

Year 5

Learning Grid for week beginning: 29.06.2020

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> <p>Session 1: Short Division</p> <p>Session 2: Short division with remainders</p> <p>Session 3: Log in to TTRS and complete your sessions for the week!</p> <p>Session 4: Rounding numbers</p> <p>Session 5: Multiplying numbers</p> <p>Answers for the arithmetic sessions are on the last page.</p>	<p>Session 1: To identify, describe and classify shapes based on the properties. Click here for the online lesson.</p> <p>Session 2: To identify, describe and classify shapes based on the properties. Click here for the online lesson.</p> <p>Session 3: Calculating angles on a straight line. Click here for the video.</p> <p>Session 4: Calculate angles around a point. Click here for the video.</p> <p>Session 5: Complete the addition and subtraction consolidation pack.</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. Link to do Accelerated Reader quizzes from home: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>Session 1: Analyse the poems and look at their similarities and differences. Which poems do you prefer and why? Consider each of these: Subject matter: what the poem is about eg nature, travelling, observations etc Style: is it free verse or strict rhythm/regular or irregular rhyming patterns, use of speech or dialogue etc. Language: refers to the vocabulary – the use of adjectives and descriptions, metaphors or similes eg "I heard the paving slabs groan as they muscled for space."</p> <p>Session 2: Learning about idioms</p> <p>Session 3: Read Valerie Bloom's poems and compare them to Pie Corbett and his writing style. Which do you prefer? Use the table to analyse the poems.</p> <p>Session 4: Click here for the online lesson.</p> <p>Session 5: Compare the two poems.</p>	<p>Spellings: Do a spelling test on last week's spellings. For any that are incorrect, spend some time trying to learn the correct spelling.</p> <p>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! After this, you can make your way through the other spelling activities each day.</p> <p>Writing Session 1: Write your own riddle poem or poem where you hide the answer within the poem itself like Pie Corbett's 'Badger' poem.</p> <p>Session 2: Use the idioms to create your own piece of writing that makes sense.</p> <p>Session 3: Using your background, write a poem about you.</p> <p>Session 4: Click here for the online lesson on cohesive devices.</p> <p>Session 5: Write your own 'If I had wings' poem.</p>	<p>Art: Juan Miro and Automatic Drawing In this lesson, you will learn about automatic drawing and then you can create your own abstract artwork.</p> <p>Click here for the online lesson.</p> <p>Science Revision: <u>Represent the particles in solids, liquids and gases</u></p> <p>In this lesson, we will learn about particles! We are going to learn how the particles in each state of matter behave and how this leads to the properties of solids, liquids and gases. For this lesson, you will need a piece of paper and a pencil.</p> <p>Science revision: <u>Click here for the online lesson.</u> <u>Represent the particles in pure substances and mixtures</u></p> <p>In this lesson, we are going to look at the differences in the particles of pure and impure substances. We will use water and gold as examples. You will need a pencil, a piece of paper and a ruler.</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>If you can, plant some seeds with someone for some flowers or fruits that you would like to grow.</p> <p>Utilise this amazing weather and go for a walk with your family to explore your local area.</p> <p>With your parent's permission, share your learning on our school Facebook page.</p>

Monday



Arithmetic 1

$$\text{A) } 3 \overline{)573}$$

$$\text{F) } 4 \overline{)736}$$

$$\text{K) } 5 \overline{)720}$$

$$\text{P) } 2 \overline{)554}$$

$$\text{B) } 5 \overline{)775}$$

$$\text{G) } 9 \overline{)963}$$

$$\text{L) } 2 \overline{)822}$$

$$\text{Q) } 6 \overline{)990}$$

$$\text{C) } 6 \overline{)696}$$

$$\text{H) } 3 \overline{)528}$$

$$\text{M) } 8 \overline{)816}$$

$$\text{R) } 4 \overline{)732}$$

$$\text{D) } 2 \overline{)866}$$

$$\text{I) } 7 \overline{)980}$$

$$\text{N) } 7 \overline{)952}$$

$$\text{S) } 6 \overline{)660}$$

$$\text{E) } 8 \overline{)920}$$

$$\text{J) } 9 \overline{)990}$$

$$\text{O) } 7 \overline{)861}$$

$$\text{T) } 9 \overline{)990}$$

Similes and Metaphors

Similes

A simile is when two things are directly compared.

The words **AS** and **LIKE** are used to compare the two things,
e.g.

- As cold as a dog's nose.
- The clouds were fluffy like cotton wool.
- As slippery as an eel.
- The wind is like a voice whispering.

Metaphors

A metaphor *also* compares two things **BUT** it does so more directly **WITHOUT** using as and like,

e.g.

- The clouds are a ball of cotton wool.
- Tony is a tower of strength.
- The striker was a goal machine.
- Gold coins winked from the treasure chest.

Poem Name:	Subject Matter (what is it about):  <i>Share your theories. Could you summarise your solution?</i>	Style of poem (is there a strict rhythm, does it rhyme?):  <i>Scan for clues</i>	Language (are there similes or metaphors, what kind of adjectives are used?):  <i>Scan for clues</i>

A Poem to be Spoken Silently...

It was so silent that I heard
my thoughts rustle
like leaves in a paper bag . . .

It was so peaceful that I heard
the trees ease off
their coats of bark . . .

It was so still that I heard
the paving stones groan
as they muscled for space . . .

It was so silent that I heard
a page of this book
whisper to its neighbour,
'Look he's peering at us again . . .'

It was so still that I felt
a raindrop grin
as it tickled the window's pane . . .

It was so calm that I sensed
a smile crack the face
of a stranger . . .

