effectively

In a bit, you will be writing your own story. Start thinking of two characters who will be in your story. You might want to create a character who was always wishing that he or she didn't have to go to school and is now regretting their wish! The other character warns them against this.

In stories, one character often speaks and another replies. This helps move the story along and should tell the reader something about the characters. We need to make sure we lay out the speech clearly and punctuate the way that they speak so that the reader knows:

- what's said
- who said it
- how they said it.

For the next activity, we will be revising how to punctuate direct speech. You can discuss this with someone or make notes on scrap paper.

Circle the missing or incorrect punctuation in this sentence:

“ Mother said, Don’t talk to any strangers!”

Circle the missing or incorrect punctuation in this sentence:

“Mother said, Don’t talk to any strangers!”

Mother said, “Don’t talk to any strangers!”

Copy the sentence on your whiteboard, putting in the missing punctuation.



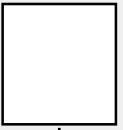
Dear Grandmother, what big ears you have!



exclaimed Little Red Riding Hood.



Dear Grandmother, what big ears you have!



exclaimed Little Red Riding Hood.



Punctuate these sentences:

little red riding hood cried what big eyes you have

the wolf replied all the better to see to you with my dear

Punctuate these sentences:

little red riding hood cried what big eyes you have

Little Red Riding Hood cried, “What big eyes you have!”

the wolf replied all the better to see to you with my dear

The wolf replied, “All the better to see you with my dear.”

Change the speech bubble into a sentence with direct speech.



I'm going to ride to the park.

Change the speech bubble into a sentence with direct speech.



I'm going to ride to the park.

Various possible answers, for example:

Freddy said, “I’m going to ride to the park.”

Complete the sentences using direct speech. Make sure they are punctuated correctly.

The boy asked....

..... shouted the police officer.

The man said....

Complete the sentences using direct speech. Make sure they are punctuated correctly.

Various possible answers, for example:

The boy asked, “Can I play out?”

“STOP!” shouted the police officer.

The man said, “I’m going to buy a newspaper.”

Discuss with someone near you.

Amy has written a sentence. Is it correct? Explain your answer.

Tom said “I must read my book before I go to bed.

Amy has written a sentence. Is it correct? Explain your answer.

Tom said “I must read my book before I go to bed.

It is not correct because...

Amy has written a sentence. Is it correct? Explain your answer.

Tom said, “I must read my book before I go to bed.”

It is not correct because:

- the comma after the reporting clause is missing
- the inverted commas to mark the end of the direct speech are missing

4a. Change the speech bubble into a sentence with direct speech.



**Bring me my carriage
immediately!**

4b. Change the speech bubble into a sentence with direct speech.



What will you do with the three wishes I have granted?

5a. Complete the sentences using direct speech. Make sure they are punctuated correctly.

The queen asked...

... exclaimed the king.

.....replied the princess.

 6a. Sophie has written a sentence. Is it correct? Explain your answer.

A servant asked "Is there anything else I can do for you?"

5b. Complete the sentences using direct speech. Make sure they are punctuated correctly.

A fairy appeared and said . . .

.....shouted the queen.

.....asked the prince.

6b. Jacob has written a sentence. Is it correct? Explain your answer.

"A knight shouted, STOP."

4a. Various possible answers, for example:
The king roared, "Bring me my carriage
immediately!"

5a. Various possible answers, for example:
The queen asked, "Where is my crown?"
"Our jewels have been stolen!" exclaimed
the king.

"I would like to go to the ball," replied the
princess.

6a. It is not correct.

- Comma missing after the reporting clause
- Exclamation mark instead of a question
mark

4b. Various possible answers, for example:
The fairy godmother asked, "What will you
do with the three wishes I have granted?"

5b. Various possible answers, for example:
A fairy appeared and said, "You will go to
the ball."

