Home learning- Timetable of tasks

Week beginning:21st September 2020		Class: 5/6B	Year Group: 5	
Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	SPOKEN LANGUAGE • Articulate and justify answers, arguments and opinions • Participate in discussions READING COMPREHENSION • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning WRITING COMPOSITION • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assess the effectiveness of their own and others' writing • Ensure the consistent and correct use of tense throughout a piece of writing SPaG • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use the perfect form of verbs to make relationships of time and cause				
Cross curricular links and objectives			*H12 (PSHE) – that bacteria and viruses can affect health and that following simple routines can reduce their spread.* *H23 (PSHE) – About people who are responsible for helping them stay healthy and safe; how they can help these people to keep the healthy and safe.* *R7 (PSHE) – to understand that their actions affect themselves and others.* *R11 (PSHE) – to work collaboratively towards shared goals.* *H2 (PSHE) – how to make informed choices* *L1 (PSHE) – to research, discuss and debate topical issues, problems and events that are of concern to them and*	*Develop a chronologically secure knowledge and understanding of British history and develop a sense of empathy of how life was for children and know why periods of time changed.* *I can explain what life was like for a child in Victorian Britain and know why they worked.*	*H10 (PSHE) – to recognise, predict and assess risks in different situations and decide how to manage them responsibly* *H23 (PSHE) – about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.* *L10 (PSHE) – to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.* *Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps, farm hands, mill workers, domestic servants.*

			offer their recommendations to appropriate people		*I can research and write about the key roles children had in Victorian Britain.*
Literacy	What is a biography. Features of a biography. Looking at information and how it is organised.	Creating categories for a biography. Designing topic sentences for paragraphs.	History links to Victorians as we are writing a biography on a famous Victorian. Beginning with famous nurses and linking to the Nightingale hospitals in use during the pandemic. Links to PSHE and also raising the concept of racism with Mary Seacole and how she was prevented from becoming a nurse.	A comparison between street children and those children from wealthy families. Looking at case studies of two children for comparison – work to be continued in History section.	A detailed look at the jobs that Victorian children did. The first to look at is a trapper. During listening, the children are to complete a task question as they gather information.
Links to learning		Ppt designed by me and uploaded to the website.	https://www.youtube.com/watch?v=jONlz7vaMnU https://metro.co.uk/2020/05/12/boris-johnson-florence-nightingale-tribute-12689532/ https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc	https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw	https://www.bbc.co.uk/teach/school-radio/history-victorians-trapper/zvspmfr
Objectives	Identifying how language contributes to meaning; exploring the meaning of words in context.	Identifying how language, structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes.	Retrieve and record and present information from non-fiction. Provide reasoned justifications for their views.	Distinguish between statements of fact or fiction.	Increasing familiarity with a wide range of books. Continue to read a wide range of books.

Reading	Read through the vocabulary pdf. Next find two antonyms for the following words: REMARKABLE TRIUMPHED INITIAL EXTREME STREWN	Share the text "Why Climb Everest" with another human at home with you! Or even your pet will do – but read aloud so you can practice using expression and pronunciation. Discuss the pictures and the information with somebody – perhaps even over a video call with your grandparents? Think about your antonyms from yesterday, would they all make sense now that you have read the text? If not, see if you can find some more that do.	Answer the questions on the attached sheet "Why Climb Everest"	Create a fact file for Everest. Use the "Why Climb Everest" sheet and the sheets from "Wonders of the World" and "Earth Matters" to help you. Make sure that you include the following information: • Where is it? • What is it like? • What is the climate like? • What species of animal live there?	Free reading!! Spend 30 mins (or more if you like) reading to yourself or out loud to another human or your pet. (My dog really loves me reading to her – she is probably waiting for me to say "treat" or "walkies" ☺) Why not build a "reading den"? – somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.
Links to learning	www.collinsdictionary.com/ www.kidthesaurus.com/ www.wordsmyth.net https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf				
Objectives	Roman Numerals	End of Place Value block mini-assessment	Add two 4-digit numbers more than one exchange (recap on lost learning)	Add whole numbers with more than 4-digits	Subtract two 4-digit numbers with more than one exchange
Maths	Watch the WRM teacher video and complete worksheet	Chn to complete the WRM mini assessment as we have	Watch the teaching video. Complete the WRM worksheet and then supplementary	Watch the teaching video. Complete the WRM worksheet and then supplementary	Watch the teaching video. Complete the WRM worksheet and then supplementary worksheets

		reached the end of the Place Value unit.	worksheets from Classroom secrets to complete	worksheets from Classroom secrets to complete	from Classroom secrets to complete
Links to learning	https://whiterosemaths.com/homelearning/year-5/10672-2/	www.mathletics.com	https://vimeo.com/458471350	https://vimeo.com/458471908	https://vimeo.com/459399023
Objectives	*SCIENCE* *To know different materials are used for different jobs* *to know the properties of a material, decide the use of the material* *to know how to investigate the best materials to use for a bridge* *DT – use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.* *Understand how key events and individuals in design and technology have helped shape the world*			*Develop a chronologically secure knowledge and understanding of British history and develop a sense of empathy of how life was for children and know why periods of time changed.* *I can explain what life was like for a child in Victorian Britain and know why they worked.*	
Core/ Non- core subjects	DT/Science Bridge Challenge Building on work completed in school, this challenge was to be set for homework over this two weeks in my planning. Building on work in Science (materials and their properties; DT and History – Victorians)			History Compare the lives of wealthy Victorian children with children today	
Links to learning	http://www.pbs.org/wgbh/buildingbig/lab/shapes.html https://gridclub.com/activities/brunels-britain http://www.pbs.org/wgbh/buildingbig/bridge/index.html https://gridclub.com/activities/brunel-video			https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw	
Spellings	Words from the Year 5/6 list: Correspond, criticise, curiosity, define, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment				
Mathletics	Work set according to the individual needs of the children.				

Dear 5/6B Year 5 children,

I hope that you have had a lovely weekend with your families. Please don't be disheartened that we are all back at home, I am busy collecting together all of our learning that I had planned so it is ready to go onto the school website ready for Monday. I will date each piece of work so that you know when to do it. I will also date the resources so that you know which is which. The answers are at the very bottom and are TOP SECRET until you have completed the worksheet.

My cheeky dog, Bailey, is quite pleased that I will be at home for the next two weeks and I think she is looking forward to following me all over the place like my little shadow ☺. I am looking forward to being able to read some of the lovely books from our class bookshelf and to be able to write some more book reviews for our treasure chest of ideas! I will be in touch with Mrs Mulhall and we will get on with planning our work for when we return to school; so lots to look forward to!

Keep smiling, keep busy and soon we will see you all again.

Keep safe,

Mrs Birchenall and Mrs Mulhall

Literacy	Maths	Guided Reading
Monday 21 September BIOGRAPHIES What is a biography? A biography is an account of someone's life written by someone else. What type of people have a biography written about them? People who are well-known or famous often have biographies written about them. These may include historical figures, such as Queen Victoria or sports people such as Usain bolt. Let me introduce you to our fictional character Isanu Blot – a premiership footballer (not really, I made him up!). Looking at the sheet, which facts do you think should be included in his biography? Highlight the ones you choose.	Monday 21 September Roman Numerals Please find the teaching video by following this link. I am following the White Rose mixed age planning which incorporates all of the objectives for Year 6 and Year 5. https://whiterosemaths.com/homelearning/year-5/10672-2/ Watch the teaching video and the teacher will pause at certain points for you to complete the worksheet. The worksheet is listed below. I have included another worksheet to complete after the first. Remember I explained to you which is which. Just like in our TYM textbooks, there are	Monday 21 September Read through the vocabulary slides that I have created for you. It is after this table of instructions. Next find two antonyms (a word with the opposite meaning) for each of the following words: REMARKABLE TRIUMPHED INITIAL EXTREME STREWN

For each fact you have highlighted, look at the next sheet and decide which paragraph the information should go in. Read the slides of his biography and highlight examples of the following which are all features of a biography: • written in third person • mainly written in the past tense • written in chronological order (the order events occur in) • information organised into paragraphs including an introduction (to orientate the reader), key events and a conclusion • includes factual information.	3 levels. Each worksheet has a star on it. Inside the star is a letter. D = column A from TYM (easier version); E = column B from TYM (normal version); GD = column C from TYM (harder version). Choose the version you feel you can do successfully.	If you do not have a thesaurus handy at home, then there are plenty available online. Try some of these: www.collinsdictionary.com/ www.kidthesaurus.com/ www.wordsmyth.net
Tuesday 22 September Creating categories Look at the ppt/pdf for creating categories that I have made. Follow the instructions on each slide. If you are finding it hard to come up with ideas, then use the sheet I have included below. Then move onto the topic sentences part of the ppt/pdf. Follow the instructions. All the sheets are included below in Tuesday's section.	Tuesday 22 September Place Value Mini Assessment Now we have reached the end of the Place Value block of work, I had planned a mini-assessment. I have attached it below. Complete it to the best you can do. I have included the answer sheet (remember, it is TOP SECRET until you have completed the sheet). If you have got any wrong, then as always, complete your corrections. If you made any mistakes, or found any area tricky, then go onto Mathletics to practice some more.	Tuesday 22 September Share the text "Why Climb Everest" with another human at home with you! Or even your pet will do – but read aloud so you can practice using expression and pronunciation. Discuss the pictures and the information with somebody – perhaps even over a video call with your grandparents? Think about your antonyms from yesterday, how much will they have changed the meaning of the text? Can you think of any further antonyms today? Have fun changing the meaning of the text. Remember, if you don't have a thesaurus handy, you can use the online versions I mentioned yesterday. IF YOU ARE FINDING IT HARD TO READ THE TEXT THEN IT CAN BE FOUND USING THE FOLLOWING LINK:

