

Year 5

Learning Grid for week beginning: 06.07.2020

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: Adding fractions</p> <p>Session 2: Adding fractions</p> <p>Session 3: Log in to TTRS and complete your sessions for the week!</p> <p>Session 4: Adding large numbers with decimal remainders</p> <p>Session 5: Long Multiplication</p> <p>Answers for the arithmetic sessions are on the last page.</p>	<p>Session 1: Regular and irregular polygons. Click here for the online lesson.</p> <p>Session 2: Reasoning about 3D shapes. Click here for the online lesson.</p> <p>Session 3: Reflections Click here for the video.</p> <p>Session 4: Translation Click here for the video.</p> <p>Session 5: To describe the properties of diagonals of quadrilaterals Click here for the online lesson.</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: Use the new model text to help you to scan for clues and create a visual representation of what you've read.</p> <p>Session 2: Click here for the online lesson.</p> <p>Session 3: Read through the text and then complete the questions that are assigned to it.</p> <p>Session 4: Click here for the online lesson.</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: Create your own menu</p> <p>Session 2: Create your own elf backpack using quality language.</p> <p>Session 3: Begin to think about what kind elf or sprite that you might like to write about. It's time to be creative and inventive!</p> <p>Session 4: Create a passport for the creature you started to plan yesterday.</p> <p>Session 5: Plan a piece of non-fiction writing based on your elf or sprite.</p>	<p>History. The 'Unsinkable' Titanic Parts 1 & 2.</p> <p>Science revision: Click here for the online lesson. How is igneous rock formed?</p>	<p>Click here to do PE with Joe Wicks three times a week.</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>Click here to look at the variety of clubs that the National Oak Academy are running. They range from cooking, to art, to scouts. Why not take part in some of these activities this week with someone that you live with!</p>

Monday



Arithmetic 1

$$A) \frac{4}{6} + \frac{9}{30} =$$

$$B) \frac{1}{14} + \frac{1}{4} =$$

$$C) \frac{4}{11} + \frac{16}{22} =$$

$$D) \frac{3}{4} + \frac{2}{3} =$$

$$E) \frac{2}{20} + \frac{2}{10} =$$

$$F) \frac{2}{5} + \frac{6}{11} =$$

$$G) \frac{1}{6} + \frac{16}{18} =$$

$$H) \frac{9}{11} + \frac{3}{8} =$$

$$I) \frac{17}{44} + \frac{5}{11} =$$

$$J) \frac{6}{12} + \frac{1}{3} =$$

$$K) \frac{3}{23} + \frac{17}{46} =$$

$$L) \frac{1}{16} + \frac{3}{8} =$$

$$M) \frac{4}{11} + \frac{10}{77} =$$

$$N) \frac{5}{8} + \frac{3}{4} =$$

$$O) \frac{6}{11} + \frac{6}{77} =$$

$$P) \frac{7}{15} + \frac{1}{45} =$$

$$Q) \frac{1}{4} + \frac{20}{52} =$$

$$R) \frac{6}{15} + \frac{7}{9} =$$

$$S) \frac{2}{9} + \frac{4}{8} =$$

$$T) \frac{4}{52} + \frac{10}{13} =$$

$$U) \frac{12}{14} + \frac{3}{6} =$$

$$V) \frac{12}{50} + \frac{9}{10} =$$

1. Nico the architect is designing a new playground.

He says,

My design must include at least 5 different irregular polygons of different sizes.

It must have at least 3 different types of triangles in it.

It must include at least 6 different regular polygons.



Using a ruler, investigate different designs that Nico use in the space provided below.
How many designs can you create?



DP

2. Samantha is trying to solve a jigsaw puzzle. She has 6 jigsaw pieces left.

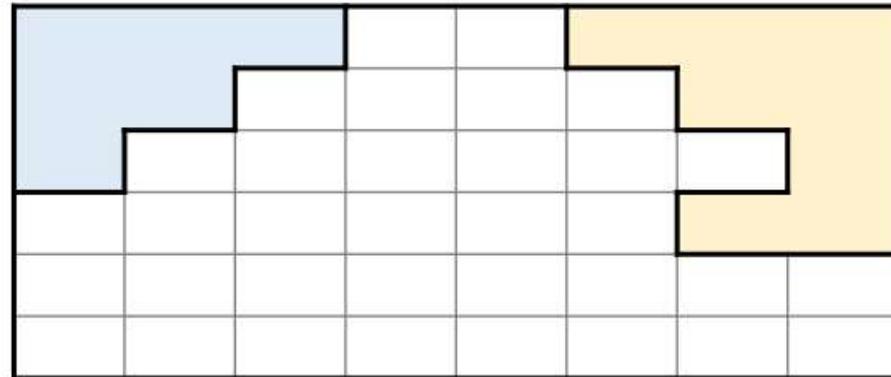
She says,

All the jigsaw pieces I have left are different sizes. They are all irregular polygons and have no more than 10 sides each.



Investigate the possible missing jigsaw pieces below.
Two have been done for you.

How many different combinations of jigsaw pieces can you create?



DP

1. Nico the architect is designing a new playground.

He says,

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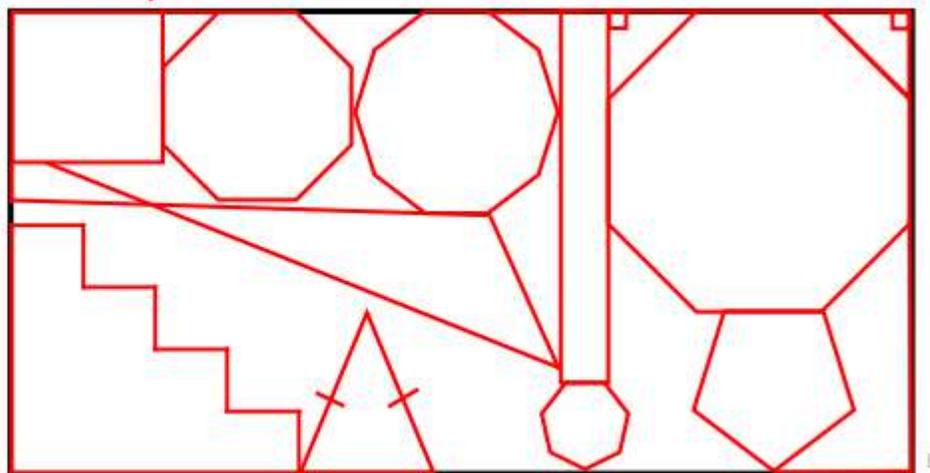
It must have at least 3 different types of triangles in it.

It must include at least 6 different regular polygons.



Using a ruler, investigate different designs that Nico use in the space provided below. How many designs can you create?

Various possible answers, for example:



Extension answers

2. Samantha is trying to solve a jigsaw puzzle. She has 6 jigsaw pieces left.

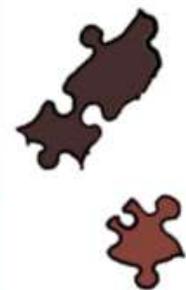
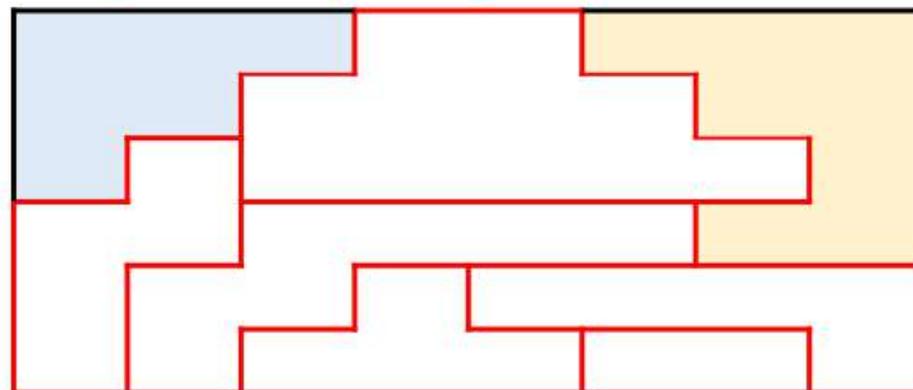
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Investigate the possible missing jigsaw pieces below. Two have been done for you.

How many different combinations of jigsaw pieces can you create?

Various possible answers, for example:



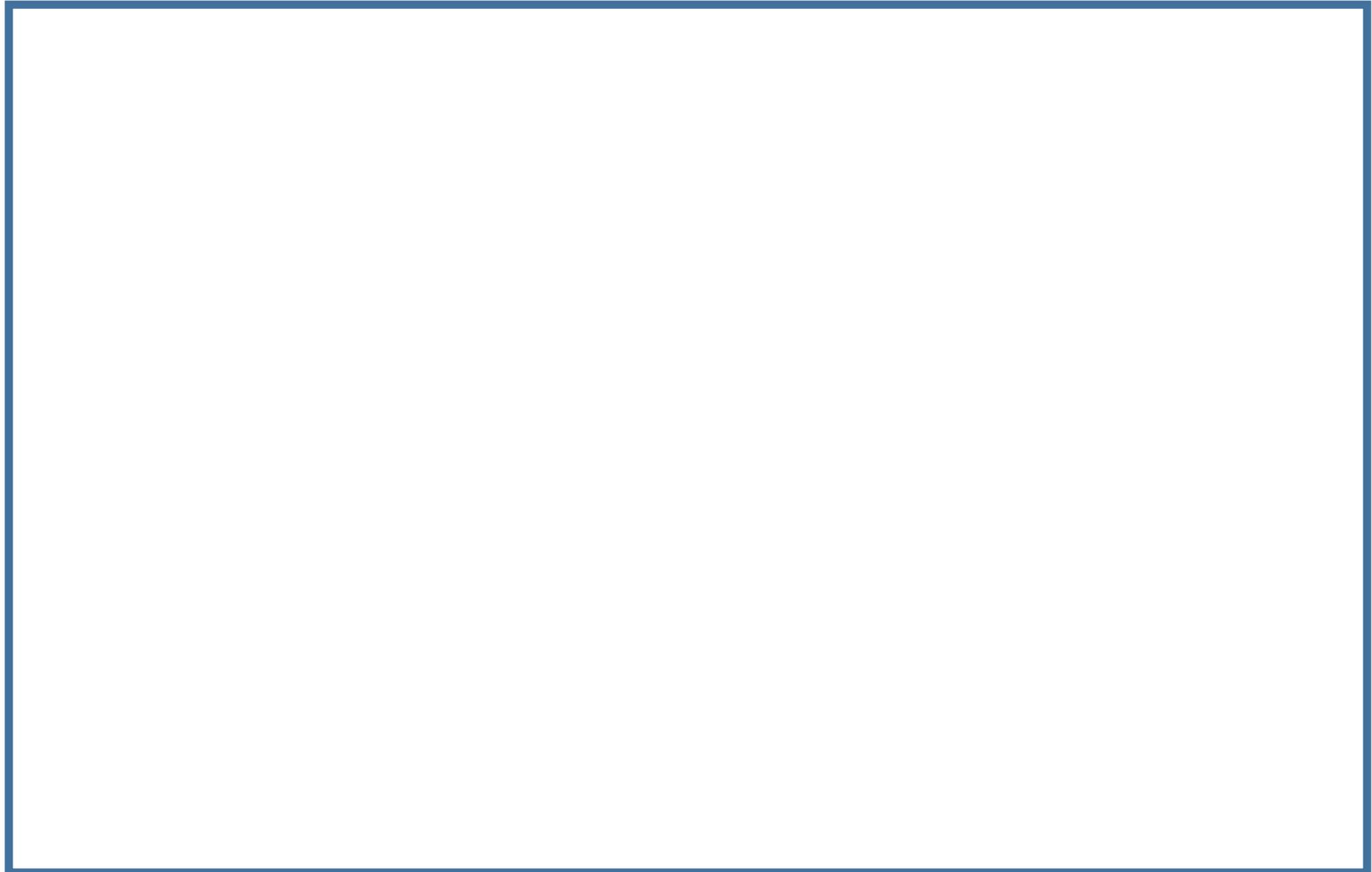


Scan for
clues

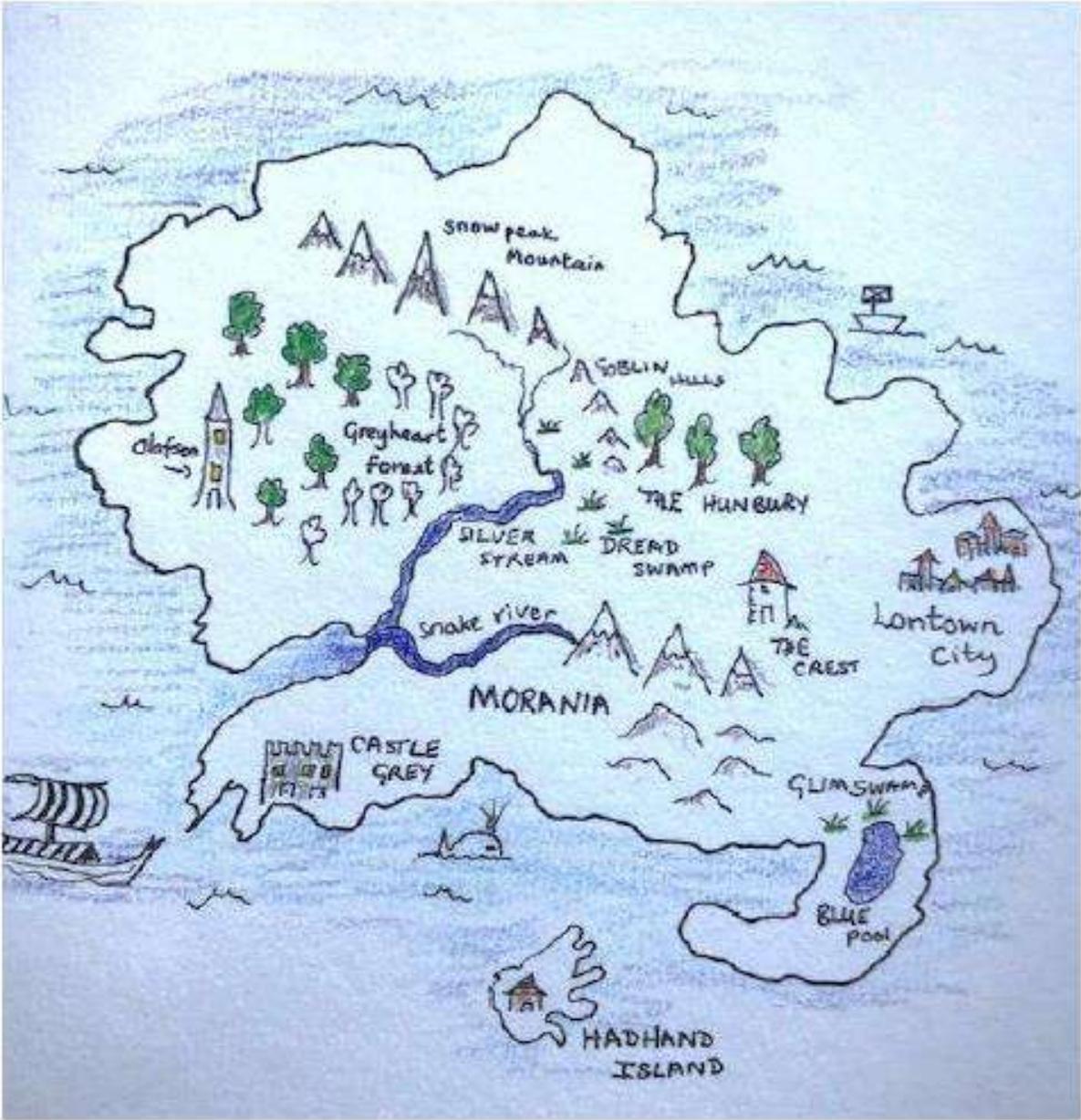
Using our new Elves model text on the next page, scan for clues and then use them to draw an adult cave elf with a toddler. This will help you to visualise what the text is about.



Visualise:
• the scenario
• the outcome



Look carefully at this map. Mark the spot where you think cave elves might live. Give three reasons for your answer.



Remember, your reasons should be based on evidence and that evidence is coming from the model text!



Reason 1

Reason 2

Reason 3

Model Text

Cave Elves

Why is it that cave elves have interested elf whisperers over the years? Perhaps it is because the cave elf is such a rare form of elf and little is known about it. Generally, cave elves are only out and about at night. This is because they have grown so used to living in deep, dark caves that they find the sunlight so bright and hot that they can hardly see. A word of warning - do not handle cave elves as they may lash out in defense if they cannot see!

Surprisingly, cave elves are easy to identify as they are the smallest elf in the world being about the size of small cats. Unfortunately, their children are often mistaken for rats. They wear broad-brimmed hats to keep the

sun from their faces and leather clothes. The adult cave elf is a dark green colour which enables it to hide in shadows as well as trees, hedgerows and tall grass. They often wear cloaks, sturdy boots and have long beards and pointed ears. However, juveniles are born with a yellowish tinge and red hair which they lose after their 100th birthday.