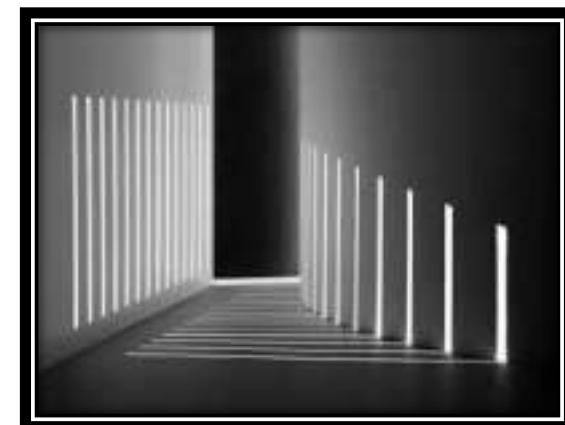
"Come here!" shouted the queen.

"May I have this dance?" asked the prince.

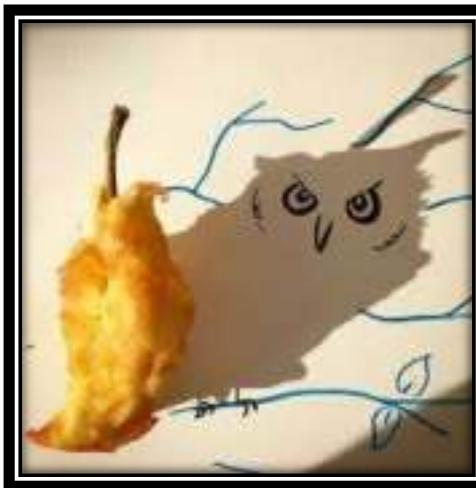
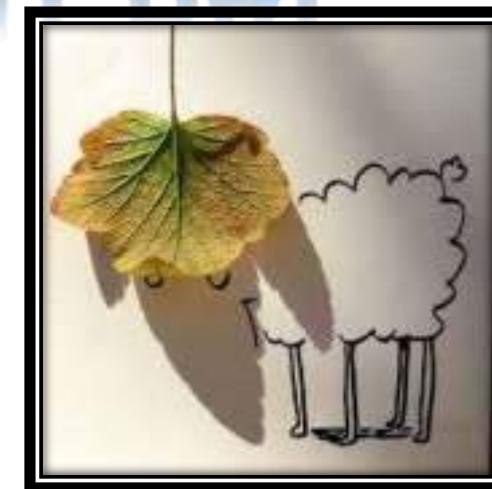
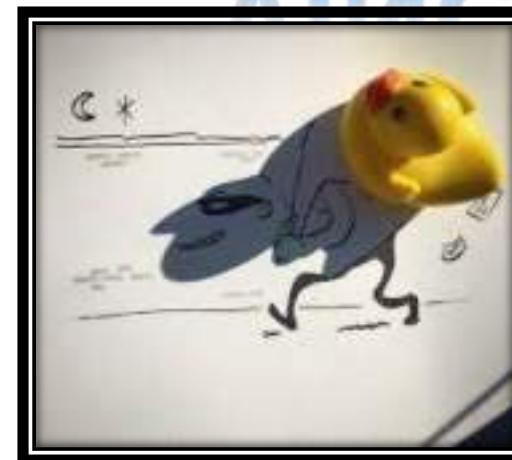
6b. It is not correct.

- Inverted commas at the beginning of the
sentence instead of marking the
beginning of the direct speech
- Full stop instead of an exclamation mark

SHADOWS



SHADOWOLOGY – VINCENT BAL



Who is Vincent Bal?

Vincent Bal is a Belgian filmmaker and illustrator. He came up with the technique: Shadowology



What is his technique/style?

Shadowology: He uses long shadows of everyday objects resting in the sunlight to create a wide range of whimsical doodles.



Vincent Bal explaining his work.