		https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf
Wednesday 23 September A bit of history before we have all the information we need to write our biographies! We will be writing about one of three key people who helped Victorian children. In KS1 you will have learnt about some famous Victorian people: • Florence Nightingale (1820-1910); an English woman who was the founder of modern nursing. She trained nurses during the Crimean War. • Mary Seacole (1805-1881); a British-Jamaican businesswoman who set up the "British Hotel" behind the lines in the Crimean War to provide relief for wounded servicemen. • Edith Cavell (1865-1915); a British (Norfolk) nurse working in German-occupied Belgium during WWI. She helped 100s of British, French and Belgian soldiers escape the Germans and was arrested, tried and executed in 1915. • Queen Victoria (1819-1901) Watch this video which is about 11 mins long: https://www.youtube.com/watch?v=jONlz7vaMnU Next watch the following newsclip: https://metro.co.uk/2020/05/12/boris-johnson-florence-nightingale-tribute-12689532/ At the beginning of the pandemic there was a very real worry by the government that the hospitals might not be able to cope and so some key buildings	Wednesday 23 September Add two 4-digit numbers – more than one exchange Watch the following video using the following link: https://vimeo.com/458471350 Complete the worksheet when the teacher asks you to. After you have completed the worksheet, there are some more worksheets for you to complete. Remember the information about the levels from the sheets on Monday. D = easier; E = normal; GD = trickier.	Wednesday 23 September Answer the questions on the attached sheet "Why Climb Everest"

in England were converted to hospitals. They were named Nightingale hospitals. Can you name where any of them were built? Now that you have watched both video clips why do you think that Boris Johnson (our Prime Minister) decided to name the new hospitals which were created to deal with Covid 19 after this famous nurse? What did Florence realise was of vital importance in order for the injured men to recover? How is that important nowadays? Can you think of a parallel? Find out about Mary Seacole by watching this video clip: https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc Find someone to discuss the following with: Was it right for Mary to be refused to work as a nurse just because of the colour of her skin?		
Thursday 24 September Children's lives weren't always fair in Victorian times. We are going to look at a few children and the lives that they led over the next couple of days. There will be a task to complete whilst listening to the clips. Listen to Jacko's story – Dogs and rats. Click here: https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd Poor children wanted to work for money because otherwise they would go hungry. Better jobs were often taken by older people so poor children were forced to do the worst jobs of all or starve. What	Thursday 24 September Add whole numbers with more than 4 digits Watch the video using the following link: https://vimeo.com/458471908 Complete the worksheet when the teacher asks you to. After you have completed the worksheet, there are some more worksheets for you to complete. Remember the levels from yesterday.	Thursday 24 September Create a fact file for Everest. Use the "Why Climb Everest" sheet to help you. You could also use the internet. Make sure that you include the following information: • Where is it? • What is it like? • What is the climate like? • What species of animal live there?

jobs are done for you in your life that you find disgusting? *During listening:* one question to focus on - 'Why were rats caught?' Next listen to Emily's story: https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw Listen to episode 1: Emily's life. Boys from wealthy families would commonly be sent away to boarding school. Girls were commonly educated at home by a governess. What would it be like to be taught on your own by a teacher that lived in your house? *During listening:* one question to focus on - 'What are the differences between the ways wealthy boys and girls were taught?' Listen to episode 2: Emily and the Beetle. In the Victorian era girls and boys were expected to behave in very different ways to each other. Both boys and girls were expected to obey their parents and teachers without any disagreement. What would it be like to live with parents and teachers being very strict all the time? *During listening*: one question to focus on - 'What choices do wealthy children have in the Victorian era?'		
Friday 25 September **Jobs children did in Victorian Britain – THE TRAPPER**	Friday 25 September Subtract two 4-digit numbers – more than one exchange	Friday 25 September Free reading!!

Jimmy Turton introduces himself. He's twelve years old and he's about to start his first day working in the mine as a 'trapper' - working alone in the pitch darkness, opening and closing trap doors to allow coal carts along the tunnel. Listen to the three audio files on the website: https://www.bbc.co.uk/teach/school-radio/history-victorians-trapper/zvspmfr **Episode 1 – Jimmy's first day** In a coal mine during the Victorian era there were no electric torches or lights on the ceiling, only candles and lamps that burnt oil. What would it be like to be underground with no electric light? During listening: one question to focus on - 'What different parts of the mine are named in the programme?' **Episode 2 – Jimmy Falls Sick** One big danger in the mine was 'firedamp,' gasses that could build up and explode if lit by candles or oil lamps. What else would you worry about if you were working down a mine? During listening: one question to focus on - 'Why does Jimmy want go to work even though he is ill?' **Episode 3 – Danger in the mine** Children worked as 'trappers', opening and closing doors that controlled the circulation of air in the mine tunnels. They often sat completely alone for up to 12 hours. How would you feel if you were left on your own in the dark for hours? During listening: One question to focus on - 'What are the dangers of working down the mine?' After listening to the three episodes, draw what you think the mine looks like above ground and below ground. Three things to include in your drawing: • cage - lowered from the surface by a big coal powered engine • seams - where the coal is mined from	Watch the video using the following link: https://vimeo.com/459399023 Complete the worksheet when the teacher asks you to. After you have completed the worksheet, there are some more worksheets for you to complete. Remember the levels from yesterday.	Spend 30 mins (or more if you like) reading to yourself or out loud to another human being or your pet. (My dog really loves me reading to her – she is probably waiting for me to say "treat" or "walkies" ☺). Why not build a reading den? Somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.

• trap-doors - in tunnels away from the seam to control the way the air moves		
History Using the information from your literacy lessons this week, compare the lives of wealthy Victorian children with children today. Divide your page into two columns entitled 'Wealthy Victorian children' and 'Modern children'. Write a few sentences in each column for each of these subheadings: • education for girls • education for boys • discipline • Day trips to the seaside	Spelling Correspond, criticise, curiosity, define, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment	DT/Science Bridge Challenge We are challenging you to build a bridge. The full details are on your sheet – please remember you do not need to buy anything for this activity; use items from the recycling at home. This homework will last two weeks. This will give you plenty of time to collect the items you need and to plan the best way to construct your bridge shape. Enjoy spending time thinking about our lessons in school about bridge building in DT and properties of materials from our Science. Good luck!

MATHS RESOURCES FOR THE WEEK BEGINNING 21/9/20

MONDAY 21/9/20 ROMAN NUMERALS

Roman numerals

1 Complete the tables.

10		30	40	50	60		80	90	100
X	XX		XL	L		LXX			C

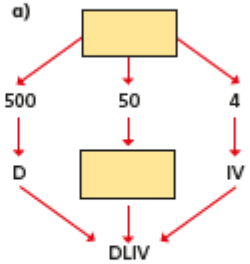
100	200	300	400		600	700		900	1,000
		CCC		D	DC		DCCC		M

2

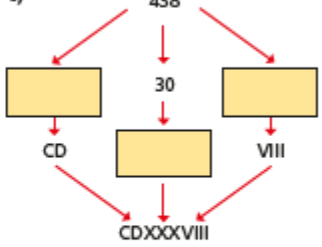
What year is shown at the end of the film? ☐

3 Write the numerals and Roman numerals to complete the diagrams.

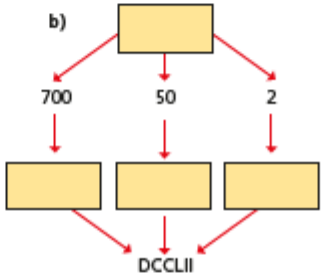
a)



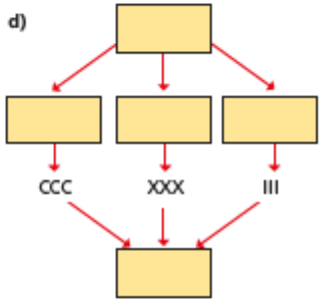
c)



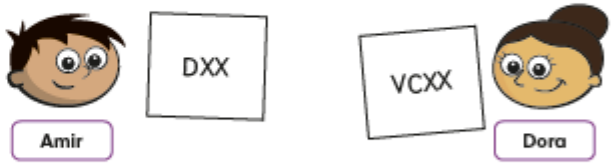
b)



d)



4 Dora and Amir are writing 520 in Roman numerals.



a) Who is correct? _____

b) What mistake has the other person made?

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5 Complete the table.

Numerals	Words	Roman numerals
52		
	six hundred and thirty-five	
		CMXCI
	four hundred and seven	
		DCCCXXXIX

6 Match the calculations to the answers.

XXVII + III	CDLXX
D – XXX	DC
M ÷ D	CCCL
DCCC – CC	XXX
L × VII	II

7 Complete the sequences.

a) V, X, ☐, XX, ☐, XXX, ☐, ☐

b) C, CL, ☐, CCL, CCC, ☐, ☐, ☐

c) X, XX, XXX, ☐, ☐, LX, ☐, ☐

d) III, ☐, IX, ☐, XV, XVIII, ☐, ☐

8

Day Month Year

XI / V / MCMLXXXVI

a) What month is shown? _____

b) What year is shown? ☐

c) Write today's date in Roman numerals.

_____

_____

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Roman Numerals

1a. Complete the sequences by filling in the missing Roman numerals.

a)	X		XII	
b)		XXXVI		XXXVIII
c)	LX		LXII	

Roman Numerals

1b. Complete the sequences by filling in the missing Roman numerals.

a)	XLV		XLVII	
b)		LXVIII		LXX
c)	XCII		XCIV	

2a. Write the following Roman numerals in ascending order.

L XIX XV XXXI

2b. Write the following Roman numerals in ascending order.

XLVII C LXVII XCI

3a. Use <, > or = to complete the statements.

LXXI ☐ 21

85 ☐ XCV

XLVIII ☐ 48

3b. Use <, > or = to complete the statements.

XXXVIII ☐ 38

50 ☐ XLIX

86 ☐ LXXXVII

4a. The Twin Towers were destroyed in 2001.

Circle the correct Roman numeral.

MMI MMMI CCI

4b. The Prophet Muhammad was born in the year 570.

Circle the correct Roman numeral.

DLX DLXX DCCL

Roman Numerals

5a. Complete the sequences by filling in the missing Roman numerals.

a)	CIII		CV	
b)		CCLV		CCLVII
c)	DXXIV		DXXVI	

Roman Numerals

5b. Complete the sequences by filling in the missing Roman numerals.

a)		CCCLI		CCCLIII
b)	CDVII		CDVIX	
c)		DCXV		DCXVII

6a. Write the following Roman numerals in ascending order.

CMI CCCXC DC CXCIX

6b. Write the following Roman numerals in ascending order.

CCCXL CXLII CCLXXX DCCXII

7a. Use <, > or = to complete the statements.

CDLV ☐ 355

699 ☐ DCXCIX

CDXXVII ☐ 430

7b. Use <, > or = to complete the statements.