Cave elves are found in most mountain ranges and hills where there are plenty of hiding holes. Almost all cave elves live in large groups in underground caverns where they feel safest. However, a minority live as hermits. When out and about foraging for food, they will keep to the shadows and this makes them very difficult to identify. They live in harmony and train mice as their pets. The mice are treated in the same way that humans fuss over dogs or cats.

Whilst most elves are renowned for their magical abilities and precious stones, the cave elf shows no interest in gold, silver or any other valuable stones. They are only interested in playing chess and wiling away their time holding quiz shows and tending to their indoor pot plants. These shy and gentle creatures are vegetarians and grow their own fruit and vegetables on mountainsides close to the entrance to their dens. Cave elves present no danger to humans and several have made friends with shepherds who are often out at night tending to their flocks.

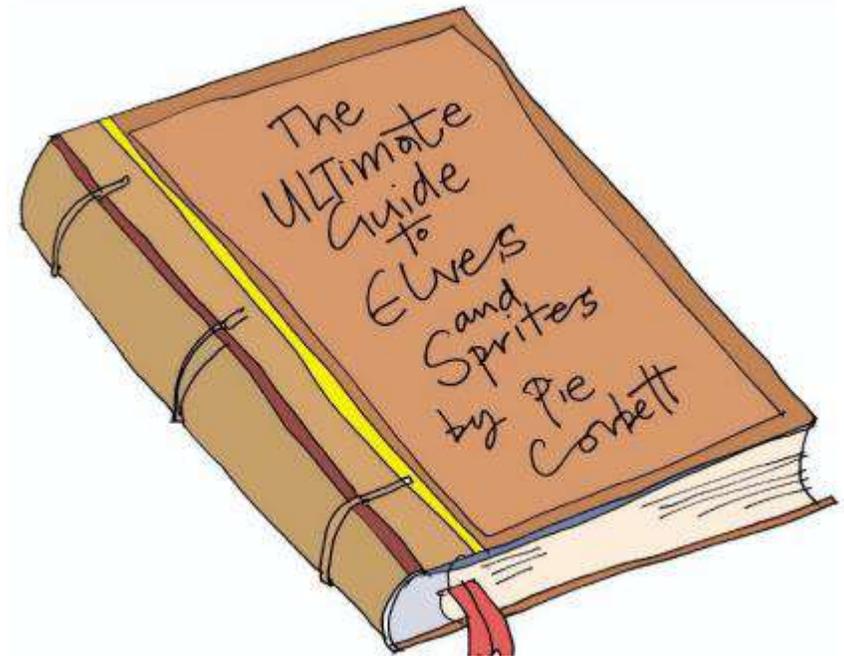
Our 'save the cave elf' campaign has been concerned for many years that these delightful creatures might be mistaken for other less pleasant types of elf and therefore be hunted. David Battenburg suggests that where their cave dwellings and caverns have been discovered, it is important to ensure that the location is kept secret. Our advice is that to preserve these mysterious and gentle creatures, all elf lovers living near caves should make sure that vegetable and fruit peelings are left out during snowy weather.

Information with a touch of 'faction'

*In this workbook, we are going to be writing an information text about a type of elf or sprite. Of course, these are mythological figures. Even though this is a non-fiction genre of writing, we can still be inventive and creative. We like calling it **FACTION** because the form fits information about facts but the content is fiction.*

To get us started, here is a model of a fictional information text about a cave elf. As you are listening, you might want to think about which type of elf or sprite that you will write about. Have a read below and then listen to me read it aloud here: <https://soundcloud.com/talkforwriting/whisperer/s-im7KkHzc880>

World famous elf and sprite expert Pie Corbett is putting together *The Ultimate Guide to Elves and Sprites*. Pie is well-known as an elf whisperer and has researched elves of the Americas and sprites living in Iceland. Your job, should you accept this mission, is to provide Pie with another entry for his book by writing about a type of elf or their smaller cousin the sprite.



Model Text

Cave Elves

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sun from their faces and leather clothes. The adult cave elf is a dark green colour which enables it to hide in shadows as well as trees, hedgerows and tall grass. They often wear cloaks, sturdy boots and have long beards and pointed ears. However, juveniles are born with a yellowish tinge and red hair which they lose after their 100th birthday.



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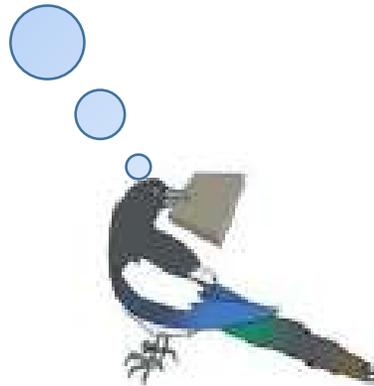
Pie Corbett, Elf Whisperer

Activity 1: match the vocabulary to its definition



You might not know all of the vocabulary that is in our model text. Don't worry as this activity will help! Match the word to the correct definition and then check at the end of the booklet on page 25 to see if you have worked them out.

You could magpie some of these words and use them in your own writing later on.



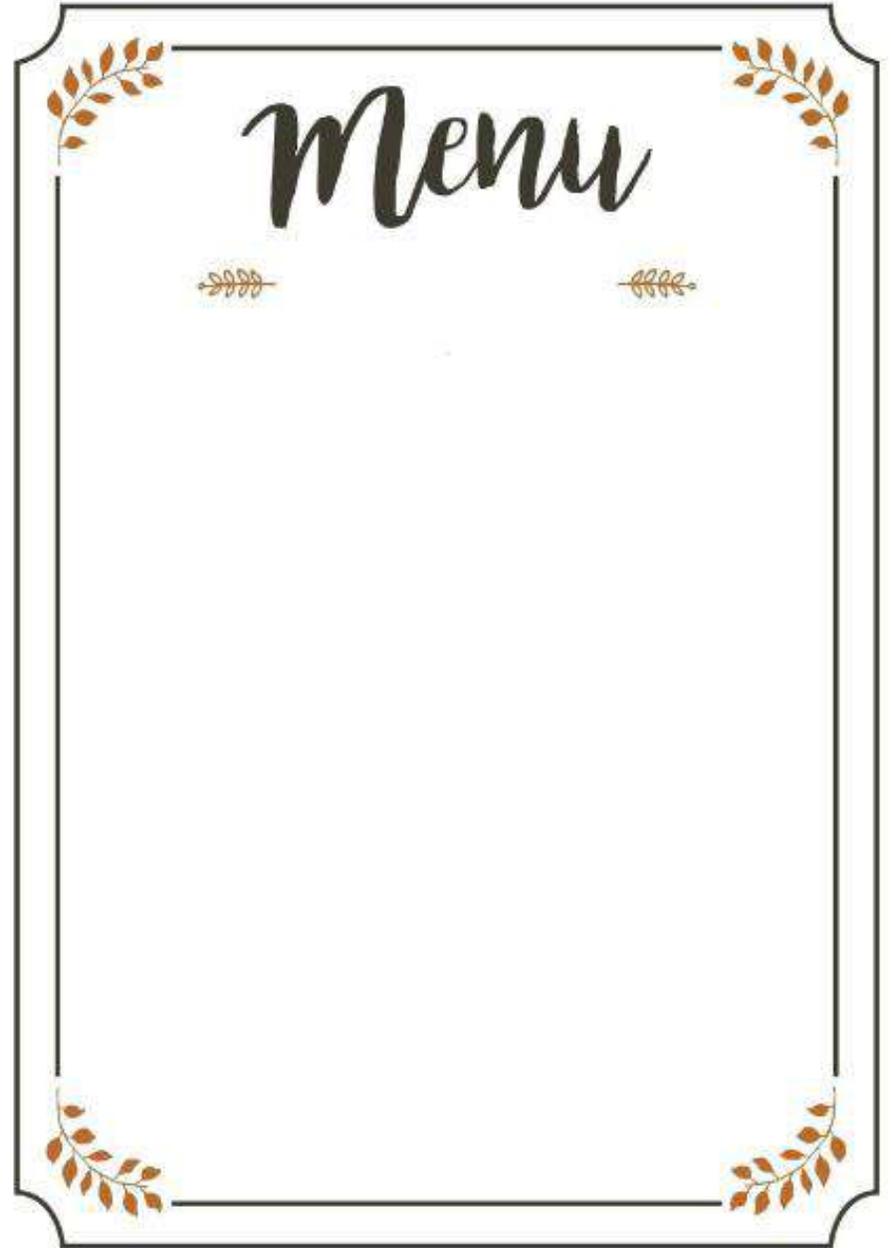
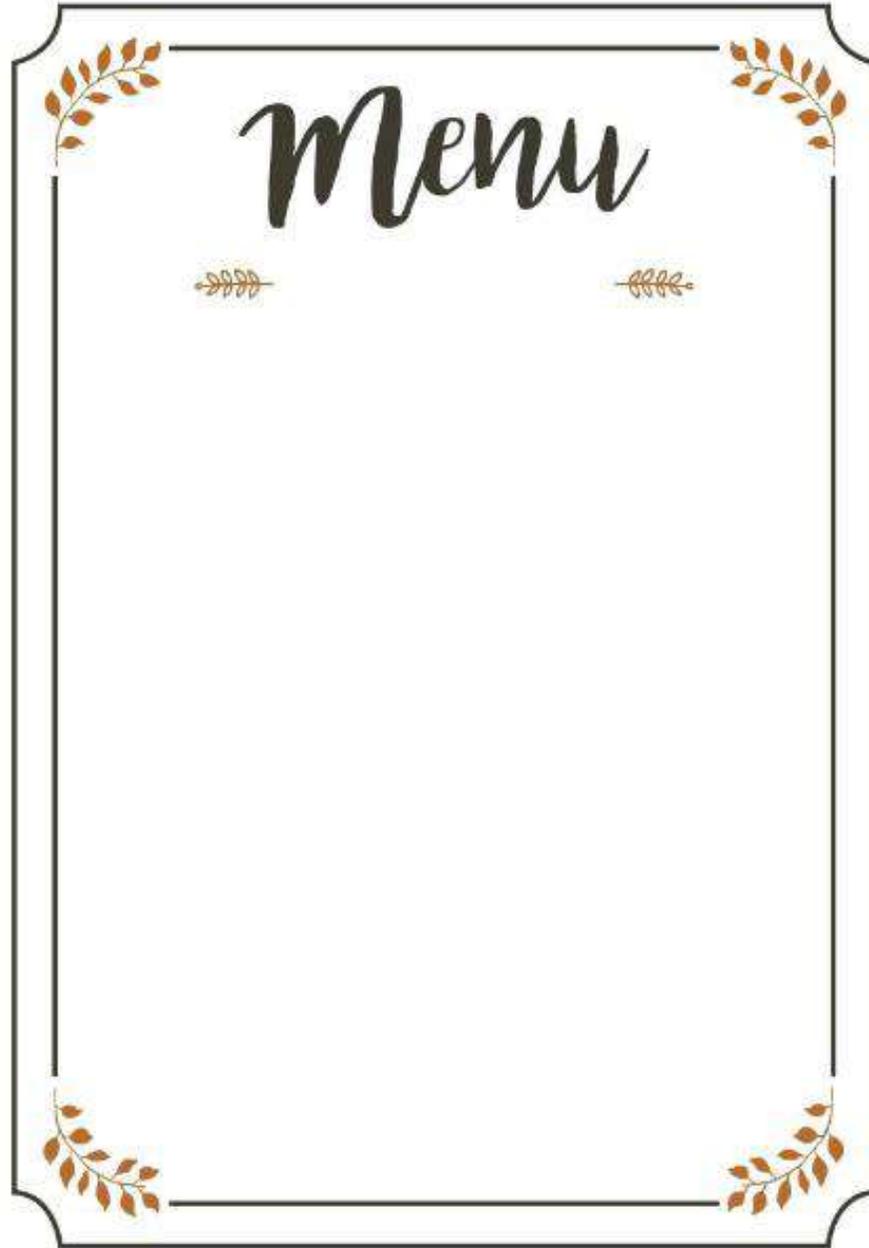
Word from the text	Definition
campaign	a hint or touch of a colour
foraging	very uncommon
hoarding	recognise
tinge	place
flock	a movement
granite	animal who does not eat meat
rare	lots of sheep
vegetarians	determined and obstinate
hermits	store away
renowned	line of mountains
mountain range	look for food
stubborn	live together well
identify	well-known
harmony	person who lives alone
location	hard stone

Answers

Word from the text	Definition
campaign	a movement
foraging	look for food
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stubborn	determined and obstinate
identify	recognise
harmony	live together well
location	place

Using some of the ingredients below, create a menu for a cave elf's lunch.

pears
apples
strawberries
bread
bacon
peas
ice cream
turnips
potatoes
tomatoes
lettuce
ham
melon
chocolate biscuits
butter
grass
sausages
baked beans
oranges
spaghetti
crisps
rice
pate
fish fingers
leaves
onions
mars bar
chicken nuggets
nettles
dandelion leaves
carrots
watercress
spinach



Lunch MENU

Einstein's

MONDAY-FRIDAY

12-5 PM



EXTRAS (95p):
Toasted Sourdough Bread / Gravy / Curry Sauce

EINSTEIN'S FRITZ SHOP

BATTERED FISCH

5.95

Succulent, beer-battered cod, served with chunky chips, mushy peas and imported German remoulade.

FISHCAKE

4.95

A golden, breadcrumb haddock fishcake, served with chunky chips, mushy peas and imported German remoulade.

BATTERED SAUSAGE

5.95

Two beer battered festival sausages, served with chunky chips and mushy peas. (VO)

GAMMON & EGG

5.50

Locally-sourced gammon steak, served with chunky chips and a fried egg.

STEAK & ALE PIE

5.95

A smaller slice of our Haus pie, served with chunky chips, mushy peas and gravy; or creamy mash, roasted veggies and gravy.

HALLOUMI FRITTERS

5.95

Three slices of beer battered halloumi, served with fritz, mushy peas and an imported German remoulade. (V)

VO: Vegetarian Option

Example

BRUNCH ZEIT!

SUNNY CHICKEN

5.95

Toasted sourdough bread, topped with grilled chicken, asparagus spears, served on a bed of salad and drizzled with mustard mayo. (VO)

JÄGER WURST

5.95

An imported German Frankfurter, smothered in creamy jäger sauce, served with new potatoes and caramelised onions. (VO)

ELSA'S HASH

5.95

Fried new potatoes, German Kassler Steak, onions and greens, topped with a fried egg.

SOMMER SALAT

5.50

Mixed leaf salad, seasonal vegetables and sliced avocado, with French-style dressing. (V)

MARIE'S HASH

5.95

2 poached eggs, smashed avocado and bacon, on toasted sourdough bread, with a sweet mustard dressing. (VO)

MINI MARGHERITA

5.50

A smaller, stone-baked margherita! Simply tomato and mozzarella.

EXTRA TOPPINGS (€1.00):
Bacon, Pineapple, Pepperoni, Kassler Steak, Cheese, Roasted Veg

The Unsinkable Titanic

By calling something 'unsinkable' what consequences might there be?

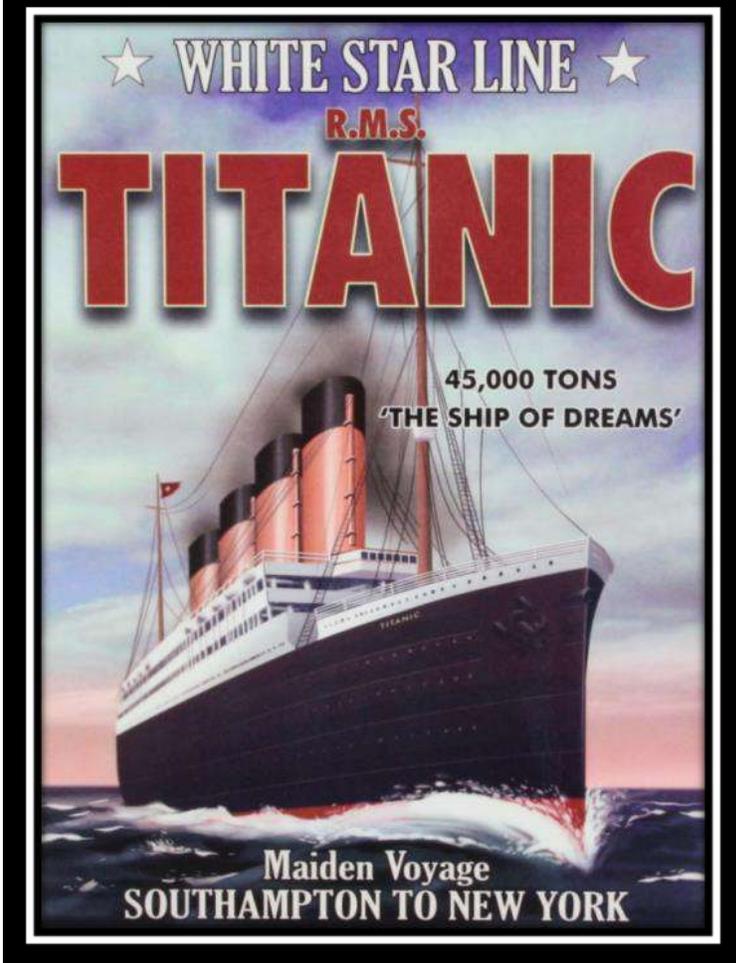
I will know that I have been successful if:

- I have studied source material to see whether it supports or refutes the claim.
- I've considered the consequences of such a claim.
- I've suggested why a company might want to deny the claim.