It was quiet that I heard
the morning earth roll over
in its sleep and doze
for five minutes more . . .

by Pie Corbett

The Playground Monster

It grabbed me
with its tarmac jaws
and then it tried
to bite me.

It grasped me
with its gravelly paws
and then it tried
to fight me.

I live in fear of walking
across its great black back.

I think it knows I'm talking.
It listens at a crack!

I fear its greedy darkness,
the way it seems to need

To reach out when I'm running
and grab me for a feed.

It grabbed me
with its tarmac jaws
and then it tried
to bite me.

It grasped me
with its gravelly paws
and then it tried
to fight me.

by Pie Corbett

Smelling Rats

My mother said she'd 'smelt a rat',
but none of us knew what she meant.
I wondered what a rat smelt like -
They lived in sewers, Sarah said,
where they grew big as tom cats,
if cornered would go for the throat.
They made brief film appearances,
dancing on Dracula's coffin,
gangsters muttered, 'you dirty rat',
scientists kept them in cages,
testing lipstick and disease.
They ran on to boats up anchor lines
and of course we all knew
that they carried the plague.
Bubonic plague.
'BEW BON NICK . . .'
We whispered the words
so Mum wouldn't hear,
and sniffed deep
but, smelt nothing.
So we left her to hunt for the rat
and ran down the garden calling,
'Bring out your dead!'
Later that night I lay in bed,
and heard the dread sound
of whatever it was that she sensed.
I lay in the dark and sniffed . . .

by Pie Corbett

Highlight anything that you think makes a poem interesting or enjoyable and add a little note beside it about why you liked that part.

Once you have discussed	Tick them off
Have you noticed any pattern in the way the verses are written?	
Is repetition used? How?	
The sound and rhythm - how does it make you feel? Is it regular?	
Are there any similes?	
Are there any metaphors?	
Does the poet use any good adjectives or descriptive phrases?	

Animal Riddle

Like a small Bear
bundles over the dark road,
brushes past the front gate,
as if she owns the joint.
Rolls the Dustbin,
like an expert barrel-rider
tucks into yesterday's Garbage,
crunches worms for titbits,
wakes us from deep sleep,
blinks back at torchlight.
Our midnight feaster,
ghost-friend,
moon-lit,
zebra bear.

by Pie Corbett

Answer: badger

Tuesday



Arithmetic 2

A) $7 \overline{)2497}$

F) $6 \overline{)2793}$

K) $5 \overline{)4478}$

P) $8 \overline{)1675}$

B) $3 \overline{)1301}$

G) $7 \overline{)5273}$

L) $2 \overline{)897}$

Q) $6 \overline{)2204}$

C) $4 \overline{)3127}$

H) $5 \overline{)4564}$

M) $4 \overline{)2041}$

R) $3 \overline{)1054}$

D) $2 \overline{)273}$

I) $9 \overline{)2292}$

N) $6 \overline{)1601}$

S) $8 \overline{)4979}$

E) $2 \overline{)1657}$

J) $5 \overline{)586}$

O) $9 \overline{)5432}$

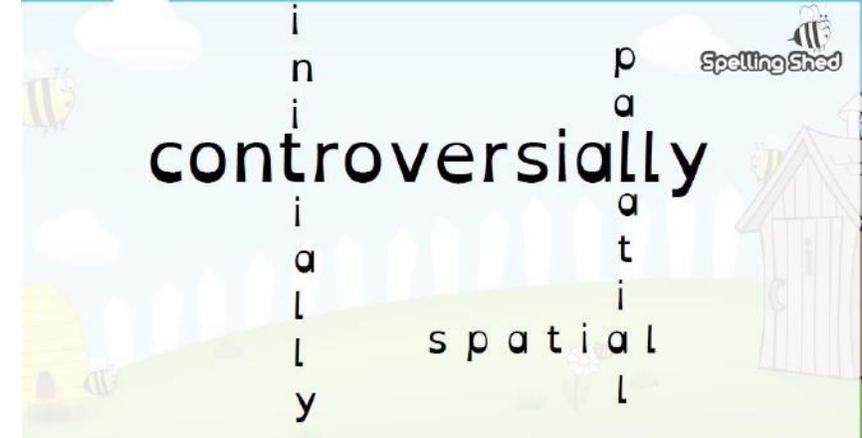
T) $4 \overline{)745}$

Show your
remainders as R
and not as
decimals.

Spellings

Spellings	Introduction	<p>The last two spelling lists looked at 'cial' ending after a vowel and 'tial' endings after a consonant. There are exceptions to this rule and they just need to be remembered. This week is a list of exceptions to the rule. Can children think of any exceptions where the rule is reversed for example?</p>
financial		
commercial	Main Teaching Activity	<p>See if the children can think of another word from the same family, e.g. with a similar meaning/root word. For example financial and finance or commercial and commerce.</p> <p>In pairs get them to write down the spellings and a linking word. This helps to develop the word in the child's head more effectively.</p>
provincial		
initial		
spatial		
palatial		
controversial	Independent Activity	<p>Get the children to write down the word 'controversially' on their white boards and then see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support starting this if required.</p>
initially		
controversially		
financially		