DCCXLI ☐ 761

897 ☐ CMXX

CCCLXVIII ☐ 833

8a. The Battle of Hastings occurred in 1066.

Circle the correct Roman numeral.

MLXVI MLXV CLXVI

8b. The War of the Roses began in 1455.

Circle the correct Roman numeral.

MCLV MDLV MCDLV

Roman Numerals

9a. Complete the sequences by filling in the missing Roman numerals.

a)	CCXX		CCXXIV	
b)		CDXLV		CDLV
c)	DCL		DCLXX	

Roman Numerals

9b. Complete the sequences by filling in the missing Roman numerals.

a)		CCCIII		CCCIX
b)	CMXL		CMLX	
c)		DXIV		DCCXIV

10a. Write the following Roman numerals in descending order.

DCXIV DXCVIII CMXCI DCCXC

10b. Write the following Roman numerals in descending order.

DCXXV DCV CMXC DLXIII

11a. Use <, > or = to complete the statements.

CLXXXIV ☐ CXCII

CCLXXXIV ☐ CCCLVII

DCXLVII ☐ DCLXXIV

11b. Use <, > or = to complete the statements.

CV ☐ XCVIII

CMXCVI ☐ M

DLXVII ☐ DLXVII

12a. Queen Victoria's reign began in MDCCCXIX.

Write this as a number.

12b. Shakespeare was born in MDLXIV.

Write this as a number.

LITERACY BIOGRAPHIES

MONDAY 21/9/20

Which facts about Inasu Blot do you think should be included in his biography?

Born on 18 September 1992	Broke his leg when he was ten	Signed for Arsenal in 2013
He enjoys eating marshmallows	Attended Clark Primary school	His maths teacher was Mr Hedges
Enjoys golf in his spare time	Got his first bike at the age of 8	Lived in Basingstoke until he was 16
Was picked for the England squad in 2016	Favourite TV soap is EastEnders	Became footballer of the year in 2014
Joined Torquay United in 2008	His sister has two children	His mum is called Tara
Youngest England player	Passed 4 GCSEs	Captain of U15
His brother is a teacher	He is allergic to peanut butter	Went on holi Greece in 2

Move on

Where would you include the information?

1. Introduction – introducing your subject	**4. Achievements**
2. Early life	**5. Personal life and interests**
3. Early career	**6. Conclusion –** looking to the future

Move on

Modelled writing – the introduction

- Inasu Blot **is one of** England's **most successful** footballers. **At the age of** 24, he has earned many accolades **and is expected to be** at the top of his game for many years to come.
- Marina Harper **is one of** Europe's **most successful** netballers. **At the age of** 17, **she has** already been capped for England six times **and is expected to be** announced as captain for the next World Cup.

Move on

Modelled writing – the early life

- Blot **was born on** 18 September 1992 in Basingstoke **where he was** brought up by his mother, Tara, **until he was** 16. He was the youngest of three children who all attended Clark Primary School on the outskirts of the town. Having broken his leg after falling from a tree at the age of 10, Inasu did not shine at football until he was in year 8. **He soon became** the leading goal scorer for the U15 team as well as leading the team as captain. **Although** he worked hard at school, he left with only four GCSEs.

Move on

Modelled writing – early career and achievements

- **Aged** 16, Blot **made the decision** to become a professional player. **Although** many clubs were interested in him, he chose to join Torquay United in 2008. At Torquay, he made regular appearances in the U21 team **and, before long,** was starting on the substitute bench for the first team. During one match, he was spotted by an England scout **and consequently** was picked for the national team for a friendly in November 2009, **thus making him** the youngest England player at the age of 17 years and 62 days.
- **It was not long before** the premiership clubs were interested in Inasu; in 2013 he signed for Arsenal **after a brief spell** at Everton. In his first season at Arsenal he scored over 100 goals **which led to him** being voted Footballer of the Year in 2014. He was also nominated the BBC Sport's Personality of the Year coming a close secon to Lewis Hamilton.

Move on

Modelled writing – personal life and interests

- Alongside his footballing skills, Blot is also a keen and skilled golfer playing off a handicap of 14. He has played alongside some of the country's top golfers and has often stated that if he were to take up a second sporting career it would be golf.

Move on

Conclusion

- Looking to the future though, it seems that Blot still has an illustrious footballing career ahead of him. He has been playing for Arsenal for the last three seasons and states that he has no intention of leaving soon: "Arsenal is a great club and I still have more to achieve there. I am still young and I would love to become captain very soon."

The subjunctive form

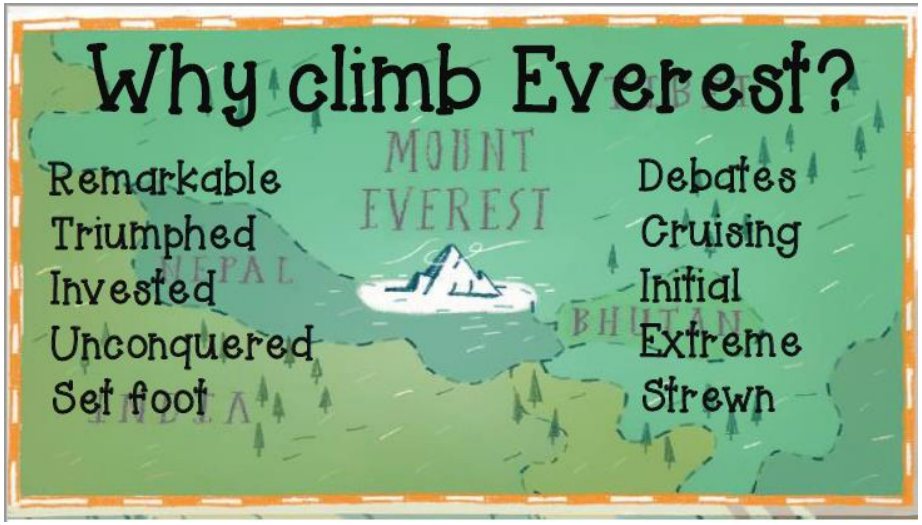
- If you were paint, what colour would you be?
- If you were an animal, what animal would you be?
- If you were weather, what weather would you be?
- If you were a drink, what drink would you be?
- If you were music, what music would you be?

If I were an animal, I'd be an elephant.

If I were paint, I'd be blue.

Move on

MONDAY GUIDED READING



triumphed

triumph *verb*

1 : to celebrate victory or success with much rejoicing
2 : to gain victory : win

From the book: ...*they had triumphed where so many others had failed before.*

invested

invest *verb*

1 : to lay out money so as to return a profit <*invest* in bonds and real estate >
2 : to expend for future benefits or advantages <*invest* time and effort in a project >
3 : to involve or engage especially emotionally <were deeply *invested* in their children's lives >
--in*ves*tor /-'ves-tər/ *noun*

From the book: *A huge amount of time, effort and money had been invested in these attempts.*

unconquered

Opposite of this

con*quer *verb*

1 : to get or gain by force of arms <*conquer* a country >
2 : to defeat by force of arms <*conquered* all their enemies >
3 : overcome subdue <*conquer* a habit >
4 : to be victorious
--con*quer*or /-kər-ər/ *noun*

From the book: *Everest would remain the ultimate unconquered climbing challenge.*

Set foot

phrase. If you say that someone **sets foot** in a place, you mean that they enter it or reach it, and you are emphasizing the significance of their action. If you say that someone never **sets foot** in a place, you are emphasizing that they never go there.

From the book: *Hillary and Tenzing became the first humans to set foot on its summit.*

debates

de*bate *noun* \ di-ˈbāt \

a : the discussion of a motion before a legislature
b : a regulated discussion of a problem between two matched sides

From the book: *However, debates about its exact height still rumble on.*

cruising

From the book: *...just lower than the cruising height of a jumbo jet.*

cruise *verb* \ ˈkrüz \

1 : to travel by boat often stopping at a series of ports
2 : to travel for enjoyment
3 : to travel at the best operating speed <the *cruising* speed of an airplane >
--cruise *noun*

initial

ini*tial *adjective* \ in-ˈish-əl \

1 : of, relating to, or existing at the beginning : earliest <*initial* stages of a disease >
2 : placed or standing at the beginning : first <the *initial* letter of a word >
--ini*tial*ly /-ˈish-(ə-)lē/ *adverb*

From the book: *After they had made their initial measurement ...*

extreme

From the book: *Everest is an extreme place.*

ex*treme *adjective* \ ik-ˈstrēm \

1 : existing to a very great degree <*extreme* heat > <*extreme* poverty >

strewn

From the book: *The path to the top is strewn with death traps...*

strew *verb* \ ˈstrü \

1 : to spread (as seeds) by scattering
2 : to cover by or as if by scattering something over or on <*strewing* the highways with litter >

TUESDAY 22/9/20

PLACE VALUE MINI ASSESSMENT

Year 5

Place Value Assessment

White Rose Maths

Name _____

1 What number is represented below?

10,000s	1,000s	100s	10s	1s
10,000	1,000 1,000 1,000 1,000 1,000	100 100 100 100 100 100	10	1 1 1 1 1

_____

1 mark

Georgia says that the number is multiple of 5
Is Georgia correct? Explain your answer.

1 mark

2 Complete the missing numbers.

47,603 = 40,000 + _____ + 600 + 3

_____ = 50,000 + 300 + 70 + 4

80,000 + 7,000 + _____ = 88,300

3 marks

3 In a game, people have some play money to buy houses.
Each person starts with the following play money.

£100,000	£10,000	£1,000
£100,000	£10,000	£1,000
£100,000	£10,000	
£100,000	£10,000	
	£10,000	

How much money do they each start with?