Create a profile of the task. Break it down: What steps could you take to succeed?





Source Material:

What is a primary source?

A source written at the time – original material, not tampered with.

What is a secondary source?

A source written after the event; these are interpretations of primary source material.

It was the beginning of the twentieth century. Advances in science promised solutions to everything from poverty to disasters. People believed that ship disasters were a thing of the past. (Written in 1997)

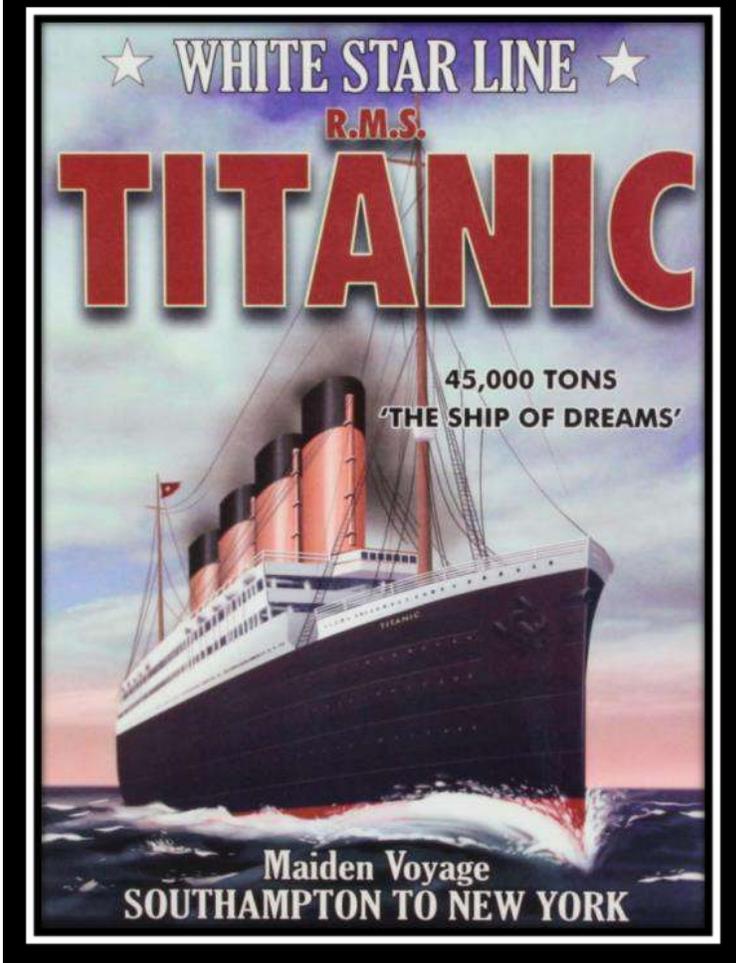
Primary or secondary?

Passenger Margaret Devaney said “I took passage on the Titanic for I thought it Would be a safe steamship and I had heard it could not sink.”

Primary or secondary?

How reliable are these two sources?





Source Material:

What is a primary source?

A source written at the time – original material, not tampered with.

What is a secondary source?

A source written after the event; these are interpretations of primary source material.

It was the beginning of the twentieth century. Advances in science promised solutions to everything from poverty to disasters. People believed that ship disasters were a thing of the past. (Written in 1997)

Secondary

Passenger Margaret Devaney said “I took passage on the Titanic for I thought it Would be a safe steamship and I had heard it could not sink.”

Primary

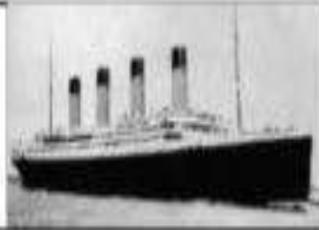
How reliable are these two sources?



Did the White Star Line claim that Titanic was unsinkable or that what people believed?

\$1.49

The shipbuilders Harland and Wolff insist that the Titanic was never advertised as an unsinkable ship. They claim that the 'unsinkable' myth grew after the disaster.



The Evidence

Source 1

When reports that the Titanic was in trouble reached New York City, White Star Line Vice President P.A.S. Franklin announced "We place absolute confidence in the Titanic. We believe the boat is unsinkable." However, by this time Titanic was at the bottom of the ocean.

Source 2

that the latter will make her maiden voyage July, 1911; and as far as it is possible to do so, these two wonderful vessels are designed to be unsinkable.



An extract from a White

Source 3



Passenger Margaret Devaney "I took passage on the Titanic, for I thought it

would be a safe steamship, and had heard it could not sink."

Source 4

It was the beginning of the twentieth century. Advances in science promised solutions to everything from poverty to disasters. People believed that ship disasters were a thing of the past. (1997)

➤ Now look at the page of source material and discuss your thoughts with someone nearby.

1. Which are primary and which are secondary?
2. How reliable are the sources?
3. Do you think the White Star Line actually made the claim that it was unsinkable?

Source 5:

Quotes by Captain

Smith:

"I cannot imagine any condition which would cause a ship to founder. ... "God himself could not sink this ship!" "Certainly there was no sailor who ever sailed salt water but who smiled – and still smiles – at the idea of the "unsinkable ship".

Source 6.

On June 1, 1911, the Irish News and Belfast Morning News contained a report on the launching of Titanic's hull. The article described the system of watertight compartments and electronic watertight doors and concluded that Titanic was practically unsinkable.

Source 2 more clearly:

That the latter will make her maiden voyage July, 1911: and as far as it is possible to do so, these two wonderful vessels are designed to be unsinkable.



Scan for
clues

The choice of vocabulary is important:

**Practically
unsinkable**

Not an element of fact.

I **heard** that
it was
unsinkable

Word of mouth, hearsay.

We **believe**
the claim

Believe is not knowing for certain.

The Titanic
was designed
to be
unsinkable

The Titanic was designed to be is this different or
the same as 'The Titanic was unsinkable.'

THE UNSINKABLE TITANIC

Discuss

If you had heard of this unsinkable ship, would you have wanted to go on it?

What were the consequences of such a claim?

Passengers did not believe it was really sinking: there was no urgency to get to the lifeboats and many went down unfilled. Time was wasted because of this false sense of security.

Captain Smith did not hold a lifeboat practice; the crew was unprepared for the disaster. This led to confusion.



White Star reduced the number of lifeboats and reduced the height of the Watertight Compartments' walls.

It destroyed the reputation of the White Star Line and that of Bruce Ismay by losing the trust and confidence of its passengers.

Consequences

Match the consequences to the quotes.

	Quote	Consequence
White Star Company	"These two wonderful vessels are designed to be unsinkable."	
Passenger Margaret Devaney	"I took passage on the Titanic for I thought it would be a safe steamship and I had heard it could not sink."	
Captain Smith	"The Olympic is unsinkable, and the Titanic will be the same ."	
Harland and Wolff	"The new technology makes this vessel practically unsinkable."	
Thomas Andrews, designer, said this of Bruce Ismay.	"The press is calling these ships unsinkable and Ismay's leading the Chorus."	
The Times Newspaper	"Everything had been done to make the huge vessel unsinkable, and her owners believed her to be so."	The media helped to inflame the myth that the Titanic was unsinkable.
Vice President Franklin	"We believe that the boat is unsinkable."	

1. Passengers did not believe it was really sinking: there was no urgency to get to the lifeboats and many boats went down unfilled.

Time was wasted.

2. There was a lot of inaccurate reporting of the sinking and the loss of life directly after the event as many still could not believe that she could sink.

3. The advanced technology of the ship's construction gave people a false sense of security.

4. It destroyed the reputation of the White Star Line and that of Bruce Ismay by losing the trust and confidence of its passengers.

5. White Star reduced the number of lifeboats and reduced the height of the Watertight Compartments' walls

6. Captain Smith did not hold a lifeboat practice; the crew was unprepared for the disaster. This led to confusion on board.

Consequences

Match the consequences to the quotes.

	Quote/Attitude	Consequence
White Star Company	“These two wonderful vessels are designed to be unsinkable.”	5
Passenger Margaret Devaney	“I took passage on the Titanic for I thought it would be a safe steamship and I had heard it could not sink.”	1.
Captain Smith	“The Olympic is unsinkable, and the Titanic will be the same .”	6.
Harland and Wolff	“The new technology makes this vessel practically unsinkable.”	3
Thomas Andrews, designer, said this of Bruce Ismay.	“The press is calling these ships unsinkable and Ismay’s leading the Chorus.”	2.
The Times Newspaper	“Everything had been done to make the huge vessel unsinkable, and her owners believed her to be so.”	The media helped to inflame the myth that the Titanic was unsinkable.
Vice President Franklin	“We believe that the boat is unsinkable.”	4

1. Passengers did not believe it was really sinking: there was no urgency to get to the lifeboats and many boats went down unfilled.

Time was wasted.

2. There was a lot of inaccurate reporting of the sinking and the loss of life directly after the event as many still could not believe that she could sink.

3. The advanced technology of the ship’s construction gave people a false sense of security.

4. It destroyed the reputation of the White Star Line and that of Bruce Ismay by losing the trust and confidence of its passengers.

5. White Star reduced the number of lifeboats and reduced the height of the Watertight Compartments’ walls

6. Captain Smith did not hold a lifeboat practice; the crew was unprepared for the disaster. This led to confusion on board.

- Can you think of any reasons why the White Star might have made the claim that the ship was unsinkable?
- Can you think of any reasons why the White Star might have made the claim that they did not advertise the Titanic as unsinkable?

Use the table of consequences and quotes/attitudes to write a paragraph blaming the White Star Line for misleading people into believing that the Titanic was unsinkable.

Make sure you mention at list three consequences and attitudes that people had about the ship.

Agents of Understanding Focus:

**Have I
accomplished
my mission?
How do I know?**



I have found the solution by...
I have checked by learning by...
This part went well because...
Next time, I could...

I will know that I have been successful if:

- I have studied source material to see whether it supports or refutes the claim.
- I've considered the consequences of such a claim.
- I've suggested why a company might want to deny the claim.

Tuesday



Arithmetic 2

$$A) \frac{6}{45} + \frac{8}{9} =$$

$$B) \frac{8}{9} + \frac{18}{27} =$$

$$C) \frac{4}{74} + \frac{11}{37} =$$

$$D) \frac{17}{27} + \frac{8}{9} =$$

$$E) \frac{3}{13} + \frac{1}{3} =$$

$$F) \frac{11}{44} + \frac{15}{22} =$$

$$G) \frac{5}{9} + \frac{19}{27} =$$

$$H) \frac{6}{13} + \frac{3}{26} =$$

$$I) \frac{1}{86} + \frac{13}{43} =$$

$$J) \frac{2}{77} + \frac{4}{11} =$$

$$K) \frac{1}{4} + \frac{1}{14} =$$

$$L) \frac{11}{41} + \frac{1}{82} =$$

$$M) \frac{1}{3} + \frac{1}{4} =$$

$$N) \frac{19}{23} + \frac{18}{46} =$$

$$O) \frac{1}{3} + \frac{19}{120} =$$

$$P) \frac{11}{14} + \frac{4}{7} =$$

$$Q) \frac{16}{21} + \frac{3}{7} =$$

$$R) \frac{4}{11} + \frac{3}{22} =$$

$$S) \frac{2}{6} + \frac{7}{10} =$$

$$T) \frac{8}{26} + \frac{12}{13} =$$

$$U) \frac{2}{4} + \frac{1}{44} =$$

$$V) \frac{13}{94} + \frac{11}{47} =$$

1. Theresa thinks she has found a theory linked to 3D shapes.

She says,

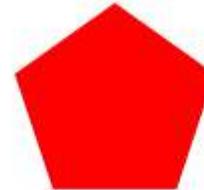


When converting a 2D shape into a 3D prism or pyramid, the number of faces will be 2 greater than the number of sides of the 2D shape.

Is she correct? Use your knowledge of 3D nets to prove or disprove her theory.

2. Explore how many different nets you could create using the shapes below.

You can use each shape a maximum of twelve times for each net.



Not drawn to scale

1. Theresa thinks she has found a theory linked to 3D shapes.

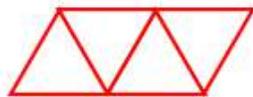
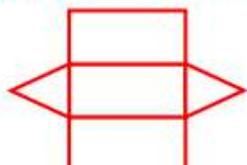
She says,



When converting a 2D shape into a 3D prism or pyramid, the number of faces will be 2 greater than the number of sides of the 2D shape.

Is she correct? Use your knowledge of 3D nets to prove or disprove her theory.

Theresa's theory is correct for prisms but not for pyramids, which are only one greater.
For example:

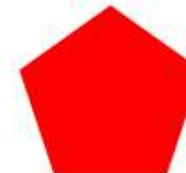


Not drawn to scale

Extension answers

2. Explore how many different nets you could create using the shapes below.

You can use each shape a maximum of twelve times for each net.



Not drawn to scale

There are 9 shapes in total which could be made: cube, cuboid, triangular prism, pentagonal prism, triangular based pyramid, square based pyramid, pentagonal based pyramid, octahedron, dodecahedron.

Spellings

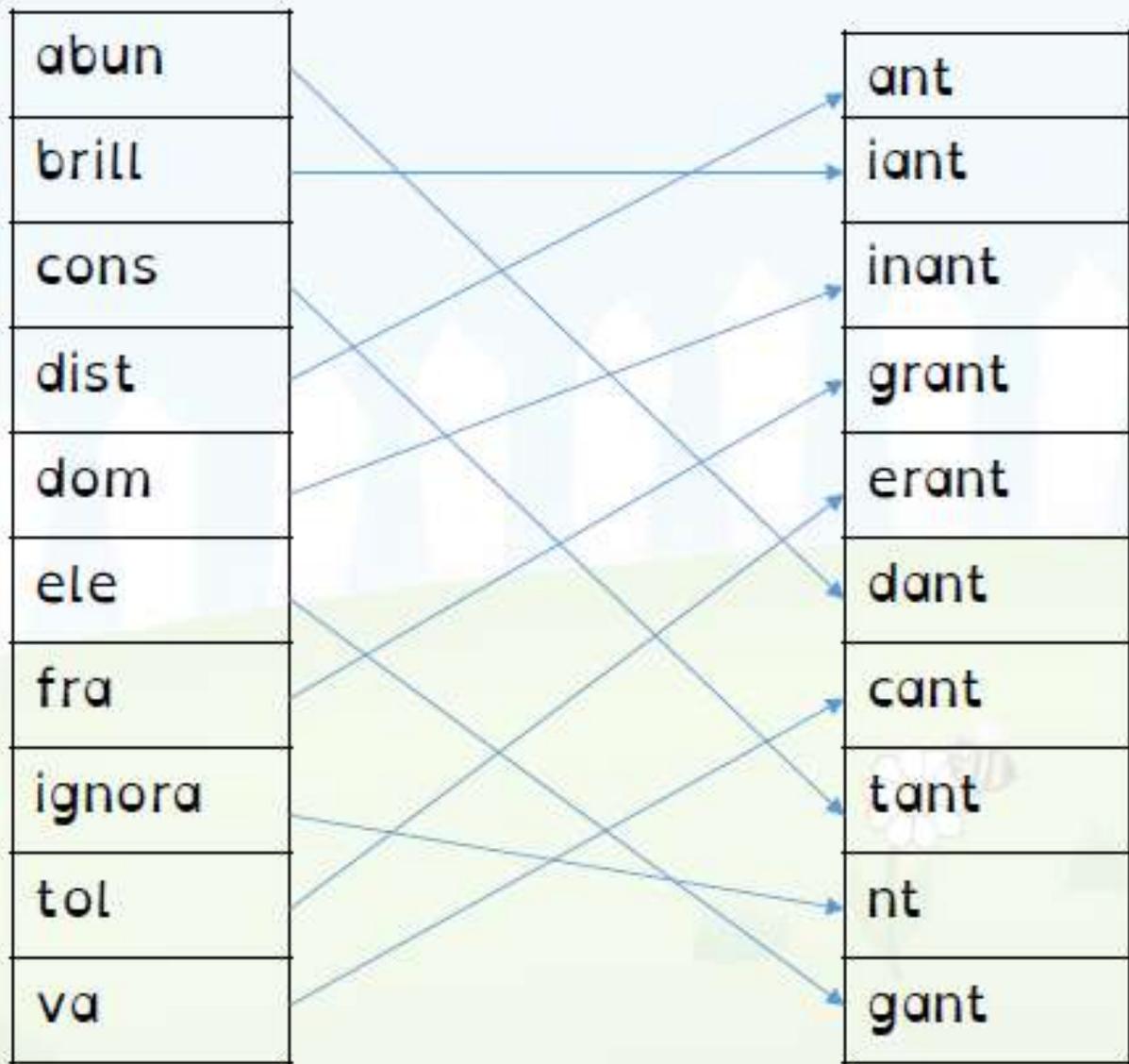
Spellings	Introduction	Use -ant if there is a related word with /a/ or /ei/ sound in the right position; -ation endings are often a clue. E.g. observant, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, (hesit <u>a</u> tion), tolerant, (toler <u>a</u> tion), substance (substant <u>i</u> al)
abundant	Main Teaching Activity	Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings so tell them to double check their choice! Discuss the spelling list words and any misconceptions or errors.
brilliant		
constant		
distant		
dominant		
elegant	Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and they start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.
fragrant		
ignorant		
tolerant		
vacant		

abun
brill
cons
dist
dom
ele
fra
ignora
tol
va

ant
iant
inant
grant
erant
dant
cant
tant
nt
gant

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.



Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.

Activity 3: what's in a cave elf's knapsack?

Cave elves have to make occasional journeys to the market in order to buy provisions or seeds for their gardens. What 6 things might you find in a cave elf's knapsack? Here is a list of 6 things found in a goblin's knapsack. You can hear me read this aloud here:

[Click here](#)

Six things found in a goblin's knapsack

1. Two fire-flies in a jam jar to light up your way.
2. A flagon of never-ending water to quench any goblin's thirst.
3. The fang of a dragon to slay fleeing foe.
4. A pair of light boots which can endure months of crossing rivers, navigating woods and stumbling through seemingly endless caves and caverns.
5. A steel-lined cape and a skull-basher.
6. A net for catching harmless hobbits and unsuspecting elves.



1.

2.

3.

4.

5.

6.

Are there any words in the Cave Elf report that you would like to add to the word bank below and use in your report? Are there any words that start the sentences or phrases that might be useful for your writing? I have found some and added several extra ones. Can you find any more by reading the text again. There is another text on pages 19-20. Are there any useful words or phrases in that text that you can use when writing?

<i>unfortunately</i>	<i>surprisingly</i>	<i>amazingly</i>	<i>interestingly</i>	<i>weirdly</i>
<i>additionally</i>	<i>moreover</i>	<i>furthermore</i>	<i>also</i>	<i>similarly</i>
<i>generally</i>	<i>almost all</i>	<i>most</i>	<i>many</i>	<i>the majority</i>
<i>however</i>	<i>several</i>	<i>some</i>	<i>a few</i>	<i>the minority</i>
<i>often</i>	<i>perhaps</i>	<i>on the other hand</i>	<i>contrary to popular belief</i>	

When you are writing, use this bank of words and phrases. Look back at the model texts to see how they are used in sentences. Of course, you will be inventing your own facts.



The Forest Sprite

Forest sprites are a type of sprite that is very rarely seen because they are such shy creatures. They are extremely good at camouflage and many people have never seen one. However, during the recent lockdown, these beautiful shy creatures have become bolder and some have been sighted in parks and gardens.

Would you be able to recognise a forest sprite if you stumbled across one? Like

most sprites they are small as a wren and move very rapidly. This makes it hard for them to be seen. They have the ability to change colour, blending into their background. This is why they have often been referred to as 'chameleon sprites'. Forest sprites are flimsy creatures, often very thin and have wings that are virtually transparent. Their tiny bodies are slender and may appear when moving rather like a thin piece of smoke or silk drifting between trees. Up close, you can see their tiny faces, pointed ears and very bright eyes.

Forest sprites live in wooded areas. They cling to trees, hide under bushes and gather in reedy areas. This makes them almost impossible to see. They change colour shifting easily from shades of green to brown when they are against the trunk of a tree. They often fly in shadows. This means that

they are impossible for most humans to identify. Some have been sighted in gardens where there is little disturbance from humans.

These delicate creatures feed on plants, fruits and vegetables. They are especially fond of strawberries and, if they eat too many, will turn an alarming red colour. They like to help gardeners by pollinating plants when the bees become over-worked. In fact, many gardeners call forest sprites their 'handy helpers'.

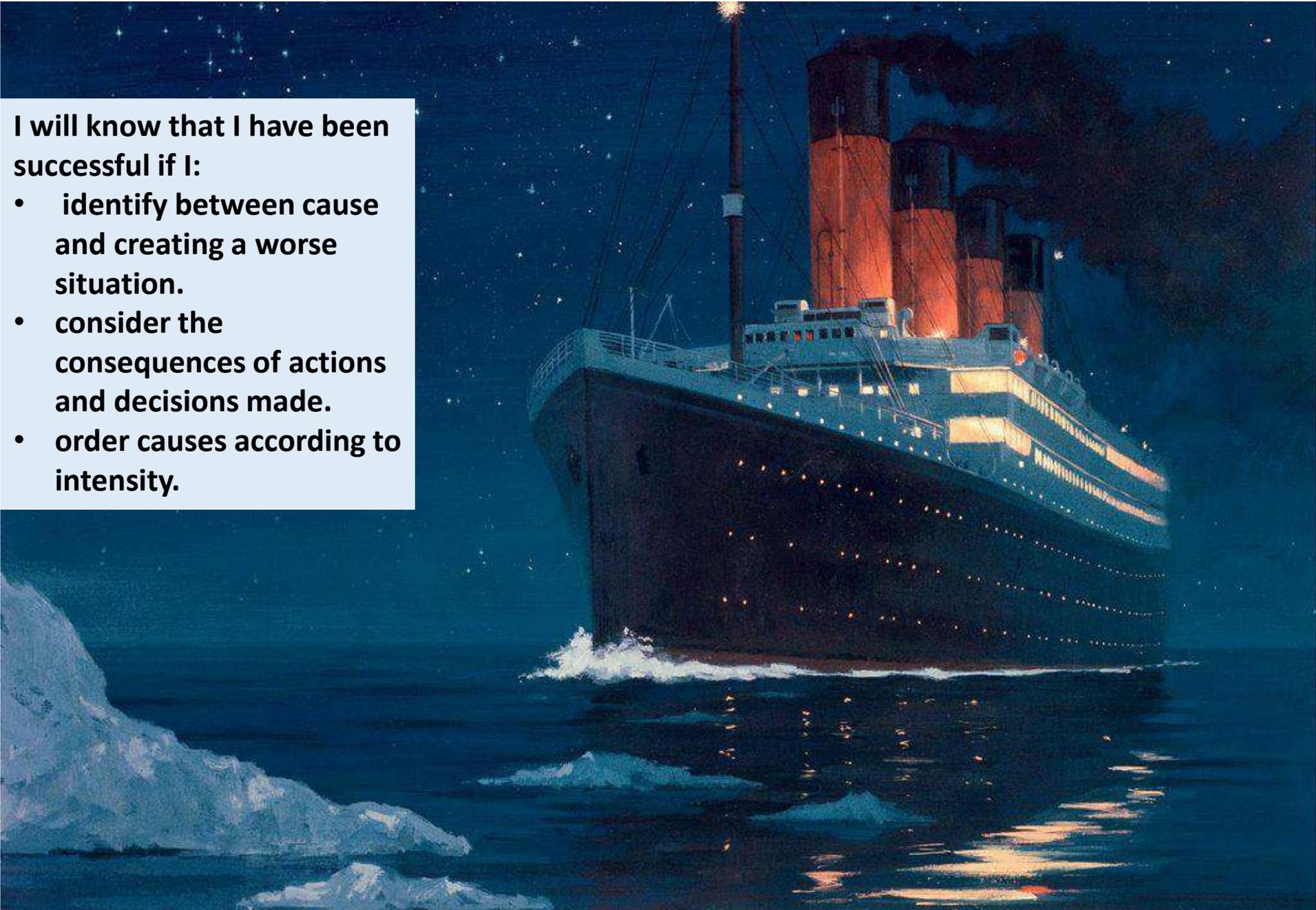
To relax, forest sprites play hide and seek in wooded areas. Younger ones play kiss chase, riding on the backs of dragonflies. Older sprites sit on branches watching the world pass by whilst playing simple card games and chess using carved acorns. They do not mix with other types of sprite and positively dislike stone and mountain sprites, considering them to be vulgar.

Forest sprites are gentle creatures but live in fear of hawks, herons and squirrels, as they have been known to grab sprites when hungry. For this reason, groups of sprites have been known to attack birds' nests and squirrels' drays, pulling them down.

If you are gentle in your approach and keep very still in a wooded glade, you may be lucky enough to watch these wonderful creatures dancing together as the cuckoo calls in spring or when moonlight strikes on a fairy's ring. Once in a thousand days, they can offer a wish to a chosen mortal so always ensure that you care for trees. Rumour has it that forest sprites are really the souls of trees and so must be taken care of. Imagine a world with no trees!

I will know that I have been successful if I:

- **identify between cause and creating a worse situation.**
- **consider the consequences of actions and decisions made.**
- **order causes according to intensity.**

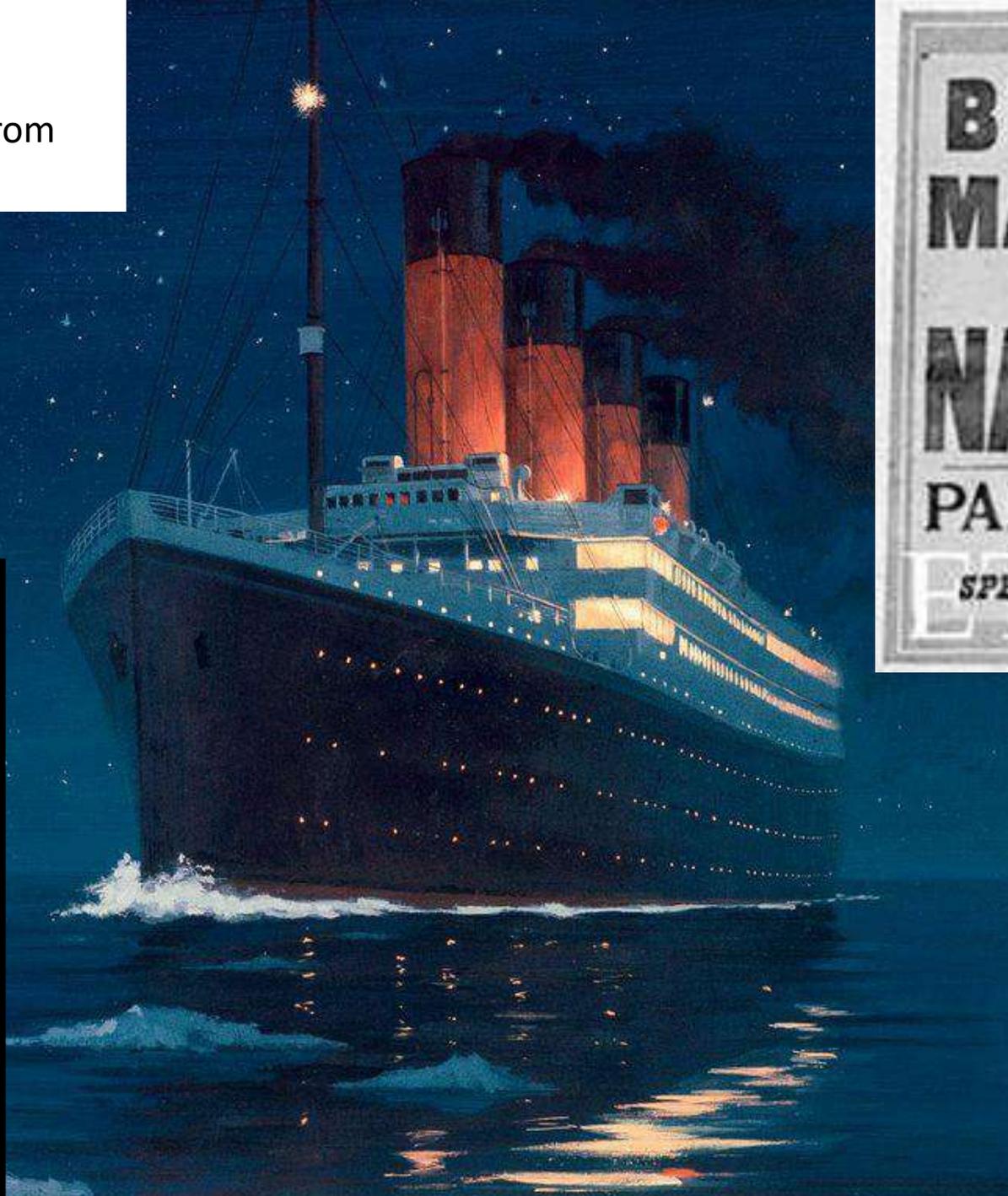


The Situation:

One coal strike left the Harland and Wolff without sufficient coal. The Company had to find its coal from other sources. This delays the sailing by a month.

Consequence:

There would have been a larger number of icebergs and sheet ice in the area where the Titanic sank in April, than in March.



The Situation:

The wireless operators, Jack Phillips and Harold Bride, were paid for every passengers' telegram sent and received. There was a high number of telegrams that night and not all the important messages got through to the bridge.



Consequence:

The captain did not receive all the messages warning of both pack ice and iceberg. The message sent by the Californian at 11.00 was crucial, because it reported icebergs directly in Titanic's path.



The Situation:

Cyril Evans, the Marconi wireless operator on the Californian was trying to send passengers' messages to Cape Race at the same time as Jack Phillips. His messages were blocking those of the Titanic's so Jack told him to stop transmitting, even as Evans was sending a ice warning message.



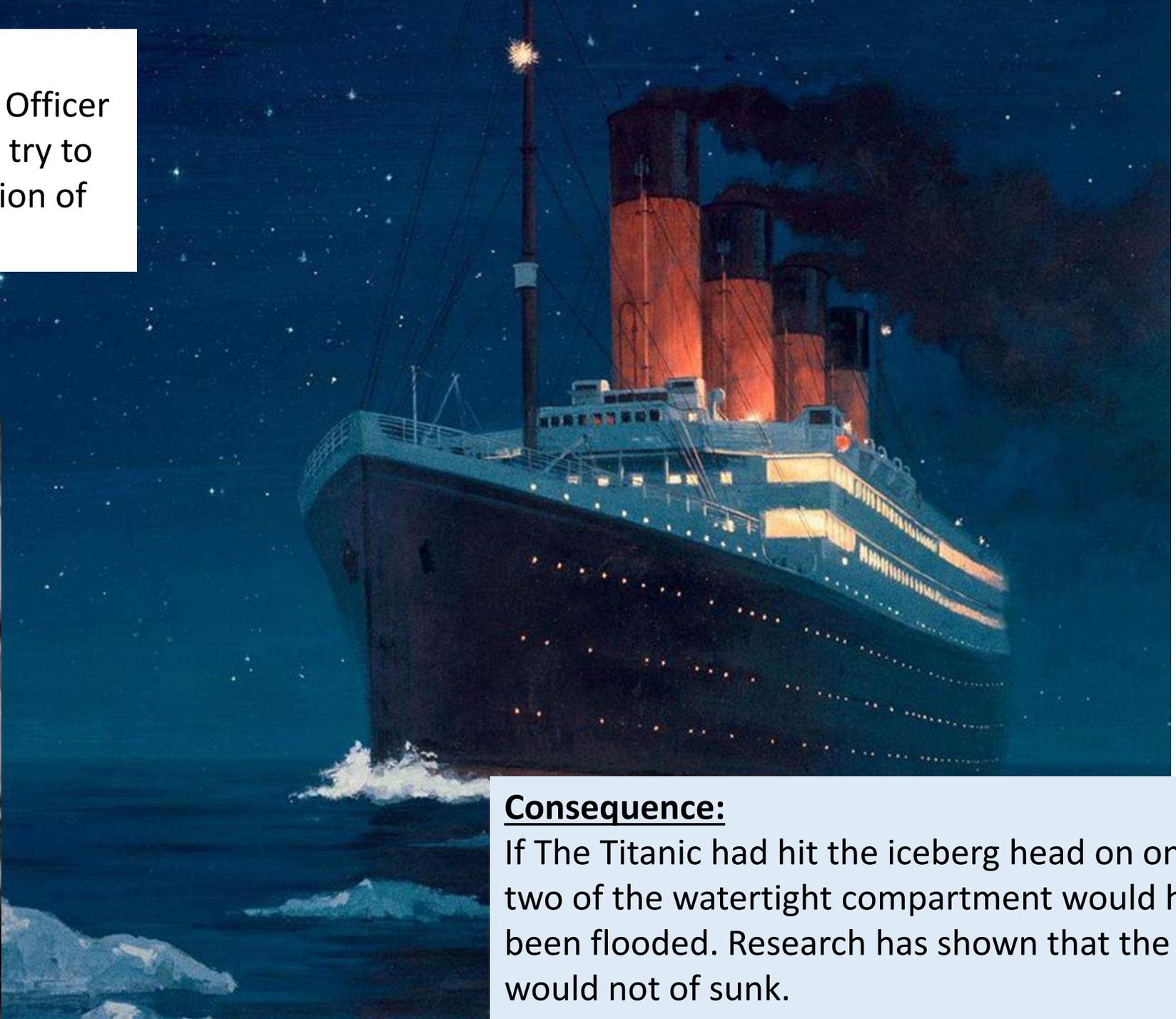
Consequence:

Evans stopped transmitting and went to bed for the night. Consequently, the Californian, which was less than an hour away from the Titanic, never received the Titanic's SOS and CQD wireless messages.