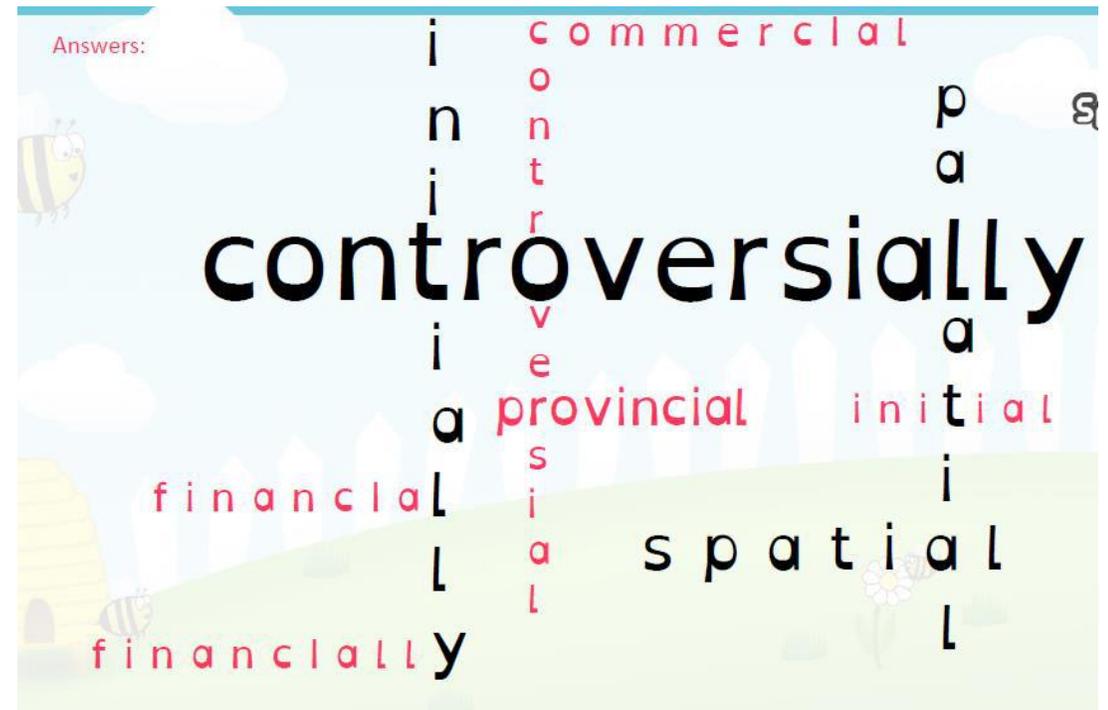
Spellings		Spellings
financial	→	finance
commercial	→	
provincial	→	
initial	→	
spatial	→	
palatial	→	
controversial	→	
initially	→	
controversially	→	
financially	→	



Making sure that you spell the words correctly, use our new spelling list to make your own scrabble board below.

Spellings	Spellings
financial	finance
commercial	commerce
provincial	province
initial	initially
spatial	space
palatial	palace
controversial	controversy
initially	initial
controversially	controversial
financially	financial

Example answer



Warm up

Here are 10 of the most common **idioms** that are easy to use in daily conversation:

Hit the hay.

“Sorry, guys, I have to hit the hay now!”

“Up in the air”

“Stabbed in the back”

“Takes two to tango”

“Kill two birds with one stone.”

“Piece of cake”

“Costs an arm and a leg”

“Break a leg”

1. What do these idioms mean? Talk to someone near by and see if you can ‘translate’ them all!
2. Look at the text. How many idioms can you find? Underline any idioms that you find and **annotate (make notes)** around the page what they could mean.

Can I identify Idioms?

I felt over the moon because after feeling under the weather for so long I now felt on top of the world again. It all began on a day when it was raining cats and dogs. I felt like I was losing my marbles because someone had bitten my head off for no reason. It was later in the day when I tried to get to the bottom of it and I began to see the light. My friend hit the nail on the head when she said that the other person had got her knickers in a twist. She then said, “Keep your hair on.” And went on to suggest she turned over a new leaf so that more people liked her.

Pie Corbett’s poem is one giant idiom!

Smelling Rats

My mother said she'd 'smelt a rat',
but none of us knew what she meant.
I wondered what a rat smelt like -
They lived in sewers, Sarah said,
where they grew big as tom cats,
if cornered would go for the throat.
They made brief film appearances,
dancing on Dracula's coffin,
gangsters muttered, 'you dirty rat',
scientists kept them in cages,
testing lipstick and disease.
They ran on to boats up anchor lines
and of course we all knew
that they carried the plague.
Bubonic plague.
'BEW BON NICK . . .'
We whispered the words
so Mum wouldn't hear,
and sniffed deep
but, smelt nothing.
So we left her to hunt for the rat
and ran down the garden calling,
'Bring out your dead!'
Later that night I lay in bed,
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of whatever it was that she sensed.
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2. Look at the poem Smelling Rats. How many idioms can you find? Underline any idioms that you find and **annotate (make notes)** around the page what they could mean.

Can I identify Idioms?

I felt over the moon because after feeling under the weather for so long I now felt on top of the world again. It all began on a day when it was raining cats and dogs. I felt like I was losing my marbles because someone had bitten my head off for no reason. It was later in the day when I tried to get to the bottom of it and I began to see the light. My friend hit the nail on the head when she said that the other person had got her knickers in a twist. She then said, “Keep your hair on.” And went on to suggest she turned over a new leaf so that more people liked her.

Felt over the moon: extremely happy

Feeling under the weather: not feeling so good

Feeling on top of the world: feeling ecstatic, like a winner

It was raining cats and dogs: it was raining heavily.