£ _____

1 mark

4 Circle **all** the numbers that round to 4,750 to the nearest 10

4,752 748 4,748 4,745 4,755

1 mark

5 What is the missing number?

305,700		
300,000	?	700

_____

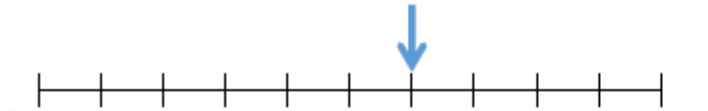
1 mark

6 Which is the greater number? Explain your answer.

XCIX CX

1 mark

7 What numbers are shown by the arrows?



_____

_____

1 mark

8 Complete the following using <, > or =

12,900 ◯ 2,980

57,000 ◯ 570,000

999,999 ◯ 1 million

3 marks

9 Arrange the digit cards to make an **odd** number between 70,000 and 100,000

1	4	6	8	9

_____

1 mark

Round your number to the nearest 1,000

_____

1 mark

Round your number to the nearest 10,000

_____

1 mark

10 Complete the missing numbers.

19	10,019		30,019		

1 mark

11 Put the following weights is order starting with the smallest.

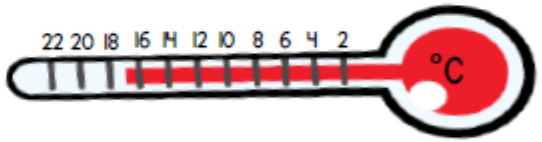
A	700,000 kg	B	87,000 kg
C	Ninety-four thousand kg	D	399,458 kg

_____ _____ _____ _____

smallest

1 mark

12 The thermometer shows the temperature in London in May.



In January the temperature was 20 degrees colder.
What was the temperature in London in January?

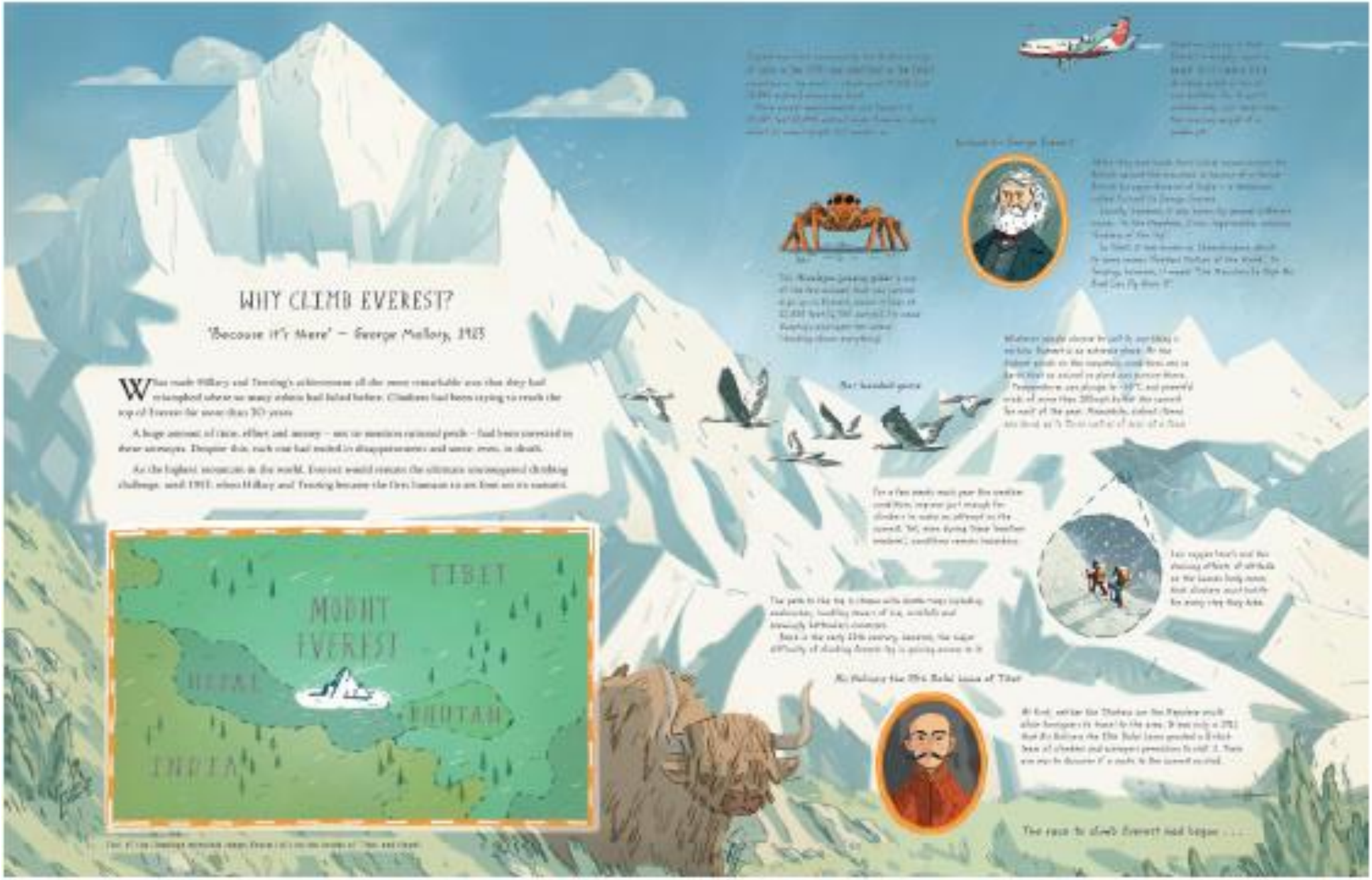
_____ °C

1 mark

Circle how confident you feel with place value.

1 2 3 4 5

Not confident — Very confident


WHY CLIMB EVEREST?
'Because it's there' – George Mallory, 1923
TIBET
MOUNT EVEREST
NEPAL
BHUTAN
INDIA

If you are really stuck ...

Think about a park that you know well.

Here are various ideas that you might find relevant:

swings and slides	children laughing	bowling green	closed down toilets	playing football
ducks	pond	flowers	safety	football pitches
dog poo	graffiti	park keeper	green open space	trees
keep out after dark	bandstand	dogs	runners	valuable space
feeding ducks	damage/ vandalism	keep fit	all ages use it	mowing the grass
expensive to look after	lots of grass	rules		

Write some of these ideas on your cards or sticky notes. Add some other ideas about your park if you like.

Here are some categories you could use to begin to sort out your park ideas.

Category: **Facilities**	Category: **Benefits**	Category:	Category:

	What the paragraph is about
Exeter Forest School specialises in outdoor learning; engaging students in forest school activities; providing alternative education, adult courses and team building activities.	
We offer a wide range of activities for people of all ages. We work with schools to create bespoke session plans ranging from one day to a whole term, weaving the curriculum into excellent Forest School activities. We offer facilities for birthday parties, holiday clubs, toddler clubs, home education groups and team building.	
Our staff have experience of working with young adults with behavioural problems and mental health issues and we believe Forest School can be a great tool for furthering the educational possibilities of young people facing those challenges.	

Paragraphs	What the paragraph is about
Tigers' size and weight also varies. They can be anything from 1.5 to 3m long, and 75 to 325kgs in weight. Siberian tigers are the largest, measuring typically 3.3m in length and 300kg in weight. Tigers' long tails can add as much as another metre to their length.	

Paragraphs	What the paragraph is about
Tigers can live in hot or cold climates. Larger sorts of tiger – such as the Siberian tiger - mainly live in the cold north of Asia, while smaller sorts prefer warmer countries in the south of Asia, such as India and Indonesia. These tigers' natural habitats include dry forests, mangrove forests and tropical forests. All tigers like the cover they find in forests.	
Tigers are meat eaters. Much of their prey is large - pigs, deer, even rhinos or elephant calves. Although tigers have sharp teeth and claws, they actually kill their prey by suffocating it between their powerful jaws. In most cases, their prey gets away, so tigers have to attack many times to be sure of getting a meal.	

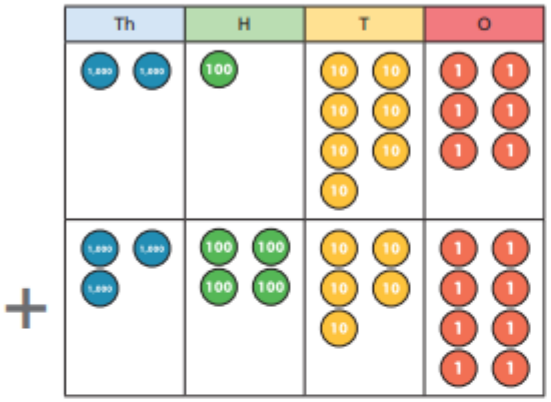
Paragraphs	What the paragraph is about
Tigers don't like company. Each tiger tends to hunt and live on its own. They stick to their own territory, but this can be enormous. The territory claimed by a very large tiger can be as large as 4000 square miles. Like pet cats, tigers mark their territory. Scratch marks on trees are often tiger boundary markers.	

WEDNESDAY 23/9/20

ADD TWO 4-DIGIT NUMBERS – MORE THAN ONE EXCHANGE

Add two 4-digit numbers – more than one exchange

1 Complete the calculation.



		Th	H	T	O	
		2	1	7	6	
	+	3	4	5	8	

2 Who has got each question correct? Tick your answer.

a) Nijah

		H	T	O	
		4	4	5	
	+	3	4	8	
		78	1	3	

Scott

		H	T	O	
		4	4	5	
	+	3	4	8	
		7	9	3	
			1		

b) Nijah

		Th	H	T	O	
		4	8	2	6	
	+	1	7	8		
		6	6	0	6	
		1	1			

Scott

		Th	H	T	O	
		4	8	2	6	
	+		1	7	8	
		5	0	0	4	
		1	1	1		

What mistake has the other person made in each calculation?

Talk about it with a partner.

3 Complete the additions.

a)

		Th	H	T	O	
		4	7	1	2	
	+	3	4	9	2	

b)

		Th	H	T	O	
		6	0	7	5	
	+		9	4	8	

c) 3,784 + 2,526

d) 79 + 654 + 1,312

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4 Write each calculation in the correct column.

712 + 394	1,312 + 2,527	2,350 + 3,760
1,995 + 712	3,044 + 2,372	17 + 953

No exchange needed	One exchange	More than one exchange

Write one more calculation of your own in each column.

5 Dexter is playing a computer game.

The table shows the number of points he gets in each round.

Round	1	2	3
Number of points	3,550	2,175	1,895

a) How many points does Dexter have at the end of Round 2?

b) He needs 8,000 by the end of Round 3 to win the game.

Does Dexter win the game? _____

Show your workings.

6 Work out the missing digits.

a)

	Th	H	T	O
	3	7		9
+			8	
	6	9	2	5

b)

	Th	H	T	O
			8	1
+		9	8	
	4	2		8

c) Find two possible answers.

	Th	H	T	O
	2		1	
+	3		6	
	6	1	8	2

	Th	H	T	O
	2		1	
+	3		6	
	6	1	8	2

How did you work this out? Talk about it with a partner.

Are there any more answers?