The Californian could have got to the Titanic in time enough to have saved everyone.

The Situation:

On hearing about the iceberg, Officer Murdoch, took the decision to try to avoid it by changing the direction of the ship.



Consequence:

If The Titanic had hit the iceberg head on only one or two of the watertight compartment would have been flooded. Research has shown that the Titanic would not of sunk.

The Situation

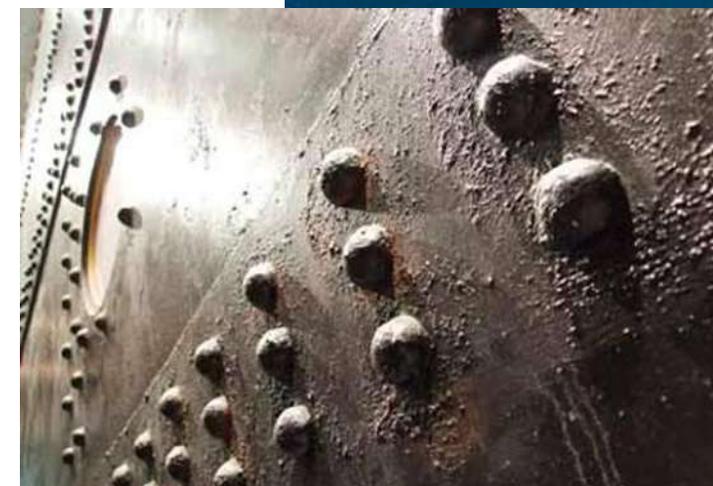
There was a shortage of rivets and riveters. The Titanic needed 3 million rivets to act as a glue to hold the plates together. To get enough rivets they had to find other suppliers. Local suppliers were not as expert and the company's records showed they used cheaper (3 best and not 4 best best) iron.

Consequence:

The poor quality iron and lack of skilled riveters led to the rivets becoming brittle and fracturing. When the collision happened the Titanic's rivets split the plates.

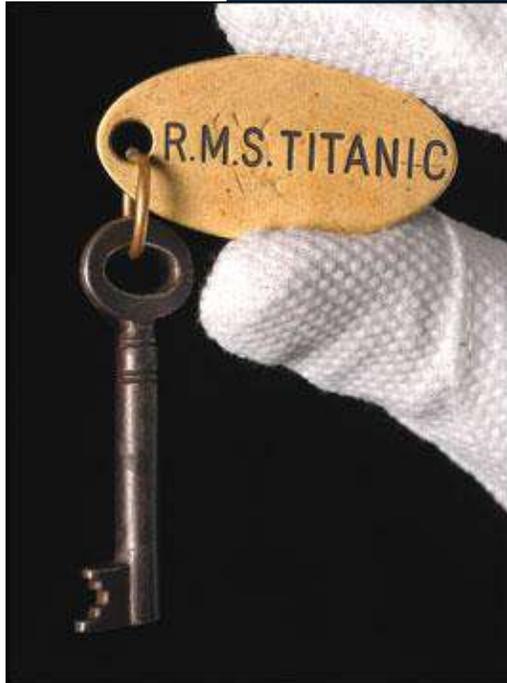


If the company had used No 4 iron or steel the Titanic would have stayed afloat long enough for the Carpathia to reach them.



The Situation:

Second Officer David Blair, who was to sail on the Titanic, was dismissed. Without realising it, he took with him the key to the locker where the binoculars for the lookout were kept.

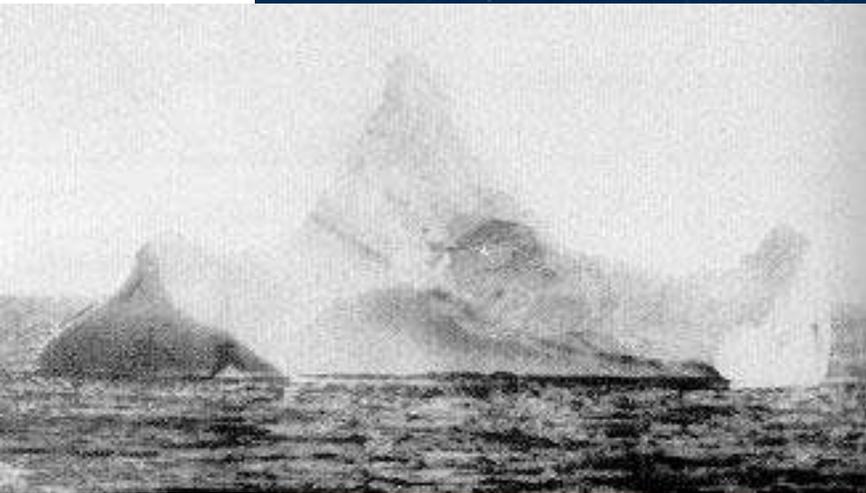


Consequence:

If the lookouts, Archie Jewell and Freddie Fleet had had the binoculars they would have seen the iceberg early enough to have probably avoided the collision completely.

The Situation:

Data on iceberg frequency's for April in the 11 years prior to 1912 was 95, but in April when the Titanic disaster happened there were 395 reported icebergs! It was a freak year for icebergs.



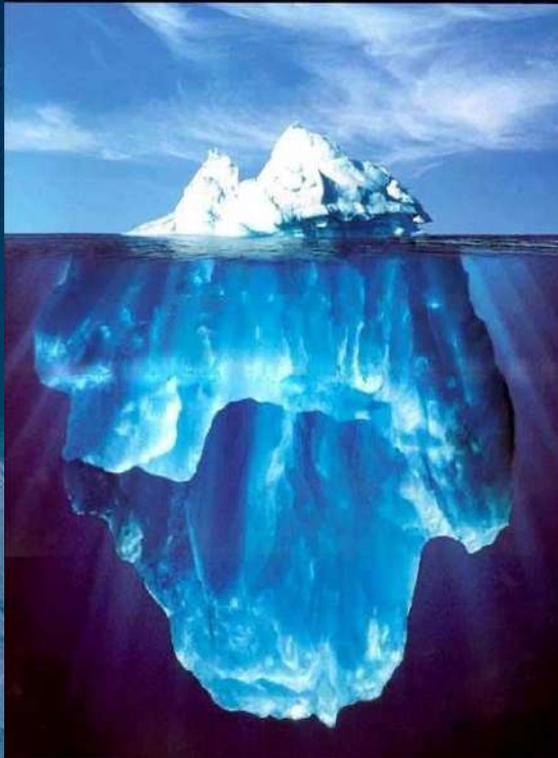
Consequence:

The captain was not expecting this and felt that the profuse warnings were exaggerated.



The situation:

The iceberg that sunk the Titanic would normally have been on a different trajectory but the weather was very mild that year.

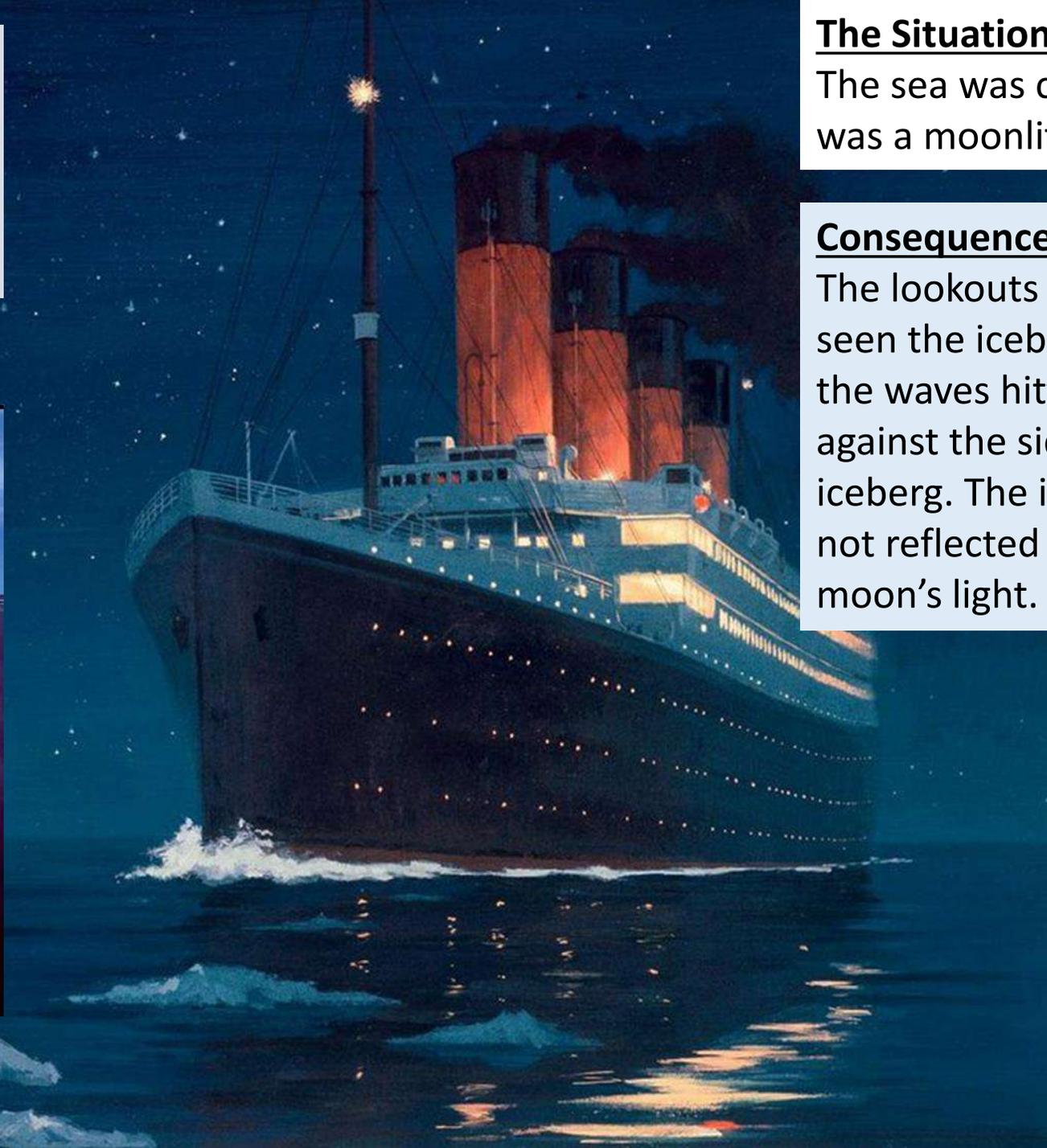


The Situation:

The sea was calm and it was a moonlit night.

Consequence:

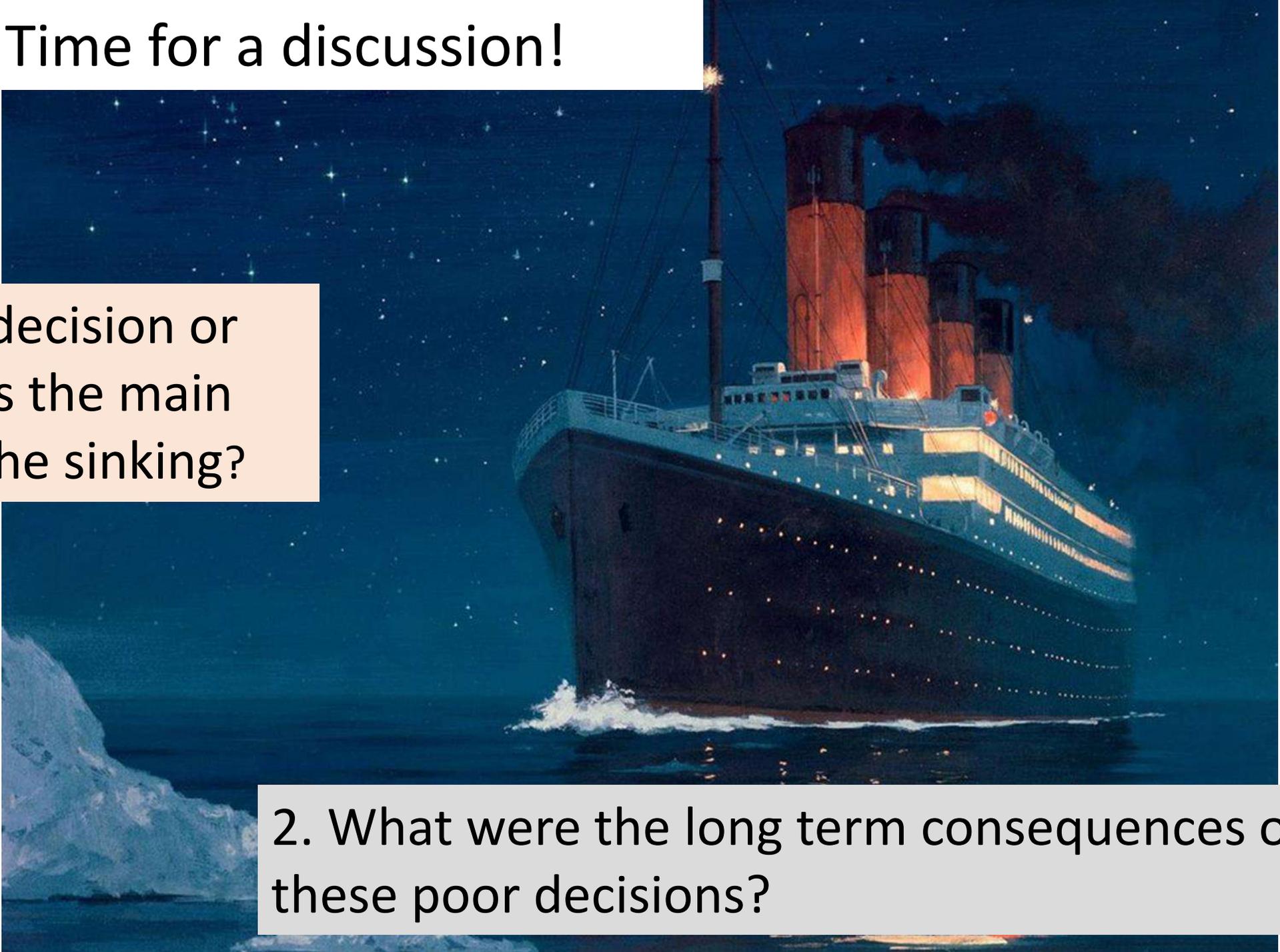
The lookouts might have seen the iceberg from the waves hitting against the sides of the iceberg. The iceberg was not reflected in the moon's light.



Time for a discussion!

1. Which decision or action was the main cause of the sinking?

2. What were the long term consequences of these poor decisions?



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.

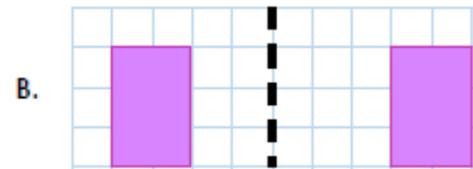
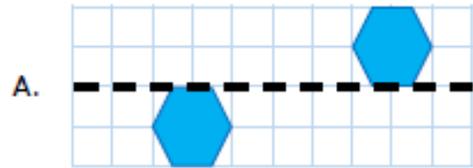
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
abundant					
brilliant					
constant					
distant					
dominant					
elegant					
fragrant					
ignorant					
tolerant					
vacant					



Arithmetic 3

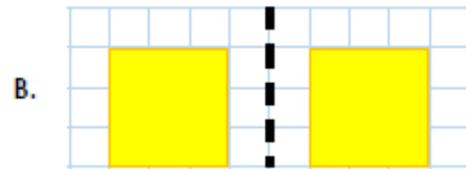
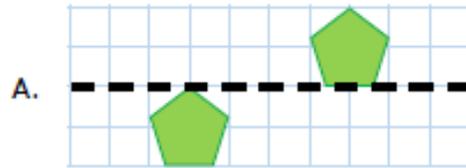


5a. Are the reflected images correct or incorrect?



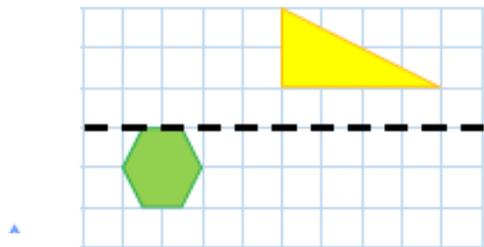
5 VF

5b. Are the reflected images correct or incorrect?