I felt like I was losing my marbles: losing my mind/ getting confused

Someone had bitten my head off: someone had told me off

Tried to get to the bottom it: tried to figure it out

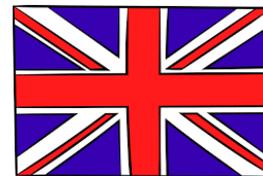
Began to see the light: the answer was becoming clear

My friend hit the nail on the head: my friend said it perfectly

The other person had her knickers in a twist: the other person was upset/angry/annoyed

Keep your hair on: Stay calm

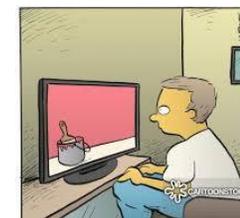
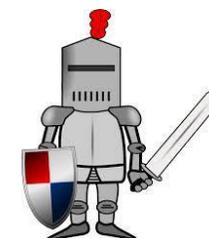
Turned over a new leaf: start again

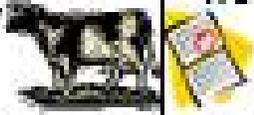
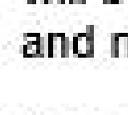


Take some of the idioms from the table and see if you can create a piece of writing that makes sense with them in it!

Idiom	We think this means...
A little bird told me	
Back to square one	
Cash cow	
Deep pockets but short arms	
Elbow grease	
Fools rush in where angels fear to tread (walk)	
Game on!	
Here today, gone tomorrow	
Just what the doctor ordered	
Knight in shining armour	

Idiom	We think this means...
Light at the end of the tunnel	
Make a pig's ear of things	
Not my cup of tea	
On the tip of your tongue	
Pull up your socks	
Raining cats and dogs	
Sit on the fence	
Watch paint dry	
You can't unring a bell	
Zip it!	



<p>Exactly what you need</p> 	<p>A friend who helps you</p> 	<p>Something you do not like</p> 	<p>People who do things without thinking</p> 
<p>Hope for the future.</p> 	<p>If someone doesn't want to say where information came from</p> 	<p>Whatever you're doing, you need to start again</p> 	<p>Something you can nearly, but not quite, remember</p> 
<p>Make a mess.</p> 	<p>Accept a challenge</p> 	<p>A person who is wealthy but does not share</p> 	<p>Something that is very boring or dull</p> 
<p>A product or business that makes lots of money</p> 	<p>Some things do not last very long</p> 	<p>Something that will be hard work and needs lots of effort</p> 	<p>Something you have done that cannot be changed</p> 
<p>Try harder!</p> 	<p>Really raining heavily</p> 	<p>Not taking sides in an argument</p> 	<p>Be quiet please!</p> 

Wednesday

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
financial					
commercial					
provincial					
initial					
spatial					
palatial					
controversial					
initially					
controversially					
financially					



Arithmetic 3

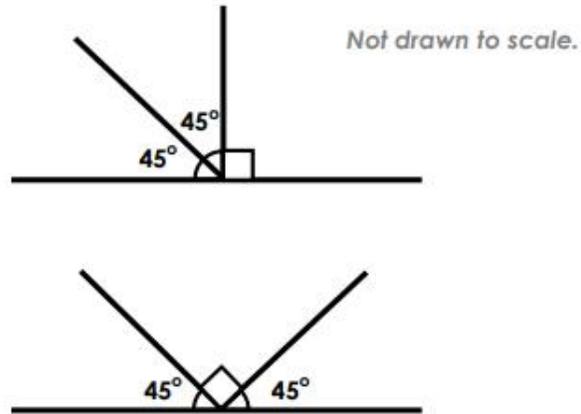


1. Noah is trying to work out how a right angle affects the other angles on a straight line. He has experimented below and has come up with a theory.

He says,



If there are three angles on a straight line and one is a right angle, the other two angles must be 45° every time.

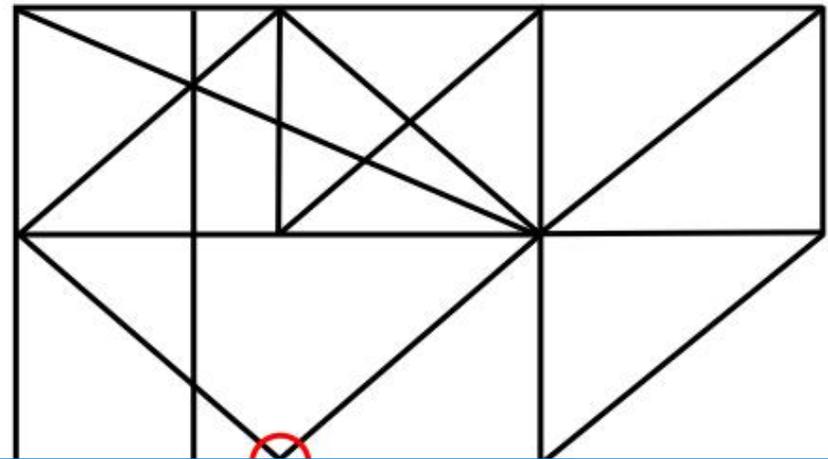


Investigate whether Noah is correct. How could you prove or disprove his theory?

2. Look at the shape below. Explore how many groups of angles there are on a straight line within the shape. One has been done for you.

A group will need to consist of at least three angles.

Not drawn to scale.



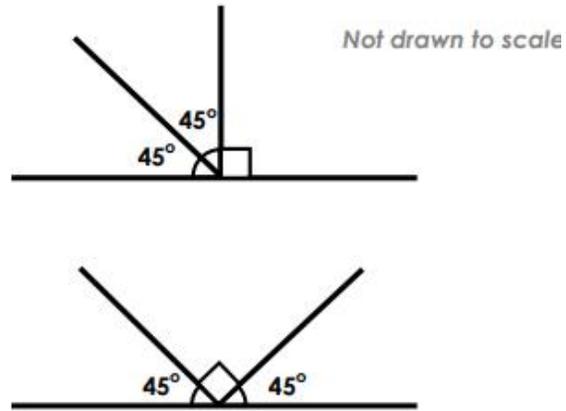
Extension answers

1. Noah is trying to work out how a right angle affects the other angles on a straight line. He has experimented below and has come up with a theory.