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Add More Than 4-Digits

1a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
●●	●●● ●●●	●●●	●●● ●●● ●	●●

+

10,000s	1,000s	100s	10s	1s
●	●●	●●● ●	●●● ●●● ●●	●●●

VF

1b. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
●●●	●	●●● ●●●	●●●	●●● ●●●

+

10,000s	1,000s	100s	10s	1s
●●	●● ●●	●●●	●●● ●●● ●●	●

VF

2a. True or false?

	10,000s	1,000s	100s	10s	1s
	●● ●●	●●● ●●	●●	●●	●●● ●●●
+	●	●●●	●	●●●	●
	5	8	3	5	7

VF

2b. True or false?

	10,000s	1,000s	100s	10s	1s
	●●	●	●●● ●●	●●	●●
+	●● ●	●●● ●	●●● ●●●	●	●●●
	5	6	2	3	5

VF

3a. Complete the bar models below.

A.

?	
7,363	4,434

B.

6,136	5,722
?	

VF

3b. Complete the bar models below.

A.

?	
9,644	3,352

B.

4,111	8,368
?	

VF

4a. Solve the addition calculations below.

i)

	10,000s	1,000s	100s	10s	1s
	●● ●	●● ●	●	●	●
+	●● ●	●	●● ●	●	●● ●●

ii)

	10,000s	1,000s	100s	10s	1s
	●● ●	● ●	● ●	●	●● ●
+	●● ●●	●● ●●	●	●● ●●	●

VF

4b. Solve the addition calculations below.

i)

	10,000s	1,000s	100s	10s	1s
	●● ●	●	● ●	●● ●●	● ●
+	●●	●● ●●	● ●	●● ●	●

ii)

	10,000s	1,000s	100s	10s	1s
	●●	●● ●●	●● ●	●	●● ●
+	●●	●● ●●	●	● ●	●● ●●

VF

Add More Than 4-Digits

5a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
●●●●	●●●	●●●	●●●●●	●●

+

10,000s	1,000s	100s	10s	1s
	●●●●●	●●●		●●●

VT

6a. True or false?

	6	5	2	1	8
		2	7	0	3
+	3	0	1	9	2
	8	8	1	1	3
		1	1	1	

VT

7a. Complete the bar models below.

A.

?	
41,234	15,801

B.

12,096	24,938	75,422
?		

VT

8a. Solve the addition calculations below.

i) 44,058 + 13,239 = _____

ii)

	5	9	0	6	1
		4	5	5	3
+		3	9	8	7

VT

Add More Than 4-Digits

5b. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
●●●●	●●●		●●●●●	●●●

+

10,000s	1,000s	100s	10s	1s
●●●●●	●●	●●●	●●●	●●●

VT

6b. True or false?

		3	7	4	9
	5	1	5	7	7
+	2	7	3	0	3
	8	2	8	2	9
	1	1	1	1	

VT

7b. Complete the bar models below.

A.

?		
32,347	2,346	47,035

B.

27,190	16,413
?	

VT

8b. Solve the addition calculations below.

i) 83,291 + 1,290 + 11,821 = _____

ii)

	2	9	1	6	8
+	1	3	7	0	4

VT

Add More Than 4-Digits

9a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
○○○ ○○○ ○○○ ○○	○○○ ○	○○○ ○○	○○○ ○○○ ○○	○○○ ○○○

+

10,000s	1,000s	100s	10s	1s
○○○ ○	○○○ ○○○ ○○○ ○○○	○○○ ○○○		○○○ ○○○

VT

9b. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
○○○ ○○○ ○○	○○○ ○○○ ○	○○	○○○ ○○○ ○○	

+

10,000s	1,000s	100s	10s	1s
○○○ ○○	○○○	○○○ ○○○ ○○○ ○○	○○○ ○○○ ○○○ ○○○	○○○ ○○

VT

10a. True or false?

$59{,}276 + 8{,}095 + 67{,}488 = 136{,}859$

VT

10b. True or false?

$7{,}738 + 90{,}843 + 54{,}137 = 152{,}918$

VT

11a. Complete the bar models below.

A.

?		
83,373	3,294	16,345

B.

32,507	28,596	4,384
?		

VT

11b. Complete the bar models below.

A.

?		
9,588	40,827	73,239

B.

72,485	8,596	69,609
?		

VT

12a. Solve the addition calculations below.

i) 8,008 + 41,299 = _____

ii)

	6	9	0	8	4
+		7	9	8	7

VT

12b. Solve the addition calculations below.

i) 36,783 + 4,035 + 16,808 = _____

ii)

	7	9	9	7	9
+	5	0	8	7	8

VT

WEDNESDAY GUIDED READING

QUESTIONS TO ANSWER

LESSON TWO
Why Climb Everest? *(pages 6–7)*

- Use the map on **page 6** to identify the position of Mount Everest. It sits on the border between two countries – which two countries?
- Mount Everest is situated in which **continent**?
- For how many years before Hillary and Tenzing's achievement had climbers been trying to reach the top of Mount Everest?
- How high is Mount Everest, according to 'recent measurements'?
- List at least two species of animal that you can see in the illustration. How do you think they would need to adapt to survive in harsh conditions on the mountain?
- Why can no animal or plant survive at the 'highest points' of the mountain?
- Why do any climbers need to 'battle for every step they take' on Everest? List two reasons.

THURSDAY 24/9/20

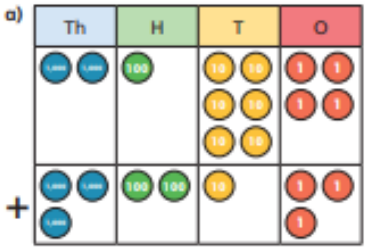
ADD WHOLE NUMBERS WITH MORE THAN 4 DIGITS

Add whole numbers with more than 4 digits (column method)

White Rose Maths

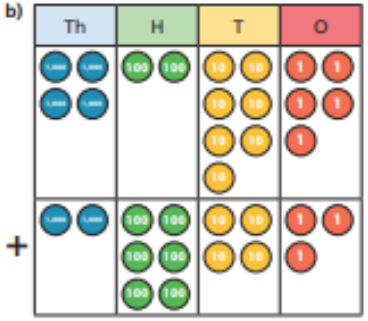
1 Complete the calculations.

a)



		2	1	6	4
+		3	2	1	3

b)



		4	2	7	5
+		2	6	4	3

2 Complete the column additions.

		7	4	3	5
+		2	4	5	6

		7	4	3	5
+		2	4	6	6

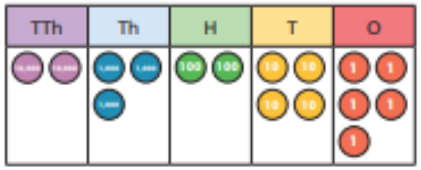
		7	4	3	5
+		2	5	6	6

		7	4	3	5
+		3	5	6	6

What do you notice about each addition?

What stays the same? What changes?

3 Complete the additions. Use the place value chart to help you.



a) 23,245 + 14,323 = ☐

b) 23,245 + 14,328 = ☐

c) 23,245 + 14,846 = ☐

d) ☐ + 23,245 = 35,490

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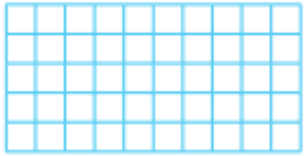
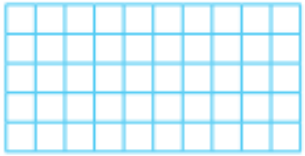
4 Use the column method to work out the additions.

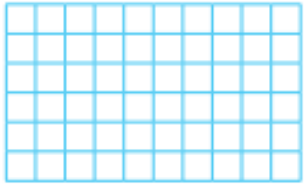
a) £36,000 + £19,420



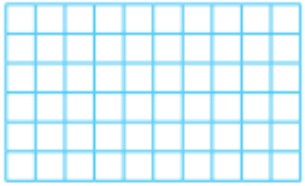
c) 843 cm + 15,611 cm



b) 40,720 g + 6,872 g



d) £17,320 + £6,009 + £34,871



5 The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

6 Complete the additions.

a)

			4		1		
	+	2		8		4	
		8	9	9	2	6	

b)

			4		9		
	+	2		8		4	
		8	9	9	2	6	

7 Complete the additions.

a) 735 + ☐ = 1,000

b) 1,026 + ☐ = 10,000

c) ☐ + 872 = 10,000

8 Mr Hall has written these additions on the board.

324,846 + 12,475

17,654 + 2,935

Dexter's workings

$$\begin{array}{r} 324846 \\ +\ 12475 \\ \hline 336211 \\ \scriptstyle 1\ 1\ 1 \end{array}$$

Eva's workings

$$\begin{array}{r} 17654 \\ +\ 2935 \\ \hline 47004 \\ \scriptstyle 1\ 1\ 1 \end{array}$$

Explain the mistakes that Dexter and Eva have made.

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Add More Than 4-Digits

1a. Gary and Jay are comparing their income.

	Earnings	Bonus
Gary	£17,429	£3,846
Jay	£18,283	£1,387

Gary: I earnt more because altogether I earnt above £20,000.

Jay: I must have had a larger income because my earnings were higher than yours.

Who is correct? Explain why.

Add More Than 4-Digits

1b. Jody and Lynette are comparing their income.

	Earnings	Bonus
Jody	£16,381	£1,453
Lynette	£15,392	£2,445

Jody: I only earnt £3 less pounds than you altogether.

Lynette: You must have earnt more money than me because your earnings were almost £1,000 more.

Who is correct? Explain why.

2a. Add the missing place value counters to make this addition correct.

	1,000s	100s	10s	1s
	●●● ●●● ●	●● ●●	●	●●● ●●
+		●●● ●●● ●●●	●●● ●●● ●●●	
1	2	1	9	8

2b. Add the missing place value counters to make this addition correct.

	10,000s	1,000s	100s	10s	1s
	●●	●●●	●●●		●●● ●●● ●●
+			●	●●	●●
	3	9	6	4	1

3a. Steph completes this sum incorrectly.

	1	8	4	9	1
+	1	3	7	2	4
	3	1	2	1	5
	1	1	1		

Explain the mistake she has made.

3b. Phil completes this sum incorrectly.

	2	2	2	9	6
+	2	7	3	8	7
	4	9	7	8	3
			2	1	

Explain the mistake he has made.