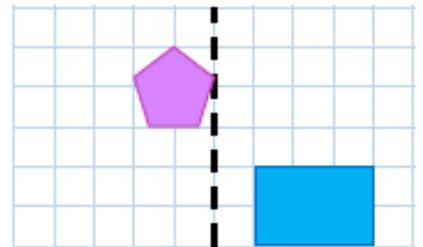
5 VF

6a. Reflect the shapes in the mirror line.



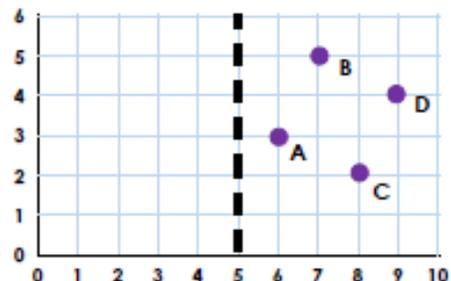
5 VF

6b. Reflect the shapes in the mirror line.



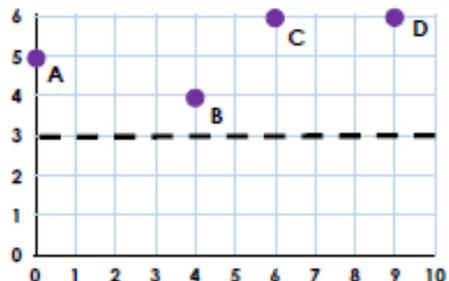
5 VF

7a. Reflect the points in the mirror line. Write the coordinates of the reflected points.



5 VF

7b. Reflect the points in the mirror line. Write the coordinates of the reflected points.

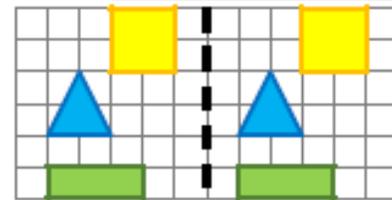


5 VF

4a. Raj has reflected three shapes.



I've reflected by copying the shapes on the other side of the mirror line.



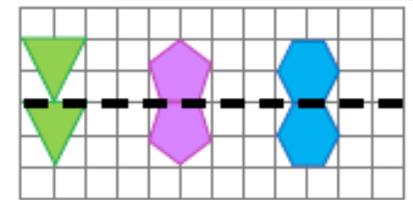
Do you agree? Explain your answer.

5 R

4b. Sonny has reflected three shapes.



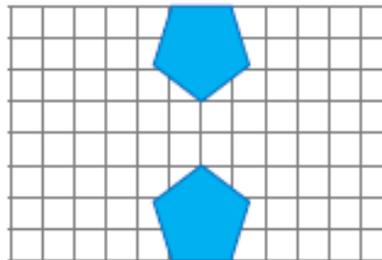
I've reflected by making sure the shapes touch at the mirror line.



Do you agree? Explain your answer.

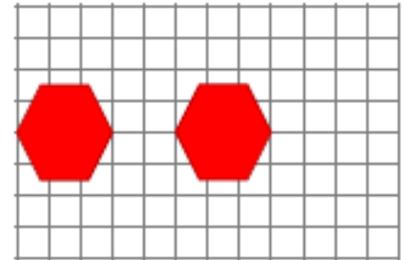
5 R

5a. Draw the mirror line so that the reflection is accurate.



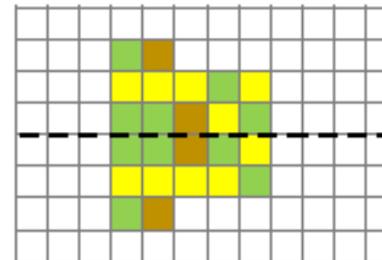
5 P5

5b. Draw the mirror line so that the reflection is accurate.



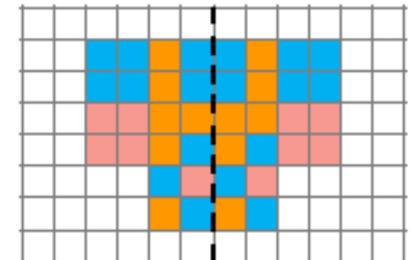
5 P5

6a. Put a cross on the mistakes in the reflection below.



reflection

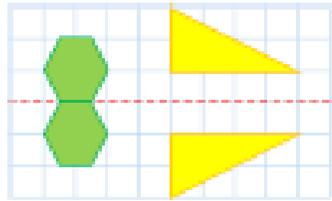
6b. Put a cross on the mistakes in the reflection below.



reflection

5a. A is incorrect, B is incorrect.

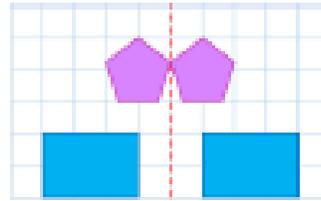
6a.



7a. A = (4, 3), B = (3, 5), C = (2, 2),
D = (1, 4)

5b. A is incorrect, B is correct.

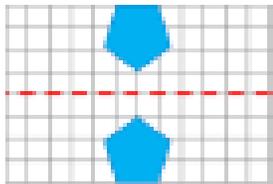
6b.



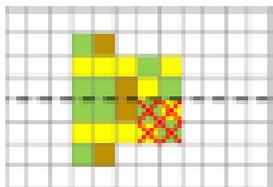
7b. A = (0, 1), B = (4, 2), C = (6, 0),
D = (9, 0)

4a. Raj is incorrect. The position of the reflected shapes must be the same distance from the mirror line. Raj has moved his shapes to the other side of the mirror line at different distances.

5a.

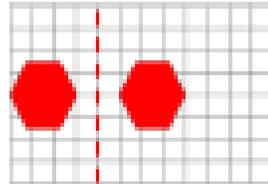


6a.

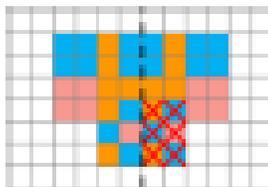


4b. Sonny is partly correct. The reflection should touch the mirror line if the original shape also does this. However, Sonny has reflected the triangle incorrectly. He has moved the shape instead of reflecting.

5b.



6b.



Reading – Session 3

Making a Mess

It is the day before Mother's Day. OMID (8) and LEILA (6) are sat at the kitchen table. Their father AMIR is washing up at the sink.

OMID: Good! She's out. How long have we got, Papa?

AMIR: She'll be out for about an hour, so you have plenty of time. I thought you said you had an idea!

LEILA: We do! It's good!

OMID: Really good! Did you get our stuff, Papa? Did you hide it?

AMIR: Yes, yes, I got your stuff. It's in my gym bag. That's the one place your mother would never look. She refuses to go near it!

(LEILA jumps up from her seat and rushes offstage. Moments later, she appears carrying a plastic bag full of craft materials.)

LEILA: I've got it!

OMID: Phhhhheewwwweeeyy! It stinks! Leila, Papa's smelly germs are all over you!

LEILA: No I haven't! It's not me!

AMIR: Alright you two! Only Papa has the smelly germs, so make sure you don't annoy him or he'll pick you both up and cover you in them! You don't want that do you? No? Good. Then get on with making your gift.

(OMID and LEILA pull everything out of the bag and spread it over the table. This action should be boisterous and messy)

OMID: (As he pulls out the materials) Glue... Coloured paper... Those felt bits you wanted...

LEILA: (As she pulls out the materials) String... Sweets... Cardboard box...

OMID: Done. Everything's here. Right, I'll draw her face and you start cutting up pieces of paper to stick on. We'll need lots of that skin-coloured paper.

(OMID and LEILA begin their jobs)

AMIR: So what is this grand idea? Some sort of wrapped thing? Why are you drawing your mother's face?

OMID: (Deep in concentration) Because... It has to look like... Her... Because... It's her head... And her brain is full... Of sweets...

LEILA: Yeah! Brain full of sweets!

AMIR: Her head is full of sweets? I don't understand? You're making a model of your mother's head?

OMID: Yes!

AMIR: And it's going to be full of sweets?

LEILA: Yeah! Brain full of sweets!

AMIR: Then... what?

OMID and LEILA: We bash it open with a big stick!

AMIR: WHAT?

LEILA: So then the sweets fall out!

AMIR: You're turning your mother into a piñata?!

OMID: What's a piñata?

AMIR: Exactly what you're making! A model full of sweets! Do neither of you think it is a bit weird to put your mother's face on it?

LEILA: But it's for Mother's Day!

OMID: So it has to be her face. We didn't know it is called a piñata! We just saw one on telly and thought it made sense! Mum's always so nice. So her head must be full of nice things. Just like the model!

AMIR: Ok, stop. Stop. That's very sweet. I know you want to show your mother that you love her. I know you want to show her that you think she's full of niceness. But don't you think you would be a bit confused if it was your birthday and you came downstairs to find someone had made a model of you and was wielding a stick?

(OMID and LEILA begin to understand and it shows on their faces)

OMID: But... But...

LEILA: (Starting to cry) We just wanted to say she's nice!

(AMIR picks his daughter up and dries her eyes)

AMIR: Guys, I know you want to be nice. I know you want to make a nice present for your mother. I think a piñata is an amazing idea! Really, I do! I'm amazed you would think of something so fun and inventive! But maybe let's cover it with pictures of flowers. You know she loves flowers! And think how excited she'll be to find out that not *only* does she get a lovely model of one of her favourite things, but also a whole load of sweets!

OMID: (Cheering up) Do you really think she'll like it?

AMIR: Yes!

LEILA: Really, truly?

AMIR: Yes, of course!

OMID: Then what are we waiting for?

(OMID begins to tear up paper and it goes everywhere. LEILA joins in)

(End scene)

Section A

1. Who are the characters talking about at the very start of the scene?
2. Why does Amir's wife refuse to go near the gym bag?
3. Stop at the bottom of the first page. What do you think the children are going to make?
4. Why is Omid 'Deep in concentration'?
5. How does an actor playing Amir know they should say the line 'WHAT?' very loudly?
6. What does it mean when words in this script are in brackets?
7. What do you think is the funniest line in this scene? Why?

Section B

8. What does it mean that the children's actions ought to be 'boisterous'?
9. As an actor, how would you say the word 'Phhhhheewwwweeeyy!'. Explain your answer.
10. 'You're turning your mother into a piñata ?!' What does the punctuation at the end of this line tell you about how Amir is feeling about the idea?

1. **Who are the characters talking about at the very start of the scene?** Amir's wife, the children's mother.
2. **Why does Amir's wife refuse to go near the gym bag?** It is too smelly.
3. **Stop at the bottom of the first page. What do you think the children are going to make?** Anything which could realistically be made from the listed materials is acceptable.
4. **Why is Omid 'Deep in concentration'?** He is drawing his mother's face.
5. **How does an actor playing Amir know they should say the line 'WHAT?' very loudly?** It is written in capital letters.

6. These are stage directions so they are not spoken aloud.

7. Varied answers.

8. **What does it mean that the children's actions ought to be 'boisterous'?** It means they ought to act noisily, energetically and cheerfully.

9. **As an actor, how would you say the word 'Phhhhheewwwweeeyy!'. Explain your answer.** In a long and drawn out way, perhaps waving a hand in front of the nose, to indicate the 'smelliness' of the gym bag. The word is written with multiple extra letters, which indicates the need to draw the word out.

10. **'You're turning your mother into a piñata?!' What does the punctuation at the end of this line tell you about how Amir is feeling about the idea?** It shows he is shocked, amazed, unbelieving or appalled.

Section A

1. Who are the characters talking about at the very start of the scene?
2. Why does Amir's wife refuse to go near the gym bag?
3. Stop at the bottom of the first page. What do you think the children are going to make?
4. Why is Omid 'Deep in concentration'?
5. How does an actor playing Amir know they should say the line 'WHAT?' very loudly?
6. What does it mean when words in this script are in brackets?
7. What do you think is the funniest line in this scene? Why?

Section B

8. What does it mean that the children's actions ought to be 'boisterous'?
9. As an actor, how would you say the word 'Phhhhheewwwweeeyy!'. Explain your answer.
10. 'You're turning your mother into a piñata?!' What does the punctuation at the end of this line tell you about how Amir is feeling about the idea?

I have picked out the underlying pattern for you by boxing up the structure. This is just a guide and you could add in extra paragraphs, different sections, diagrams etc.

<i>Type of creature</i>	Cave Elves
<i>Opening hook – introduction to what is being written about, to make the reader interested in finding out more. Fascinating fact for interest</i>	<p>Why is it that cave elves have interested elf whisperers over the years? Perhaps it is because the cave elf is such a rare form of elf and little is known about it. Generally, cave elves are only out and about at night. This is because they have grown so used to living in deep, dark caves that they find the sunlight so bright and hot that they can hardly see. A word of warning - do not handle cave elves as they may lash out in defense if they cannot see!</p>
<i>Appearance Information about what the creature looks like</i>	<p>Surprisingly, cave elves are easy to identify as they are the smallest elf in the world being about the size of small cats. Unfortunately, their children are often mistaken for rats. They wear broad-brimmed hats to keep the sun from their faces and leather clothes. The adult cave elf is a dark green colour which enables it to hide in shadows as well as trees, hedgerows and tall grass. They often wear cloaks, sturdy boots and have long beards and pointed ears. However, juveniles are born with a yellowish tinge and red hair which they lose after their 100th birthday.</p>

<p>Habitat <i>Information about the area the creature lives in</i></p>	<p>Cave elves are found in most mountain ranges and hills where there are plenty of hiding holes. Almost all cave elves live in large groups in underground caverns where they feel safest. However, a minority live as hermits. When out and about foraging for food, they will keep to the shadows and this makes them very difficult to identify. They live in harmony and train mice as their pets. The mice are treated in the same way that humans look fuss over dogs or cats.</p>
<p>Behaviour <i>Information about what the creature does</i></p>	<p>Whilst most elves are renowned for their magical abilities and precious stones, the cave elf shows no interest in gold, silver or any other valuable stones. They are only interested in playing chess and wiling away their time holding quiz shows and tending to their indoor pot plants. These shy and gentle creatures are vegetarians and grow their own fruit and vegetables on mountain sides close to the entrance to their dens. Cave elves present no danger to humans and several have made friends with shepherds who are often out at night tending to their flocks.</p>
<p>Ending – involving the reader</p>	<p>Our 'save the cave elf' campaign has been concerned for many years that these delightful creatures might be mistaken for other less pleasant types of elf and therefore become hunted. David Battenburg suggests that where cave dwellings and caverns have been discovered, it is important to ensure that the location is kept secret. Our advice is that to preserve these mysterious and gentle creatures, all elf lovers living near caves should make sure that vegetable and fruit peelings are left out during snowy weather.</p>

What additional paragraphs to include

When you write your own entry for the Ultimate Guide, are there any other paragraphs that you might include? Think about what your reader might want to know about.

What sort of person might read this guide?

What other things would they be interested in?

What would someone who wanted an elf or a sprite as a pet be interested in?

What would an evil elf hunter want to know about?

What would someone who wanted to protect your chosen species be interested in?