He says,

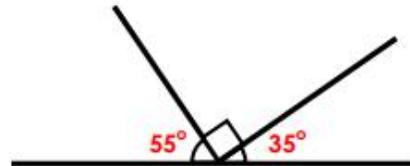


If there are three angles on a straight line and one is a right angle, the other two angles must be 45° every time.



Investigate whether Noah is correct. How could you prove or disprove his theory?
Noah is incorrect. Depending on where the right angle is on the straight line, the other two angles can vary.

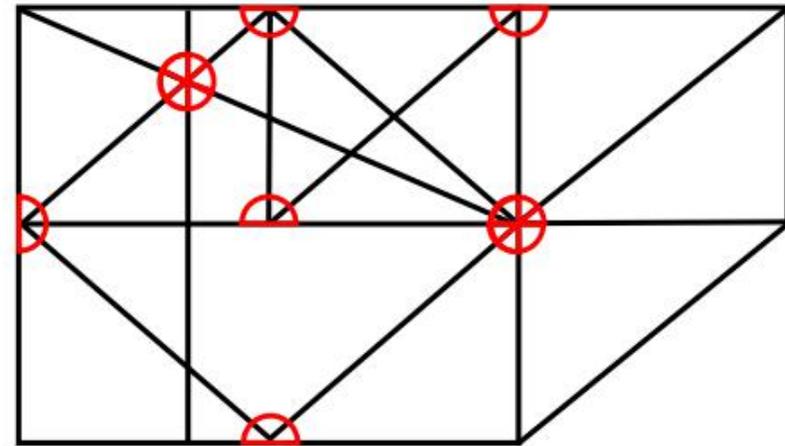
Various answers possible including:



2. Look at the shape below. Explore how many groups of angles there are on a straight line within the shape. One has been done for you.

A group will need to consist of at least three angles.

Not drawn to scale.



There are 17 groups of angles on a straight line that contain at least three angles within the shape above.



Valerie Bloom

Valerie Bloom is a performance poet, originally from Jamaica, and many of her poems are in Jamaican Patois. Her published work includes *Hot Like Fire* which is a Power of Reading recommended text and the award winning picture book *Fruits – a Caribbean Counting Poem*. She has considerable experience running writing workshops in schools. Valerie was awarded an MBE for her services to poetry in 2008. Several of her poems feature in the CLiPPA 2015 shortlisted book *Give the Ball to the Poet: A New Anthology of Caribbean Poetry*. Among her most recent work is *Jaws and Claws and Things with Wings* (Harper Collins, 2013).

Fruits

Half a pawpaw in the basket -
Only one o' we can have it,
Wonder which one that will be?
I have a feeling that is me.

One guinep in the tree
Hanging down there tempting me,
It don' mek no sense to pick it,
One guinep can't feed a cricket.

Two ripe guava pon the shel,
I know I hid them there meself,
When night com an' it get dark
Me an' them will have a talk.

Three sweet-sop, well I jus' might
Give on o' them a nice big bite,
Cover up the bite jus' so, sis,
Then no-one will ever notice.

Four red apple near me chair -
Who so careless put them there?
Them don' know how me love apple?
Well, thank God fer silly people.

Five jew-plum, I can't believe it!
How they know jew-plum's me fav'rit?
But why they hide them in a cupboard?
Cho, people can be so awkward.

Six naseberry, you want a nibble?
Why baby must always dribble?
Come wipe you mout', it don't mek sense
To broadcast the evidence.

Seven mango! What a find!
The smaddy who lef them really kind,
One fe you an' six fe me,
If you want more, climb the tree.

Eight orange fe cousin Clem,
But I have just one problem -
How to get rid o' the eight skin
That the orange them come in.

Nine jackfruit! Not even me
Can finish nine, but let me see,
I don't suppose that they will miss one,
That was hard, but now me done.

Ten banana, mek them stay,
I feeling really full today,
Mek me lie down on me bed, quick,
Lawd, ah feeling really sick.

by Valerie Bloom

When Granny

Song-bird shut dem mout' an lissen,
Church bell don' bother to ring,
All de little stream keep quiet
When mi Granny sing.

De sun up in de sky get jealous,
Him wish him got her style,
For de whole place full o' brightness
When mi Granny smile.

First a happy soun' jus' bubblin'
From her belly, low an' sof',
Den a thunderclap o' merriment
When mi Granny laugh.

De tree branch dem all start swingin',
Puss an' dawg begin to prance,
Everyt'ing ketch de happy fever
When mi Granny dance.

All o' we look out fe Granny
Mek sure dat she satisfy,
For de whole worl' full o' sadness
When mi Granny cry.

by Valerie Bloom

Mega Star Rap

I'm king of the keyboard, star of the screen,
They call me Gamesmaster, you know what I mean,
'Cause I am just ace on the Nintendo action,
When I get in my stride, you know, I don't give a fraction,
With Super Mario I'm a real daredevil,
I'm cool, I'm wicked, on a different levell
I'll take on anyone who wants to challenge me,
No matter what the problem is, I hold the key.
I can tell you every shortcut on the Mega drive,
I can put the Sonic Hedgehog into overdrive,
And I would, I really would like to accept your dare,
But I've just run out of batteries for my Sega Game Gear.

by Valerie Bloom

Poetry Checklist

Once you have discussed	Tick them off
Have you noticed any pattern in the way the verses are written?	
Is repetition used? How?	
The sound and rhythm - how does it make you feel? Is it regular?	
Are there any similes?	
Are there any metaphors?	
Does the poet use any good adjectives or descriptive phrases?	