Add More Than 4-Digits

4a. Alan and Oscar are comparing their income.

	Earnings	Bonus
Alan	£28,568	£7,099
Oscar	£24,079	£9,865

Alan: I earnt more because £28,568 + £7,099 = £35,667.

Oscar: I earnt more money because my bonus was almost £3,000 more than yours.

Who is correct? Explain why.

4b. Susie and Emma are comparing their income.

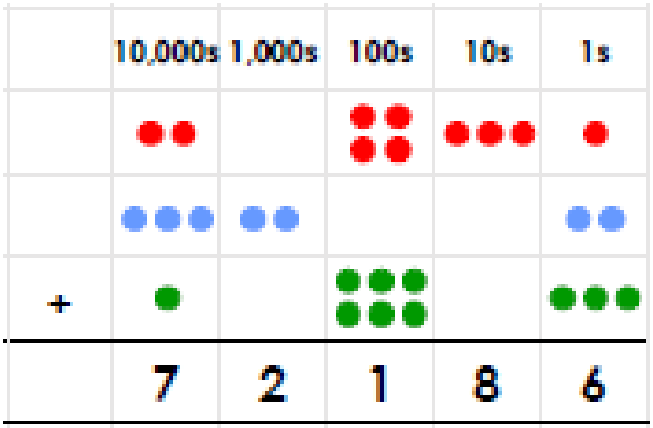
	Earnings	Bonus
Susie	£32,056	£5,099
Emma	£30,837	£10,865

Susie: You earnt less money altogether than me because my earnings were higher.

Emma: I earnt more money because my bonus was more than double the amount of yours.

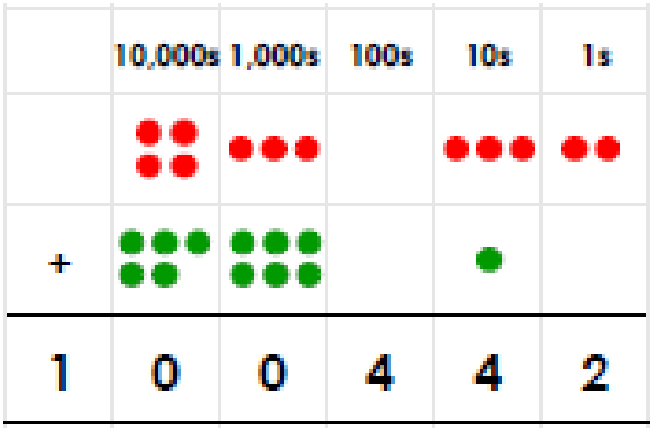
Who is correct? Explain why.

5a. Add the missing place value counters to make this addition correct.



	10,000s	1,000s	100s	10s	1s
	●●		●●	●●●	●
	●●●	●●			●●
+	●		●●●		●●●
	7	2	1	8	6

5b. Add the missing place value counters to make this addition correct.



	10,000s	1,000s	100s	10s	1s
	●●	●●●		●●●	●●
+	●●●	●●●		●	
	1	0	0	4	4	2

6a. Jaiden completes this sum incorrectly.

	6	3	2	1	8
		4	2	8	9
+	3	4	7	0	3
1	0	2	1	1	0
	1	1	1	2	

Explain the mistake he has made.

6b. Tilly completes this sum incorrectly.

	2	0	3	8	3
+	9	5	3	4	7
1	1	5	8	3	0
			2	1	

Explain the mistake she has made.

Add More Than 4-Digits

7a. Sandy and Gabby are comparing their income.

	Earnings	Bonus
Sandy	£75,308	£3,297
Gabby	£68,488	£9,869

Sandy: In total, I earnt £1,298 more than you.

Although my bonus was high, you still earnt £248 more than me altogether.

Gabby

Who is correct? Explain why.

Add More Than 4-Digits

7b. Mike and Danny are comparing their income.

	Earnings	Bonus
Mike	£68,394	£3,707
Danny	£52,980	£12,383

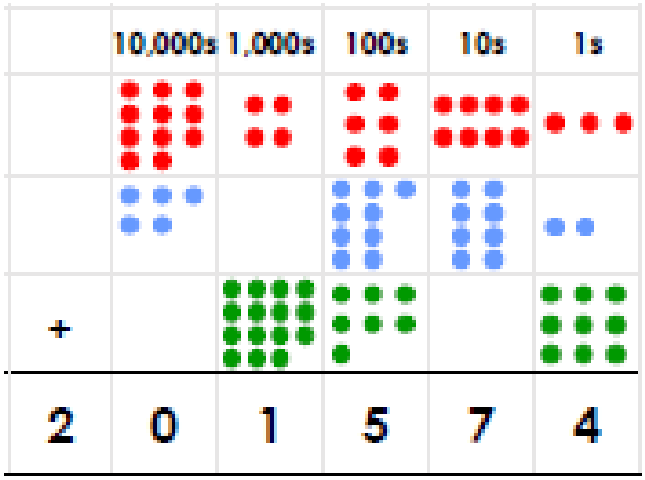
Mike: Even though your bonus was almost four times as much as mine, I earnt £6,738 more than you.

My total income equals £72,101.

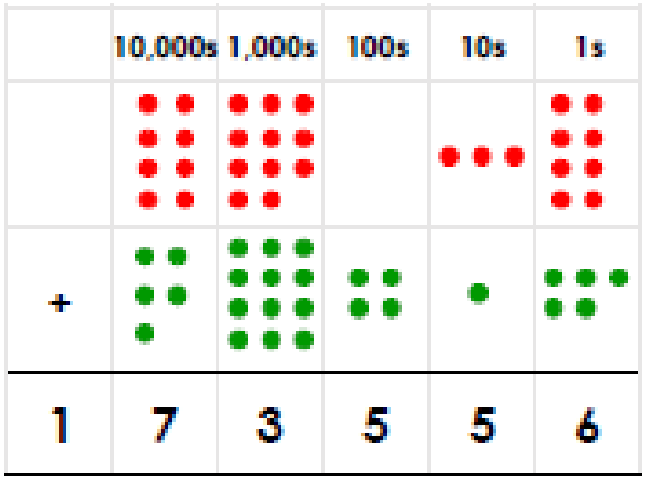
Danny

Who is correct? Explain why.

8a. Add the missing place value counters to make this addition correct.



8b. Add the missing place value counters to make this addition correct.



9a. Steve completes this sum incorrectly.

$$63,218 + 4,289 + 34,703 = 102,110$$

Explain the mistake he has made

9b. Giselle completes this sum incorrectly.

$$20,383 + 95,347 = 115,830$$

Explain the mistake she has made

THURSDAY GUIDED READING

WRITTEN TASK TO COMPLETE

ACTIVITY:

Create a Fact File for Everest. Where is it? What is it like? What is the climate? What species of animal live there?

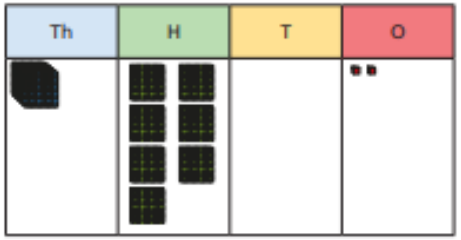
FRIDAY 25/9/20

SUBTRACT TWO 4-DIGIT NUMBERS – MORE THAN ONE EXCHANGE

Subtract two 4-digit numbers – more than one exchange

White Rose Maths

1 Kim has made a number using base 10



a) Subtract 8 from Kim's number.

b) Explain the method you used.

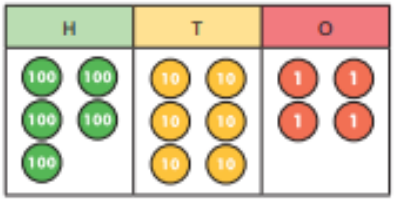
c) Subtract 20 from Kim's number.

d) Subtract 900 from Kim's number.

e) Complete the subtractions.

1,702 – 28 = ☐ 1,702 – 928 = ☐

2 Use the place value chart to complete the subtractions.



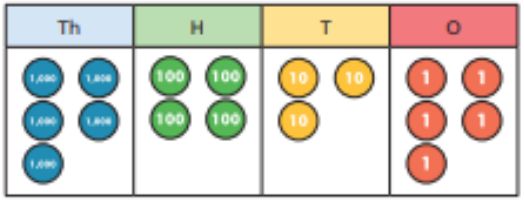
a) 564 – 354 = ☐ **c)** 564 – 365 = ☐

b) 564 – 355 = ☐

Look at your calculations in parts a), b) and c).

What is the same? What is different?

3 Use the place value chart to complete the subtractions.



a) 5,435 – 2,036 = ☐

b) 5,436 – 2,036 = ☐

c) 5,437 – 2,036 = ☐

Look at your calculations in parts a), b) and c).

What is the same? What is different?

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4 Complete the calculations.

a)

	Th	H	T	O
	7	3	2	5
–	2	4	0	6

b)

	Th	H	T	O
	5	6	3	4
–	2	7	4	5

c)

	Th	H	T	O
	7	1	0	2
–		3	9	8

d)

	Th	H	T	O
	5	0	0	0
–	1	7	3	3

5 A jug contains 1,500 ml of juice.

The juice is poured into 2 glasses.

Each glass holds 258 ml of juice.

How much juice is left in the jug?

6 Work out the missing digits.

a)

	Th	H	T	O
	7			4
–	1	2	3	
		9	5	8

b)

	Th	H	T	O
	4	0		3
–			3	8
		8	4	

7 Arrange all the digit cards to make a possible subtraction for each description.

0	1	2	3	4	5	6	7

a) There are two exchanges.
The answer is
less than 2,000

b) There are two exchanges.
The answer is
greater than 4,000

c) There are three exchanges.

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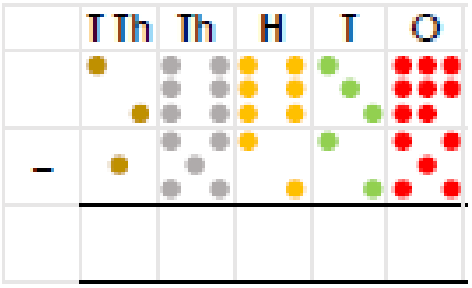
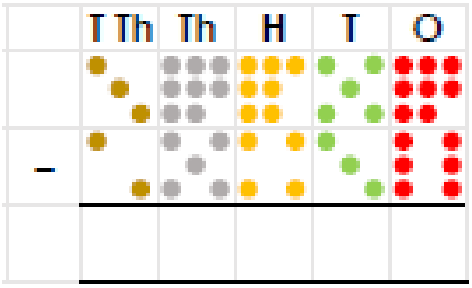
Subtract More than 4 Digits

1a. Calculate the missing answer.