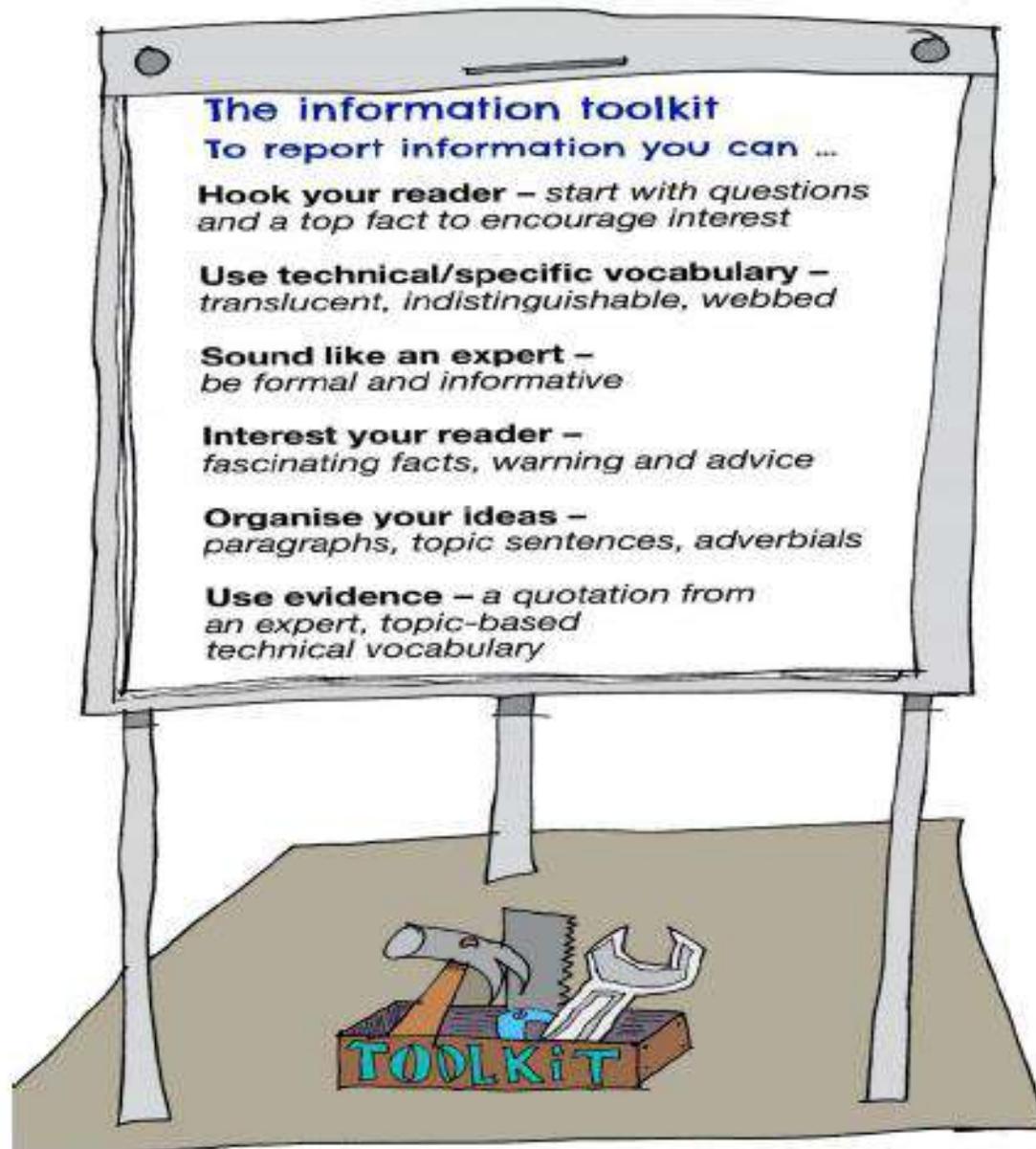
Add your ideas for what other paragraphs you could include here:

In the first column there is a list of sub-headings for an information report. These are muddled into the wrong order. How would you organise these? Write your suggestion in the second column.

Incorrect structure	Logical structure
Wrapping it up	
Do they make good pets?	
Should they be hunted?	
Strengths	
Behaviour	
Hooking the reader's interest	

Incorrect structure	Logical structure
Habitat	
How do you trap one?	
Weaknesses	
Description	
Special powers	

Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.



Activity : new ideas

Now comes the fun part! Your challenge is to write an information text about a type of elf or sprite. The choices are endless and I am sure that you already have an idea about the type of creature that you might write about. To help you think of what type of elf or sprite, here is a list of suggestions and some ideas and pictures that might inspire you:

The forest elf is found in large woods and hedgerows. It has twigs and leaves sprouting out of its head.

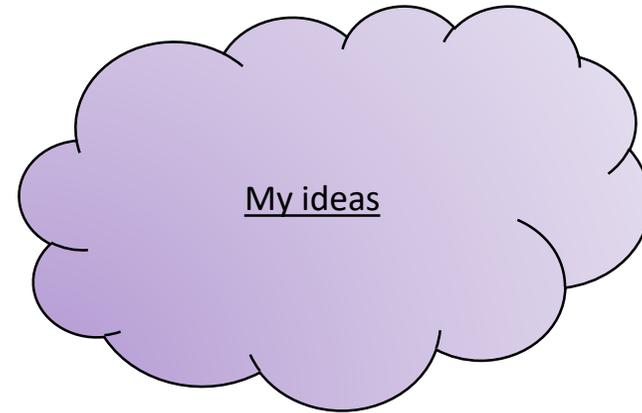
The river sprite lives under riverbanks. It is covered in a salmon's scales and is very slippery to touch.

The rose elf inhabits gardens and has red, soft skin. It smells very sweet and likes to sleep in a rose's petals.

Lemon tree elves live in grocery departments of big stores and are an astonishing bright yellow. However, they have sour spit which is best avoided.

The library sprite hides on bookshelves, is pale and, because of reading so much, tends to wear glasses.

The sky elves live in clouds, can fly with their tiny wings and have misty hair. They are the only species of elf that can fly long distances.



Time to make your mind up. Which type of elf or sprite will you be writing about? Write a couple of sentences to explain which type of elf or sprite you are going to write about, where they live and what they look like. Use the pattern of the above sentences as a model.



Thursday



Arithmetic 4

A) $\begin{array}{r} 6247.39 \\ +2392.68 \\ \hline \end{array}$ F) $\begin{array}{r} 9889.34 \\ +7358.51 \\ \hline \end{array}$ K) $\begin{array}{r} 4116.44 \\ +1972.96 \\ \hline \end{array}$ P) $\begin{array}{r} 3462.41 \\ +5882.93 \\ \hline \end{array}$ U) $\begin{array}{r} 9689.36 \\ +4677.73 \\ \hline \end{array}$

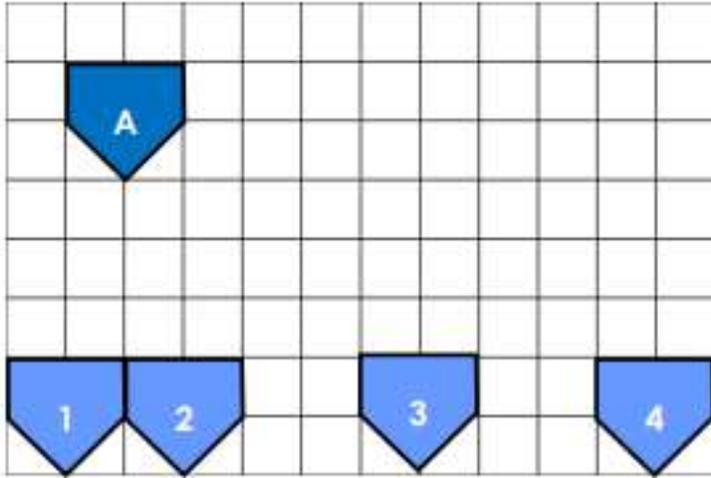
B) $\begin{array}{r} 1155.24 \\ +7710.66 \\ \hline \end{array}$ G) $\begin{array}{r} 2415.22 \\ +3649.63 \\ \hline \end{array}$ L) $\begin{array}{r} 6039.89 \\ +5188.66 \\ \hline \end{array}$ Q) $\begin{array}{r} 7011.14 \\ +5865.74 \\ \hline \end{array}$ V) $\begin{array}{r} 3335.92 \\ +6676.47 \\ \hline \end{array}$

C) $\begin{array}{r} 4235.85 \\ +8881.63 \\ \hline \end{array}$ H) $\begin{array}{r} 4797.51 \\ +8071.38 \\ \hline \end{array}$ M) $\begin{array}{r} 5283.56 \\ +4939.12 \\ \hline \end{array}$ R) $\begin{array}{r} 1099.15 \\ +9924.27 \\ \hline \end{array}$ W) $\begin{array}{r} 7531.95 \\ +9834.17 \\ \hline \end{array}$

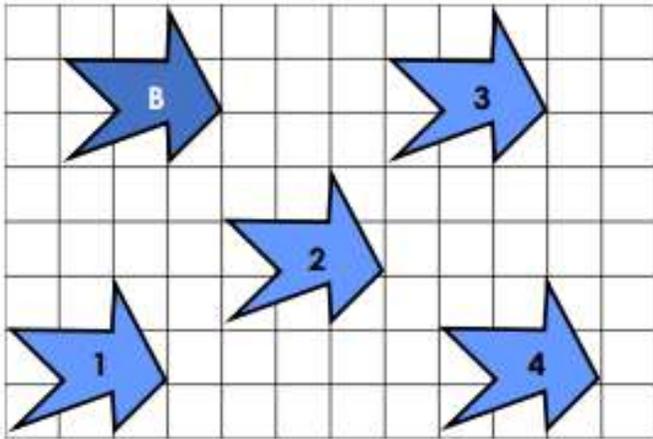
D) $\begin{array}{r} 7392.43 \\ +4845.93 \\ \hline \end{array}$ I) $\begin{array}{r} 6576.76 \\ +6982.63 \\ \hline \end{array}$ N) $\begin{array}{r} 2741.82 \\ +1988.66 \\ \hline \end{array}$ S) $\begin{array}{r} 5689.93 \\ +9538.42 \\ \hline \end{array}$ X) $\begin{array}{r} 5244.62 \\ +1362.78 \\ \hline \end{array}$

E) $\begin{array}{r} 1991.49 \\ +5188.49 \\ \hline \end{array}$ J) $\begin{array}{r} 9090.68 \\ +1525.27 \\ \hline \end{array}$ O) $\begin{array}{r} 4732.48 \\ +6286.11 \\ \hline \end{array}$ T) $\begin{array}{r} 8842.73 \\ +7839.53 \\ \hline \end{array}$ Y) $\begin{array}{r} 3186.86 \\ +9508.88 \\ \hline \end{array}$

Tick the translation of Shape A which has been translated 1 left and 5 down.



Shape B has been translated four times. Which translation is the odd one out?



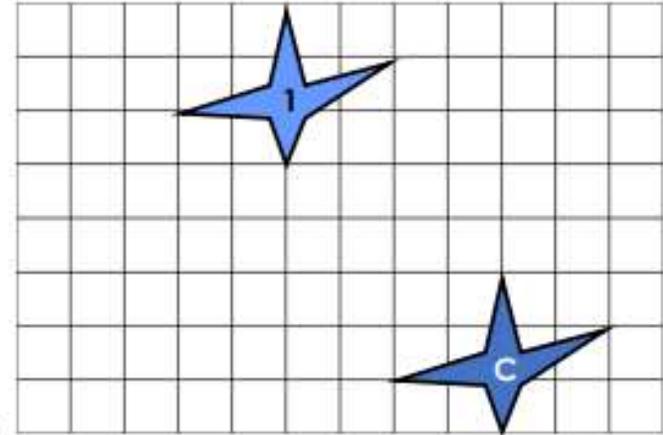
Aurora has translated Shape C 4 left and 5 up.

She says,

If I switch the numbers around, Shape C will not arrive at the position of Shape 1.



Do you agree? Explain your answer.



7. Shape 1

8. Various possible answers. For example, Shape 4 is the odd one out because when its total movement is added together, it does not equal 6.

9. If Shape C translates 5 left and 4 up instead, it will not arrive at the same position as Square 1 so Aurora is correct.

Spelling Task

Spellings
abundant
brilliant
constant
distant
dominant
elegant
fragrant
ignorant
tolerant
vacant

Use a dictionary to find out what your spellings mean.
Create your own definition for 5 of your words.

Your word	Your definition

William Shakespeare

William Shakespeare was a hugely clever writer who wrote plays and poems. He lived many centuries ago but people still love and admire his work today. Many people think he was the most talented writer who has ever lived.

His Life

William Shakespeare was born in 1564 and baptised a few days later on the 26th of April in his local church. His father was a merchant called John Shakespeare who made and sold leather gloves and was a town official. His mother was called Mary Arden and was the daughter of a wealthy man. William had two older sisters and three younger brothers and the family lived in a fairly small market town called Stratford-upon-Avon.

It is not known for certain where William went to school but most people believe he learned to read and write at the King's New School in Stratford. It is likely that he learned the ancient Roman language of Latin, and read many books and stories written by Romans.

When William was eighteen years old, he married a woman called Anne Hathaway who was eight years older than him. She was from the nearby village of Shottery and their wedding was held on November 28th, 1582 in the city of Worcester. They had three children together; a daughter called Susanna and a pair of twins called Judith and Hamnet. Sadly, Hamnet died of a mystery illness when he was only eleven years old.

Nobody knows for sure what William did during the seven years after the twins were born, and so experts call these years 'The Lost Years'. But people do know that by 1592 he had travelled the 103 miles to live in the busy city of London while his family remained in Stratford. At that time, London was one of the largest cities in the world, and certainly much larger than Stratford! William made the most of the opportunities found in a big city. He chose theatre as his career path, performing as an actor and writing several plays. He was also paid to write some lengthy poems by a wealthy man called Henry Wriothesley, who was the Earl of Southampton. William became one of the leaders of a group of actors known as 'The Lord Chamberlain's Men'. They became increasingly famous, and when James the First became the King of England they quickly changed their name to 'The King's Men'.

People really enjoyed his witty plays; even Queen Elizabeth the First of England asked to see them at the Royal Court! His writing made him relatively rich and he bought some land near Stratford. The land became worth more and more money, and as he got even richer he was able to buy 'New Place', the second-largest house in Stratford, for his family. He also earned enough money to buy a posh new house for himself in London on a fancy road called 'Silver Street'.

In 1611, William finally moved back to Stratford and spent the rest of his days there until he died in 1616, aged fifty-two. Legend has it that he died on his birthday, but we do not know for certain. By the time of his death, he had written 37 plays, 154 short poems (known as 'sonnets' because of the pattern they always followed) and five long poems.

His Plays

Some of William's plays are humorous and are known as 'comedies'. They often end with problems being solved and people getting married. Some of them are sorrowful and violent and are known as 'tragedies'. These often end with the death of a main character (or several!). Some of them are dramatic stories about events from the past and are called 'histories'.

Here are some examples of his plays:

The Comedy of Errors – This is a comedy about a pair of twin brothers who were separated at birth. Confusingly, their servants are also identical twins who were separated at birth! In the play, they all end up in the same town and get very mixed up! One twin is dragged away by the other twin's wife because she thinks he is her husband! At the end, every problem is solved and everyone is joyful.

Romeo and Juliet – This is a tragedy about Romeo and Juliet, a pair of young lovers. They are not supposed to see or marry each other because their families are bitter enemies. They marry in secret but their plan goes terribly wrong and at the end of the play they both end up dying.

Richard the Third – This is a historical play about a villainous man called Richard who desires to be the king. He makes lots of evil plots and murders many people, including his brother and his wife! Soon an army rises up against him. At the end of the play Richard sees the ghosts of all the people he has murdered, and they tell him he will die. There is a huge battle the following day and Richard is finally killed.

His Words

William invented a large number of new words and phrases and was the first person to write down plenty of others. It is thought he made up over 1,700 of them! He was particularly clever with words; people remember things he wrote because he was so good at describing life and the experiences people have. Lots of phrases we say every day were invented by him.

Have you ever heard someone say that 'love is blind'? What about a joke which starts 'knock, knock! Who's there?'. Have you ever heard of someone being sent on a 'wild-goose chase'? If you have, then you already know some of Shakespeare's writing!

All sorts of people enjoy and admire Shakespeare's writing. He was intelligent and witty and his stories are amazingly powerful. His words have the ability to make people laugh, cry, think and wonder.

Shakespeare Today

William Shakespeare's plays and poems are still enormously popular today. They are widely read, still performed regularly and a large selection of them have been turned into films. His plays are seen all over the world and actors are always thinking of clever and interesting new ways to perform them. In Stratford-upon-Avon, Shakespeare's home town, there is a theatrical group called 'The Royal Shakespeare Company' who have their own theatre on the bank of the River Avon. Famous actors and actresses from films and television programmes come and perform Shakespeare's plays with them all year round. William's writing is now celebrated worldwide. Not bad for the son of a leather merchant from Stratford!

People are keen to study Shakespeare's plays and poetry. He wrote about love, life, death, loss and a full range of emotions and experiences. People enjoy carefully considering what he wrote and what his stories say about the world and the way people are. Many clever researchers wonder about his life and try to find out facts about him.

Now you can too!

William Shakespeare

Match the information to the place where you find it in the text.

Romeo and Juliet

words we use were made up by Shakespeare

Shakespeare bought a new house in London

Shakespeare's plays have been made into films

His Words

Shakespeare today

His Plays

His Life

What had happened by 1592?

Find and copy the names of Shakespeare's children.

Was Hamnet a boy or a girl? How do you know?

Which of the three plays would you most like to see? Give a reason for your answer.

Which section was the most interesting? Why?

How old was Anne Hathaway when she got married?

Who is the 'son of a glove maker from Stratford'?

What sort of text have you just read? Underline one.

- A. play
- B. instructions
- C. information
- D. story

Do you think the author admires Shakespeare's writing? Find and copy a phrase from the text which supports your answer.

Read the last two paragraphs. What do you think the author wanted to achieve by writing this text?

What does 'legend has it' mean?

Here are four extra pieces of information. Each one would make sense in a different section of the text. Which section would you put each of them in?

- A. Millions of copies of his writings are sold each year around the world in over 100 languages!

- B. Some words from his plays are so famous people know them off by heart, even if they have never seen the play!

- C. William's land ended up earning him sixty pounds per year, which was a lot of money at that time.

D. Some of the plays are sometimes called 'tragicomedies' because they are both funny and sad.

Where would you expect to find the same type of text as the one you have just read? Tick TWO answers.

- A. on an informative website
- B. in a biography
- C. in a book of poetry
- D. in a novel

Circle the word which best describes the author's tone in the sentence below.