I'm Not a Kid

I'm not a kid, ok
I'm not a kid, I say
I'm not a kid.

So I'm not a kid, ok
I'm not a kid, I say
I'm not a kid.

Kids have horns,
Kids go ma-ay,
Kids live with goats,
And anyway

Kids are animals
Like a gnu
A cow, a giraffe,
Or a kangaroo.

Kids don't wear trousers,
Don't wear shirts,
Kids don't eat lemon pies
For dessert.

I don't have four feet,
Not covered with hair,
Can you see a tail on me?
Anywhere?

So I'm not a kid, ok
I'm not a kid, I say
I'm not a kid.

'Cause I'm not a kid, ok
I'm not a kid, I say
I'm not a kid.

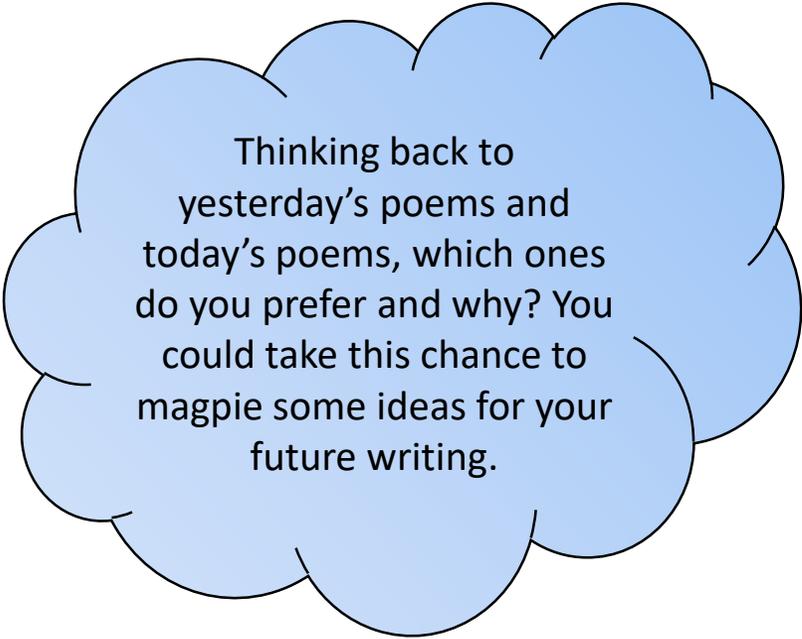
Don't call me a kid
'Cause I don't like it,
Don't call me a kid, I'm a
Child, don't fight it.

Oh, look, Mum,
Look over there,
See, 'Flights to Eurodisney,
Extra low fare.'

Kids have hooves,
Kids chew the cud,
Kids nibble grass,
Kids eat rose buds.

Can we go, please, Mum?
No need to pay for me,
See, that sign there says
"Kids Go Free!"

by Valerie Bloom



Poetry Checklist

Once you have discussed	Tick them off
Have you noticed any pattern in the way the verses are written?	
Is repetition used? How?	
The sound and rhythm - how does it make you feel? Is it regular?	
Are there any similes?	
Are there any metaphors?	
Does the poet use any good adjectives or descriptive phrases?	

Poem Name:	Subject Matter (what is it about):  <i>Share your theories. Could you summarise your solution?</i>	Style of poem (is there a strict rhythm, does it rhyme?):  <i>Scan for clues</i>	Language (are there similes or metaphors, what kind of adjectives are used?):  <i>Scan for clues</i>

Thursday

Arithmetic 4



Round these decimal numbers to the **nearest whole number**

Decimal Number	Rounded to the nearest whole number
7.2	7
a) 6.7	
b) 9.8	
c) 20.3	
d) 99.7	
e) 200.4	

Round these decimal numbers to the **nearest whole number**

Decimal Number	Rounded to the nearest whole number
6.12	6
f) 9.47	
g) 9.96	
h) 19.72	
i) 98.54	

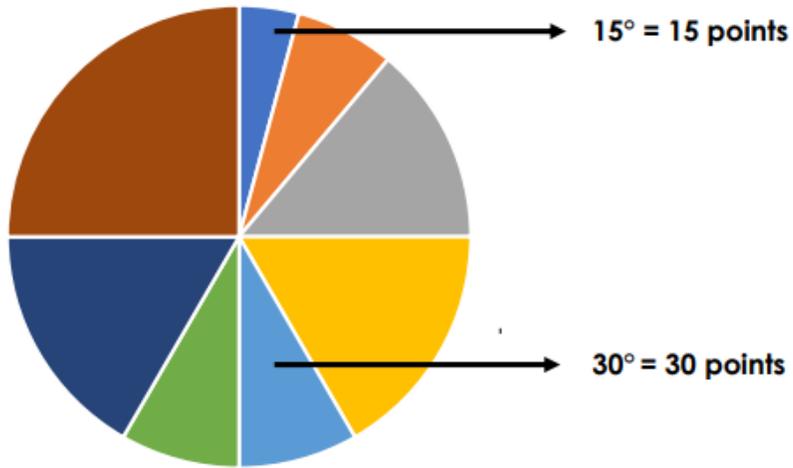
Decimal Number	Round to the nearest hundredth (0.01)
j) 3.333	
k) 4.535	
l) 7.801	
m) 89.091	
n) 77.701	
o) 650.054	

Decimal Number	Round to the nearest tenth (0.1)
p) 4.51	
q) 5.55	
r) 5.62	
s) 6.72	
t) 7.77	
u) 88.89	
v) 78.91	
w) 450.36	
x) 780.54	
y) 345.44	
z) 290.09	

1. Below is a target board. When all the points are added together on the board, the sections add up to 360 points.

Calculate the possibilities and label the sections of the game board so that the size of each angle matches up to its value. Two have been done for you.