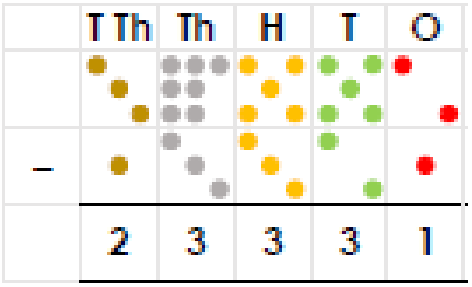


Subtract More than 4 Digits

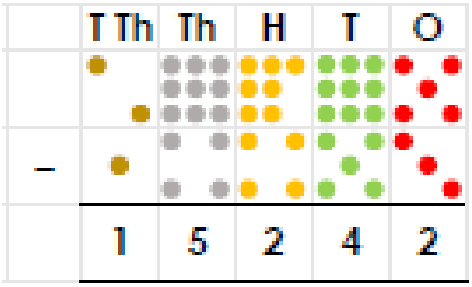
1b. Calculate the missing answer.



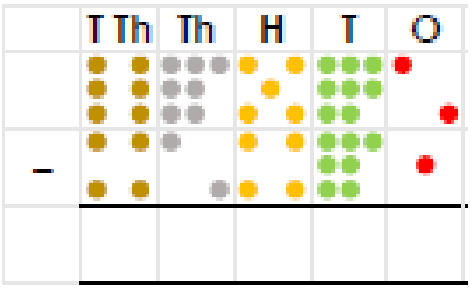
2a. True or false?



2b. True or false?

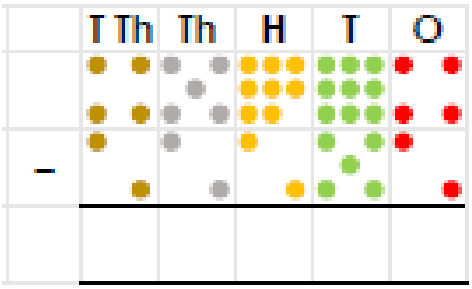


3a. Use <, > or = symbols to complete the subtraction.



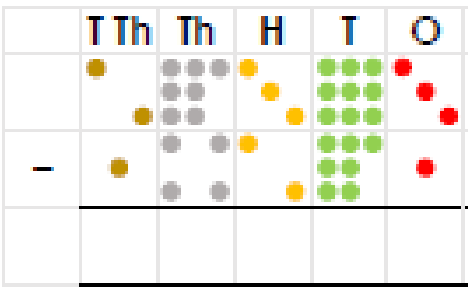
67,582 – 42,471 ☐ 25,112

3b. Use <, > or = symbols to complete the subtraction.



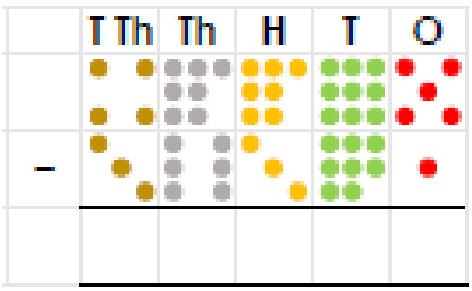
45,894 – 22,252 ☐ 23,642

4a. Circle the correct answer for the subtraction.



A. 13,212 B. 13,124 C. 13,122

4b. Circle the correct answer for the subtraction.



A. 11,424 B. 11,414 C. 11,434

Subtract More than 4 Digits

5a. Calculate the missing answer.

	3	8	1	6	4
−	1	7	4	0	8

Subtract More than 4 Digits

5b. Calculate the missing answer.

	4	6	0	8	1
−	2	9	3	5	7

6a. True or false?

	9	4	1	7	3
−	1	8	2	6	5
	8	5	9	0	8

6b. True or false?

	5	2	1	0	9
−	2	9	7	2	1
	7	2	6	2	8

7a. Use <, > or = symbols to complete the subtraction.

	5	1	6	0	5
−	1	9	1	7	4

51,605 – 19,174 ☐ 32,431

7b. Use <, > or = symbols to complete the subtraction.

	6	5	0	1	4
−	3	5	2	9	5

65,014 – 35,295 ☐ 29,720

8a. Circle the correct answer for the subtraction.

	7	2	0	9	9
−	2	1	2	6	5

A. 50,835 B. 51,834 C. 50,834

8b. Circle the correct answer for the subtraction.

	5	0	8	0	5
−	2	5	7	2	1

A. 24,084 B. 25,084 C. 25,094

Subtract More than 4 Digits

9a. Calculate the missing answer.

89,006 – 71,592 =

10a. True or false?

9 ten thousands and 70 tens subtract fifty-nine thousand, 20 tens and 8 ones equals forty thousand, four hundred and ninety-two

11a. Use <, > or = symbols to complete the subtraction.

7 ten thousands and 18 ones subtract forty-four thousand, 62 tens and 1 one equals...

70,018 – 44,621 ☐ 25,396

12a. Circle the correct answer for the subtraction.

40,709 – 39,784 =

A. 92 tens and 6 ones

B. nine hundred and twenty-five ones

C. nine hundred and twenty-five tens

Subtract More than 4 Digits

9b. Calculate the missing answer.

86,001 – 59,357 =

10b. True or false?

4 ten thousands and 7 ones subtract 2 ten thousands, 48 hundreds and 9 ones equals nineteen thousand, five hundred and eight

11b. Use <, > or = symbols to complete the subtraction.

5,000 tens and eight subtract 19 thousands, 99 tens and 9 ones equals...

50,008 – 19,999 ☐ 30,090

12b. Circle the correct answer for the subtraction.

98,042 – 83,009 =

A. 15 thousands and 1 one

B. 150 hundreds, 33 tens and 3 ones

C. 15 thousands and 33 ones

BRIDGE CHALLENGE

The challenge

We are challenging you to build a bridge that has a span of 30cm wide and a minimum of 15cm high in the centre, that is able to hold 500g – e.g. a bag of sugar or rice – for 10 seconds without collapsing.

What you will need:

Get together some things that you can use to build it before you start. There are no rules for this - you can do this just with things you have around your home. Some examples of things you might use are:

- Straws
- Blutack/playdough
- Rubber bands
- String/wool
- Paper/newspaper/old magazines
- Egg cartons/cardboard tubes
- Scissors
- Sellotape/glue
- Card/cereal boxes/packaging

Remember: these can all be (clean) items from the recycling rubbish. Be inventive and resourceful. All great designers have a budget to work to and need to make their bridges cost-effective. What better way than to use only recycled items.

Things to think about before you start:

- Think about the types of bridge you have seen. The different types of bridge (beam, arch, truss etc) are called its 'form'. You can see more about these below. Which form of bridge are you going to build?
- Your bridge will need to be strong enough to hold 500g. How will you make your bridge strong enough? In the past, bridges were often made of stone or timber, but modern bridges are commonly made of materials like concrete and steel, which are heavy but very strong.

Did You Know? (Yes, you do actually, as we have done this in class ☺)

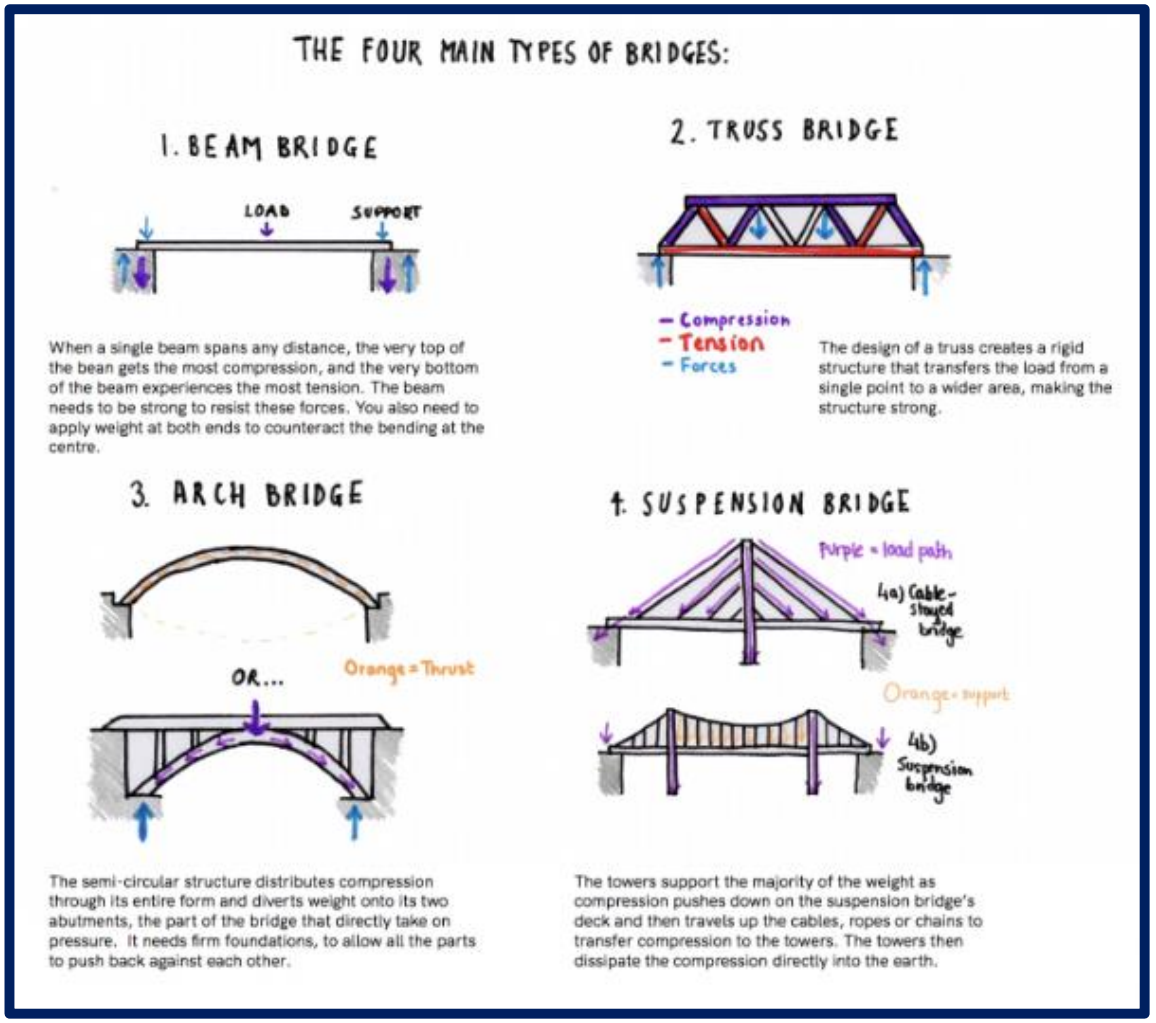
Did you know that some shapes are better at absorbing loads than others? For example, triangles are particularly strong because they create a very rigid structure that spreads the load from a single point to a wider area. Think about what shapes you could use in your bridge. Remember our lesson about elephants sitting on shapes and what would happen?