'Not bad for the son of a leather merchant from Stratford!'

- A. angry
- B. disappointed
- C. hopeful
- D. impressed

William Shakespeare

Match the information to the place where you find it in the text.

Romeo and Juliet

words we use were made up by Shakespeare

Shakespeare bought a new house in London

Shakespeare's plays have been made into films

His Words

Shakespeare today

His Plays

His Life

What had happened by 1592? **Shakespeare had gone to London and was working as an actor and playwright.**

Find and copy the names of Shakespeare's children. **Susanna, Judith and Hamnet**

Was Hamnet a boy or a girl? How do you know? **A boy, because the author says 'he' died age 11.**

Which of the three plays would you most like to see? Give a reason for your answer.
Various answers; must be justified.

Which section was the most interesting? Why? **Various answers; must be justified.**

How old was Anne Hathaway when she got married? **Twenty-six years old**

Who is the 'son of a glove maker from Stratford'? **William Shakespeare**

What sort of text have you just read? Underline one.

- A. play
- B. instructions
- C. information
- D. story

Do you think the author admires Shakespeare's writing? Find and copy a phrase from the text which supports your answer. **The author does admire it. Various justifying quotations are possible, but must be positive and relating to Shakespeare's writing or works.**

Read the last two paragraphs. What do you think the author wanted to achieve by writing this text? **The author was hoping to give facts and information about Shakespeare in order to enable and encourage readers to participate in the activities described in the penultimate paragraph.**

What does 'legend has it' mean? **It means that what you are saying is a commonly held belief or idea but that no one knows for sure if it is true.**

Here are four extra pieces of information. Each one would make sense in a different section of the text. Which section would you put each of them in?

A. Millions of copies of his writings are sold each year around the world in over 100 languages!

Shakespeare Today

B. Some words from his plays are so famous people know them off by heart, even if they have never seen the play!

His Words

C. William's land ended up earning him sixty pounds per year, which was a lot of money at that time.

His Life

D. Some of the plays are sometimes called 'tragicomedies' because they are both funny and sad.

His Plays

Where would you expect to find the same type of text as the one you have just read? Tick TWO answers.

A. on an informative website

B. in a biography

C. in a book of poetry

D. in a novel

Circle the word which best describes the author's tone in the sentence below.

'Not bad for the son of a leather merchant from Stratford!'

A. angry

B. disappointed

C. hopeful

D. impressed

English tasks - Writing

Activity 10: create a Passport

To help you think about your chosen type or species of creature, you are now going to create a passport. You will need to provide details and draw a picture. Here is an example of a passport for a unicorn. Use the template on the next page to create your own passport for one of your chosen species of elf or sprite.

Gender: Female

Type: Sunshine Unicorn

Age: 600 years old

Height: twenty hands tall and 30 footsteps long

Address: Hedge End, The Forest of Eternity,
The city of Lontown

Distinguishing marks: White hair, moon-shaped
freckle on right cheek,
scarlet horn, stars on her tail, silver hooves
and a hidden pair of wings.

Colour of mane: butter-yellow

Favourite food: Vegetarian – green leaves
from Oceana trees, petals of sunflowers
and daffodils, sweet carrots and pineapples.

Abilities: Can fly, talks using telepathy,
can foresee the future and mind-read
as well as granting kind people 3 wishes

Personality: shy, kind and easily
scared so rarely seen

Hobbies: enjoys flying at low altitude
over rivers, lakes and oceans,
visiting cityscapes and mountain passes

Travel companions for adventures:
elves and friendly dragons

Set yours out in the same
way.

Passport

Name:

Gender:

Type:

Age:

Height:

Address:

Distinguishing marks:

Colour of mane:

Favourite food:

Abilities:

Personality:

Hobbies:

Travel companions for adventures:

Friday



Arithmetic 5

A)
$$\begin{array}{r} 1048 \\ \times 45 \\ \hline \end{array}$$

E)
$$\begin{array}{r} 1423 \\ \times 57 \\ \hline \end{array}$$

I)
$$\begin{array}{r} 1480 \\ \times 53 \\ \hline \end{array}$$

M)
$$\begin{array}{r} 2242 \\ \times 92 \\ \hline \end{array}$$

B)
$$\begin{array}{r} 2200 \\ \times 91 \\ \hline \end{array}$$

F)
$$\begin{array}{r} 1529 \\ \times 99 \\ \hline \end{array}$$

J)
$$\begin{array}{r} 1154 \\ \times 64 \\ \hline \end{array}$$

N)
$$\begin{array}{r} 2414 \\ \times 52 \\ \hline \end{array}$$

C)
$$\begin{array}{r} 2235 \\ \times 42 \\ \hline \end{array}$$

G)
$$\begin{array}{r} 1729 \\ \times 34 \\ \hline \end{array}$$

K)
$$\begin{array}{r} 1036 \\ \times 80 \\ \hline \end{array}$$

O)
$$\begin{array}{r} 1541 \\ \times 99 \\ \hline \end{array}$$

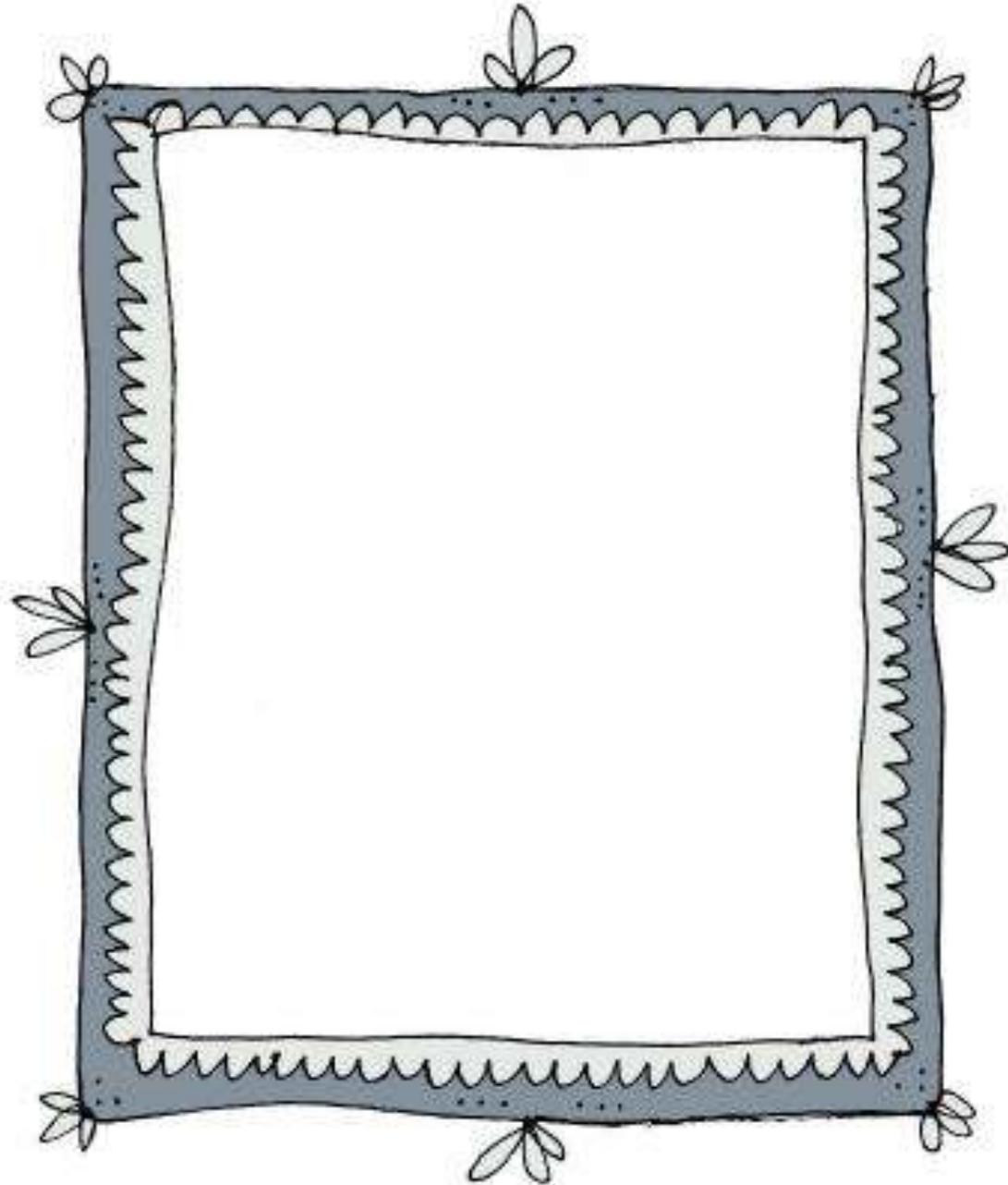
D)
$$\begin{array}{r} 1678 \\ \times 86 \\ \hline \end{array}$$

H)
$$\begin{array}{r} 1094 \\ \times 27 \\ \hline \end{array}$$

L)
$$\begin{array}{r} 1874 \\ \times 18 \\ \hline \end{array}$$

P)
$$\begin{array}{r} 1933 \\ \times 11 \\ \hline \end{array}$$

To help you get a real picture of what your creature is like, have a go at sketching them. Then label basic information.

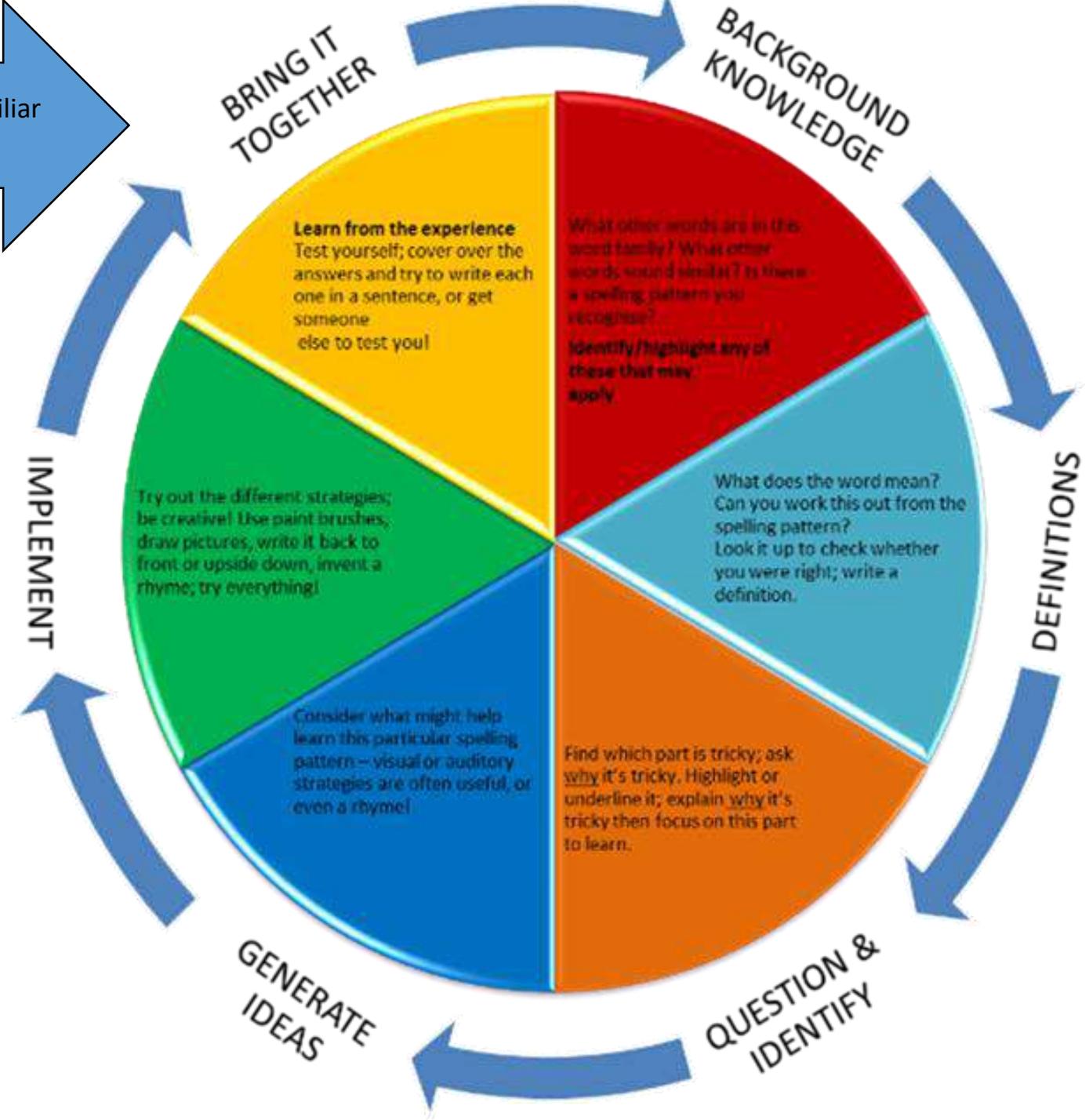


Now you are going to organise your ideas into a boxed up planner to help structure your writing. Remember, to pick extra topics other than appearance, habitat and diet. I have left four blank sections for extra sections. I have also left the right hand column blank so you can bullet point in your ideas. Do NOT write the whole text in the right hand column use bullet points to list ideas. This is a planner.

<i>Structure of information text</i>	Plan your ideas using bullet points
<p>Type of creature</p> <p><i>Opening hook – to make the reader interested in finding out more. Fascinating fact for interest</i></p>	
<p>Habitat</p> <p><i>Information about the area the creature lives in</i></p>	
<p>Appearance</p> <p><i>Information about what the creature looks like</i></p>	
<p>Diet</p> <p><i>Information about what the creature eats</i></p> <p>Behaviour</p> <p><i>Information about what the creature does</i></p>	
<p>Ending – involving the reader</p>	

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

Spellings
abundant
brilliant
constant
distant
dominant
elegant
fragrant
ignorant
tolerant
vacant





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) $\frac{29}{30}$ | i) $\frac{37}{44}$ | p) $\frac{22}{45}$ |
| b) $\frac{9}{28}$ | j) $\frac{10}{12}$ or $\frac{5}{6}$ | q) $\frac{33}{52}$ |
| c) $1\frac{1}{11}$ or $1\frac{2}{22}$ | k) $\frac{23}{46}$ or $\frac{1}{2}$ | r) $1\frac{8}{45}$ |
| d) $1\frac{5}{12}$ | l) $\frac{7}{16}$ | s) $\frac{13}{18}$ |
| e) $\frac{6}{20}$ or $\frac{3}{10}$ | m) $\frac{38}{77}$ | t) $\frac{11}{13}$ |
| f) $\frac{52}{55}$ | n) $1\frac{3}{8}$ | u) $1\frac{5}{14}$ |
| g) $1\frac{1}{18}$ | o) $\frac{48}{77}$ | v) $1\frac{7}{50}$ |
| h) $1\frac{17}{88}$ | | |

Arithmetic 2

- | | | |
|---------------------|--|-------------------------------------|
| a) $1\frac{1}{45}$ | h) $\frac{15}{26}$ | o) $\frac{59}{120}$ |
| b) $1\frac{5}{9}$ | i) $\frac{27}{86}$ | p) $1\frac{5}{14}$ |
| c) $\frac{13}{37}$ | j) $\frac{30}{77}$ | q) $1\frac{4}{21}$ |
| d) $1\frac{14}{27}$ | k) $\frac{9}{28}$ | r) $\frac{11}{22}$ or $\frac{1}{2}$ |
| e) $\frac{22}{39}$ | l) $\frac{23}{82}$ | s) $1\frac{1}{30}$ |
| f) $\frac{41}{44}$ | m) $\frac{7}{12}$ | t) $1\frac{3}{13}$ |
| g) $1\frac{7}{27}$ | n) $1\frac{5}{23}$ or $1\frac{10}{46}$ | u) $\frac{23}{44}$ |
| | | v) $\frac{35}{94}$ |

Arithmetic 3





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 4

- | | | |
|------------|------------|------------|
| a) 649.95 | j) 2517.5 | s) 9547.2 |
| b) 3174.54 | k) 59.91 | t) 8759.4 |
| c) 2786.9 | l) 2675.65 | u) 515.32 |
| d) 1081.7 | m) 6025.57 | v) 7681.03 |
| e) 197.09 | n) 116.6 | w) 3888.34 |
| f) 5023.07 | o) 9903.8 | x) 7858.06 |
| g) 7066.44 | p) 5970.1 | |
| h) 5532.82 | q) 838.08 | |
| i) 400.38 | r) 560.3 | |

Arithmetic 5

- | | |
|-----------|-----------|
| a) 47160 | i) 78440 |
| b) 200200 | j) 73856 |
| c) 93870 | k) 82880 |
| d) 144308 | l) 33732 |
| e) 81111 | m) 206264 |
| f) 151371 | n) 125528 |
| g) 58786 | o) 152559 |
| h) 29538 | p) 21263 |