Not drawn to scale

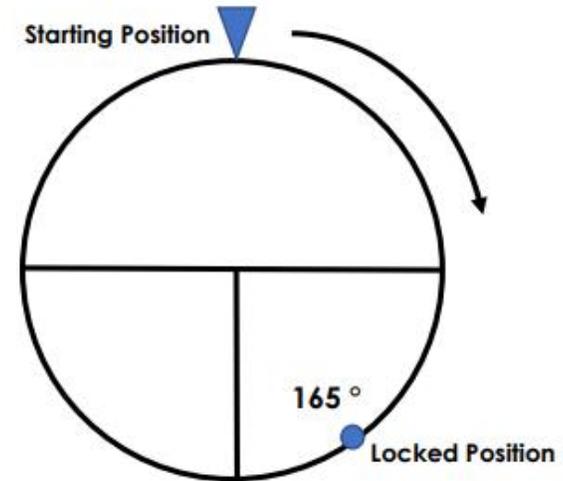


Cath has thrown 5 darts and scored 270. Investigate where the darts could have landed. You can score in the same section more than once.

2. Claire has parked her car and her steering wheel has locked in a position after she has turned.

She makes three clockwise turns and one anti-clockwise turn in order to get her steering wheel back to its starting position. Each turn made was a different size and each turn was bigger than the previous turn.

Not drawn to scale

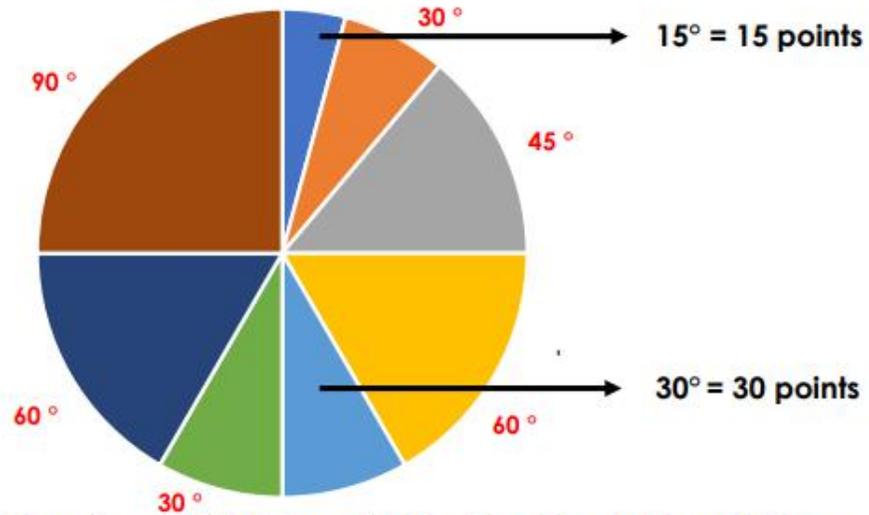


Investigate which four turns she could have made.

1. Below is a target board. When all the points are added together on the board, the sections add up to 360 points. Calculate the possibilities and label the sections of the game board so that the size of each angle matches up to its value. Two have been done for you.

Various possible answers, for example:

Not drawn to scale



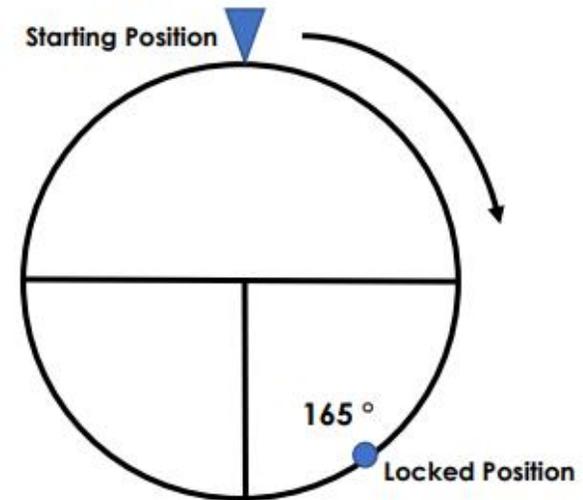
Cath has thrown 5 darts and scored 270. Investigate where the darts could have landed. You can score in the same section more than once.

Various possible answers including: 15°, 30°, 45°, 90°, 90°

2. Claire has parked her car and her steering wheel has locked in a position after she has turned.

She makes three clockwise turns and one anti-clockwise turn in order to get her steering wheel back to its starting position. Each turn made was a different size and each turn was bigger than the previous turn.

Not drawn to scale



Investigate which four turns she could have made.

Various possible answers, for example: clockwise 15°, 45°, 90°, anti-clockwise 315°

Spelling Task

Cover your spellings up. Can you add in the missing letters from each word?

s _ at _ _ l

in _ _ _ al _ y

_ _ _ trov _ _ _ _ ally

_ o _ _ e _ cial

co _ _ ro _ _ _ _ ial

_ _ _ _ _ ial

fin _ _ _ _ _

_ _ na _ _ _ a _ _ y

pr _ _ in _ _ al

p _ _ at _ _ l

Cover your spellings up. Can you add in the missing letters from each word?

spatial

Initially

controversially

commercial

controversial

initial

financial

financially

provincial

palatial

Friday



Arithmetic 5

a. $208 \times 100 =$

b. $600 \times 700 =$

c. $1000 \times 109 =$

d. $10 \times 20 = 2 \times$

e. $50 \times 20 = 10 \times$

f. $8 \times 6 = 4 \times$

g. $4 \times 7 = 7 \times$

h. $20 \times$ $= 100$

i. $890 \times 20 =$

j. $550 \times 5 = 275 \times$

k. $330 \times 7 = 231 \times$

l. $20 \times 300 =$

m. $40 \times 700 =$

n. $90 \times 90 =$

o. $60 \times 20 = 40 \times$

p. $50 \times 60 = 20 \times$

q. $80 \times 60 = 40 \times$

r. $40 \times 900 = 60 \times$

s. $200 \times$ $= 1800$

t. $780 \times 40 =$

u. $480 \times 5 = 80 \times$

v. $300 \times 7 = 3 \times$

Wings

If I had wings

I would touch the fingertips of clouds
and glide on the wind's breath.