<https://youtu.be/NInkH0ukCOI>

Examples of his work

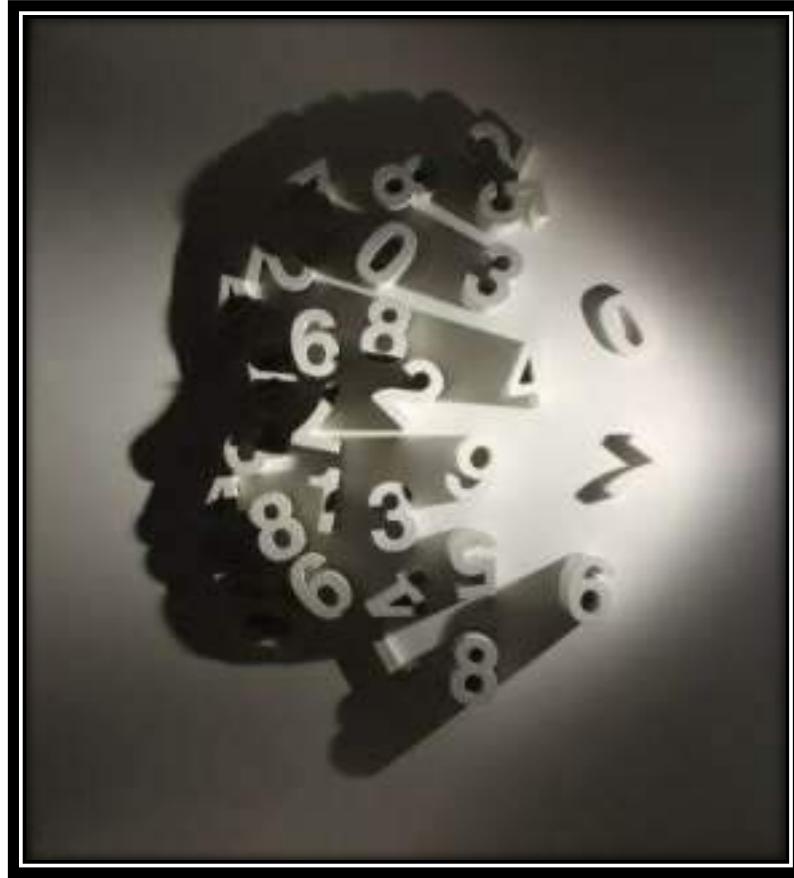
<https://youtu.be/O2uX6Z0OAbY>

Artist Kumi Yamashita



Kumi Yamashita was born in Takasaki, Japan in 1968. She now lives in New York. She also likes to create pictures using shadows of objects.

<https://youtu.be/65BRB3kuvv8>



She sculpts using both light and shadow. I construct single or multiple objects and place them against a single light source. The complete artwork is therefore made up of both the material (the solid objects) and the immaterial (the light or shadow).



Today you are going outside to find an object you could use to draw around and make a picture from its shadow using Vincent Bal's technique. It could be a leaf, a pine cone, a flower, a stick, a feather or anything else you think would work.

Have a go at placing your object in different positions. These could create some interesting results.

We will take photographs of your creations and if you draw around your image and shadow, we could recreate these as 3D pictures in class.