If I had wings

I would taste a chunk of the sun
as hot as peppered curry.

If I had wings

I would listen to the clouds of sheep bleat
that graze on the blue.

If I had wings

I would breathe deep and sniff
the scent of raindrops.

If I had wings

I would gaze at the people
who cling to the earth's crust.

If I had wings

I would dream of
swimming the deserts and
walking the seas.

by Pie Corbett

Refuelling

Brixton calls with the voice of the Islands,
and I must answer.

Every month must brave the jostling crowds
of Victoria station,
become a subterranean traveller,
for bunches of callaloo, fat yellow yams,
and sugar cane, sold here by the pound.
Yesterday I bought some locusts,
stinking-toe in their shells of flint,
paid two pounds for some childhood memories.

Travelling home on the train,
I imagined my children,
eyes wide with pleasure,
reliving out my past.

Sparks flew as the cutlass clinked
on the copper shells like chain-gang picks
on prison rocks.

The hard shell opened,
parted to display
the gold dust that I knew so well.
And then the smell!

At the garden centre once,
I came across a plant whose leaves
gave off this same odour.

I let the name cascade across my tongue.
Prostanthera. Prostanthera.
Every day, fingered the leaves to
liberate the aroma.
It died.

But now I had the source
of that smell in my hand.
I proffered the powdered seeds,
offered them in their shells
like oysters.
Expectant, searched the faces as I
recounted the legend of the locust.
It's said that John the Baptist lived on these.

Disbelief fought with disgust,
before both succumbed to absolute dismay.
That I, their mother, could ask them to eat that!

And through their eyes I watched the golden powder
dull to dry sawdust.

I dug an index finger into the shell,
determined to reincarnate the child
who once picked locusts from my uncle's tree.
My son was brave. The taste, he said was bearable,
but could not compensate.
The youngest ventured out her tongue,
now she could see her brother was not dead.

She choked, spluttered and pronounced it vile.
She must be mad, I thought.
The first taste was as I remembered,
honey dust.

I ignored the cries of horror,
but noticed as I ate, the flavour changing,
until it was wood-shavings in my mouth.
In spite of water, soap and brush,
it was some days before my hands
stopped reeking.
Long enough for me to realize,
Time is a bridge that leads in one direction.
We should not try to cross it twice.

by Valerie Bloom

Poem Name:	Subject Matter (what is it about):  <i>Share your theories. Could you summarise your solution?</i>	Style of poem (is there a strict rhythm, does it rhyme?):  <i>Scan for clues</i>	Language (are there similes or metaphors, what kind of adjectives are used?):  <i>Scan for clues</i>

If I had wings...

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

Spellings
financial
commercial
provincial
initial
spatial
palatial
controversial
initially
controversially
financially





Arithmetic Answers



Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

Arithmetic 1

- | | | |
|--------|--------|--------|
| a) 191 | j) 110 | s) 110 |
| b) 155 | k) 144 | t) 110 |
| c) 116 | l) 411 | |
| d) 433 | m) 102 | |
| e) 115 | n) 136 | |
| f) 184 | o) 123 | |
| g) 107 | p) 277 | |
| h) 176 | q) 165 | |
| i) 140 | r) 183 | |

Arithmetic 2

- | | | |
|-----------|-----------|-----------|
| a) 356 r5 | i) 254 r6 | q) 367 r2 |
| b) 433 r2 | j) 117 r1 | r) 351 r1 |
| c) 781 r3 | k) 895 r3 | s) 622 r3 |
| d) 136 r1 | l) 448 r1 | t) 186 r1 |
| e) 828 r1 | m) 510 r1 | |
| f) 465 r3 | n) 266 r5 | |
| g) 753 r2 | o) 603 r6 | |
| h) 912 r4 | p) 209 r3 | |

Arithmetic 3



Arithmetic 4

- | | | |
|--------|-----------|----------|
| a) 7 | j) 3.33 | s) 6.7 |
| b) 10 | k) 4.54 | t) 7.8 |
| c) 20 | l) 7.8 | u) 88.9 |
| d) 100 | m) 89.09 | v) 78.9 |
| e) 200 | n) 77.7 | w) 450.4 |
| f) 9 | o) 650.05 | x) 780.5 |
| g) 10 | p) 4.5 | y) 345.4 |
| h) 20 | q) 5.6 | z) 290.1 |
| i) 99 | r) 5.6 | |

Arithmetic 5

- | | | |
|-----------|----------|----------|
| a) 20800 | j) 10 | s) 9 |
| b) 420000 | k) 10 | t) 31200 |
| c) 109000 | l) 6000 | u) 30 |
| d) 100 | m) 28000 | v) 700 |
| e) 100 | n) 8100 | |
| f) 12 | o) 30 | |
| g) 4 | p) 150 | |
| h) 5 | q) 120 | |
| i) 17800 | r) 600 | |