Wednesday



Arithmetic 3

A)
$$\begin{array}{r} 741.62 \\ +610.78 \\ \hline \end{array}$$

F)
$$\begin{array}{r} 994.55 \\ +247.14 \\ \hline \end{array}$$

K)
$$\begin{array}{r} 961.98 \\ -164.97 \\ \hline \end{array}$$

P)
$$\begin{array}{r} 642.63 \\ +205.21 \\ \hline \end{array}$$

U)
$$\begin{array}{r} 273.38 \\ +689.48 \\ \hline \end{array}$$

B)
$$\begin{array}{r} 459.69 \\ -162.66 \\ \hline \end{array}$$

G)
$$\begin{array}{r} 889.41 \\ +718.12 \\ \hline \end{array}$$

L)
$$\begin{array}{r} 202.67 \\ +516.79 \\ \hline \end{array}$$

Q)
$$\begin{array}{r} 932.76 \\ -704.42 \\ \hline \end{array}$$

V)
$$\begin{array}{r} 233.64 \\ +221.87 \\ \hline \end{array}$$

C)
$$\begin{array}{r} 420.91 \\ -361.34 \\ \hline \end{array}$$

H)
$$\begin{array}{r} 411.16 \\ +207.34 \\ \hline \end{array}$$

M)
$$\begin{array}{r} 199.35 \\ +294.84 \\ \hline \end{array}$$

R)
$$\begin{array}{r} 759.78 \\ -755.89 \\ \hline \end{array}$$

W)
$$\begin{array}{r} 891.83 \\ -740.28 \\ \hline \end{array}$$

D)
$$\begin{array}{r} 961.93 \\ -191.54 \\ \hline \end{array}$$

I)
$$\begin{array}{r} 657.93 \\ +154.37 \\ \hline \end{array}$$

N)
$$\begin{array}{r} 804.77 \\ -451.22 \\ \hline \end{array}$$

S)
$$\begin{array}{r} 490.12 \\ -191.63 \\ \hline \end{array}$$

X)
$$\begin{array}{r} 891.54 \\ -227.39 \\ \hline \end{array}$$

E)
$$\begin{array}{r} 219.83 \\ +615.63 \\ \hline \end{array}$$

J)
$$\begin{array}{r} 994.29 \\ -927.86 \\ \hline \end{array}$$

O)
$$\begin{array}{r} 246.87 \\ +518.17 \\ \hline \end{array}$$

T)
$$\begin{array}{r} 965.84 \\ -485.97 \\ \hline \end{array}$$

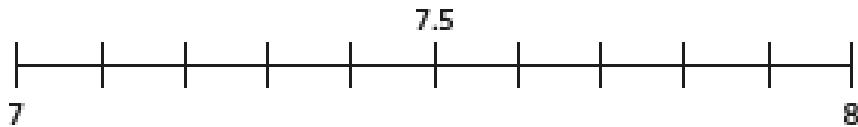
Y)
$$\begin{array}{r} 401.35 \\ +218.64 \\ \hline \end{array}$$

Session 3 – Rounding decimals

- 1 Show the position of each number on the number line.

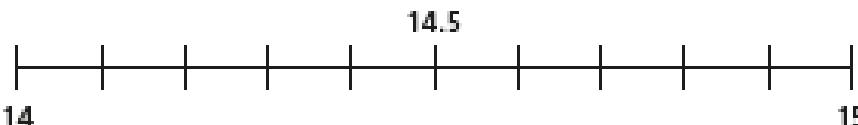
Use the number line to round these decimals to the nearest whole number.

a) 7.2



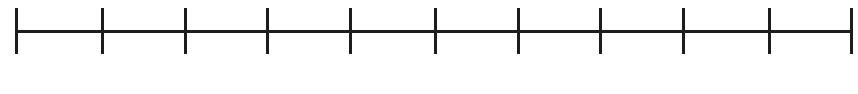
The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5



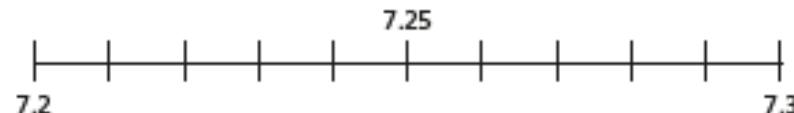
The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.

2

Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

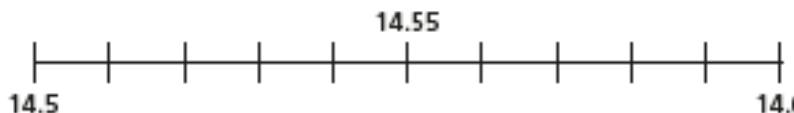
a) 7.23



The nearest tenth is

The nearest whole number is

b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.

- 3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point?
b) Round each number to one decimal place.

1.33

4.03

1.34

4.04

1.35

4.05

1.36

4.06

1.37

4.07

- 4 Round each number to the nearest tenth.

a) 4.21

d) 11.86

g) 12.92

b) 8.09

e) 5.67

h) 10.65

c) 4.84

f) 0.15

- 5 Circle each decimal that rounds to 6.2

6.32

6.23

6.27

6.17

6.12

6.25

Explain your reasoning.

- 6 Here are the weights in kilograms of some parcels.



3.48 kg



1.42 kg



10.65 kg



1.03 kg

- a) Round the weight of each parcel to 1 decimal place.

kg

kg

kg

- b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? _____

Talk about it with a partner.

7

- Amir is thinking of a number.

Rounded to the nearest whole his number is 5

Rounded to the nearest tenth his number is 4.8

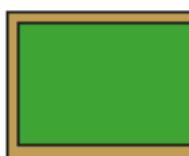
Write at least four different numbers that Amir could be thinking of.

8

- A farmer is building a new fence for her sheep field.

Here are the measurements.

125.45 m



89.56 m

She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

Talk about your estimate with a partner.