Information to remind you and to help you with your design

There are four main types of bridges:

1. Beam bridges are made of horizontal beams supported by piers at each end.
2. Truss bridges are a combination of triangles.
3. Arch bridges are made up of arches supporting the bridge and are naturally strong.
4. Suspension bridges are long bridges, such as the Golden Gate Bridge.

Two key types of forces involved in building any structure are tension and compression. A tension force is one that pulls materials apart (like two teams pulling a rope during a game of tug-of-war). A compression force is one that squeezes material together (like pushing down a spring and making it shorter). Each type of bridge deals with the important forces of tension and compression. Remember the information on the website: http://www.pbs.org/wgbh/buildingbig/lab/forces.html



Evidence!!

We would like you to take a photo of your finished design before testing; during the test; and shortly after the test to see what state your bridge is in. Please ask an adult to help you with this. You will need to ask the adult to send your bridge photos by email to enquiries@cranwell.lincs.sch.uk with your teacher's name in the subject of the email. You will also need to ensure your name is clear too! Alternatively, you could save it to a memory stick and bring that instead so we can see your wonderful hard work.

Good Luck everyone, we are really looking forward to seeing your wonderful designs - Mrs Birchenall

ANSWERS

TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET – TOP SECRET

ROMAN NUMERALS 21/9/20

Question 1

10	20	30	40	50	60	70	80	90	100
X	XX	XXX	XL	L	LX	LXX	LXXX	XC	C

100	200	300	400	500	600	700	800	900	1,000
C	CC	CCC	CD	D	DC	DCC	DCCC	CM	M

Question 2

2012

Question 3

a) 554 → 500 (D), 50 (L), 4 (IV) → DLIV

b) 752 → 700 (DCC), 50 (L), 2 (II) → DCCLII

c) 438 → 400 (CD), 30 (XXX), 8 (VIII) → CDXXXVIII

d) 333 → 300 (CCC), 30 (XXX), 3 (III) → CCCXXXIII

Question 4

a) Amir
b) Dora has written VC directly from 'five hundred', i.e. V = 5 and C = 100
However, five hundred has its own Roman numeral, D

Question 6

Numerals	Words	Roman numerals
52	fifty-two	LII
635	six hundred and thirty-five	DCXXXV
991	nine hundred and ninety-one	CMXCI
407	four hundred and seven	CDVII
839	eight hundred and thirty-nine	DCCCXXXIX

Question 6

XXVII + III	CDLXX
D – XXX	DC
M ÷ D	CCCL
DCCC – CC	XXX
L × VII	II

Question 7

a) XV, XXV, XXXV, XL
b) CC, CCCL, CD, CDL
c) XL, L, LXX, LXXX
d) VI, XII, XXI, XIV

Question 8

a) May
b) 1986
c) date the question is used in Roman numerals

Varied Fluency
Roman Numerals

Developing

1a. a) XI, XIII
b) XXXV, XXXVII
c) LXI; LXIII
2a. XV, XIX, XXXI, L
3a. >, <, =
4a. MMI

Expected

5a. a) CIV, CVI
b) CCLIV, CCLVI
c) DXXV, DXXVII
6a. CXCIX, CCCXC, DC, CMI
7a. >, =, <
8a. MLXVI

Greater Depth

9a. a) CCXXII, CCXXVI
b) CDXL, CDL
c) DCLX, DCLXXX
10a. CMXCI, DCCXC, DCXIV, DXCVIII
11a. <, <, <
12a. 1819

Varied Fluency
Roman Numerals

Developing

1b. a) XLVI, XLVIII
b) LXVII, LXIX
c) XCIII, XCV
2b. XLVII, LXVII, XCI, C
3b. =, >, <
4b. DLXX

Expected

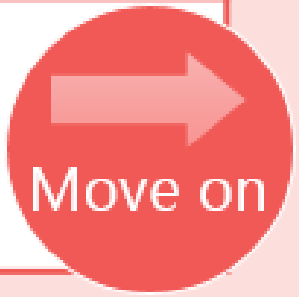
5b. a) CCCL, CCCLII
b) CDVIII, CDX
c) DCXIV, DCXVI
6b. CXLII, CCLXXX, CCCXL, DCCXII
7b. <, <, <
8b. MCDLV

Greater Depth

9b. a) CCC, CCCVI
b) CML, CMLXX
c) CDXIV, DCXIV
10b. CMXC, DCXXV, DCV, DLXIII
11b. >, <, =
12b. 1564

Where would you include the information? Answers

1. Introduction • One of England's most successful footballers	**4. Achievements** • Signed for Arsenal in 2013 • Became footballer of the year in 2014
2. Early life • Born on 18 September 1992 • Broke his leg when he was 10 • Attended Clark Primary school • Captain of the U15team • His mum is called Tara • Passed four GCSEs	**5. Personal life and interests** • Enjoys golf in his spare time • A second sporting career would be golf
3. Early career • Joined Torquay United in 2008 • Youngest player to play for England	**6. Conclusion** • He continues to enjoy playing for Arsenal



Year 5
Place Value Assessment

White Rose Maths

Answers

1 What number is represented below?

10,000s	1,000s	100s	10s	1s
10000	1000 1000 1000 1000 1000	100 100 100 100 100 100 100 100 100	10	1 1 1 1 1

16,915

1 mark

Georgia says that the number is multiple of 5
Is Georgia correct? Explain your answer.

Yes she is correct because the number has a multiple of 5 in its 1s place.
Yes because it is in the 5 times table.

1 mark

2 Complete the missing numbers.

47,603 = 40,000 + 7,000 + 600 + 3

50,374 = 50,000 + 300 + 70 + 4

80,000 + 7,000 + 1,300 = 88,300

3 marks

3 In a game, people have some play money to buy houses.
Each person starts with the following play money.

£100,000	£10,000	£1,000
£100,000	£10,000	£1,000
£100,000	£10,000	
£100,000	£10,000	
	£10,000	

How much money do they each start with?

£ 452,000

1 mark

4 Circle **all** the numbers that round to 4,750 to the nearest 10

4,752 748 4,748 4,745 4,755

1 mark

5 What is the missing number?

305,700		
300,000	?	700

5,000

1 mark

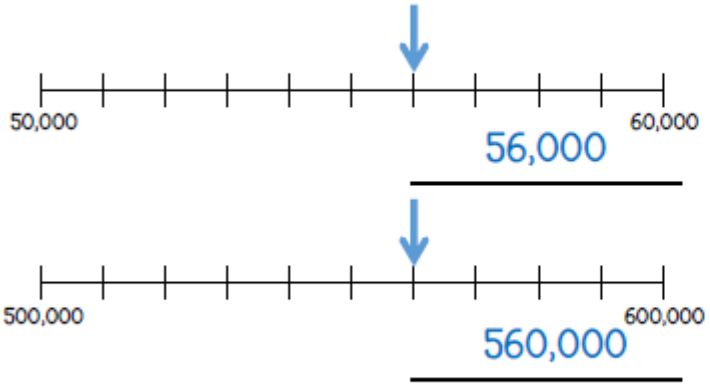
6 Which is the greater number? Explain your answer.

XCIX CX

XCIX is 99 and CX is 110. Explanation needed for the mark.

1 mark

7 What numbers are shown by the arrows?



1 mark

1 mark

8 Complete the following using <, > or =

12,900 > 2,980

57,000 < 570,000

999,999 < 1 million

3 marks

9 Arrange the digit cards to make an **odd** number between 70,000 and 100,000

1	4	6	8	9

Range of possible answers. All will be begin with 8 or 9.

1 mark

Round your number to the nearest 1,000

1 mark

Round your number to the nearest 10,000

1 mark

10 Complete the missing numbers.

19	10,019	20,019	30,019	40,019	50,019

1 mark

11 Put the following weights is order starting with the smallest.

A 700,000 kg

B 87,000 kg

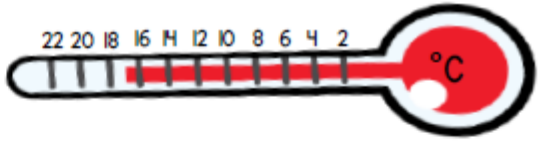
C Ninety-four thousand kg

D 399,458 kg

B (smallest) C D A

1 mark

12 The thermometer shows the temperature in London in May.



In January the temperature was 20 degrees colder.
What was the temperature in London in January?

-3 °C

1 mark

Circle how confident you feel with place value.

1 2 3 4 5

1 Not confident

5 Very confident

WEDNESDAY 23/9/20

Question	Answer
1	
2	a) Nijah has written the sum for the ones column in the tens and ones columns, and has put the sum of the tens column into the hundreds column. b) Nijah has not lined the digits up correctly.
3	a) 8204 b) 7023 c) 6310 d) 2045

Question	Answer
4	No exchange needed: 1,312 + 2,527 One exchange: 3,044 + 2,372; 17 + 953 More than one exchange: 712 + 394; 1,995 + 712; 2,350 + 3,760
5	a) 5,725 b) No, he has 7,620 points.
6	a) 6925 b) 4268 c) multiple possible answers, e.g.: 6182; 6182 The two digits in the hundreds columns must sum to 11, and the two digits in the ones column must sum to 12

Varied Fluency
Add More Than 4-Digits

Developing

1a. 26,472 + 12,484 = 38,956

2a. True

3a. A = 11,797 B = 11,858

4a. i) 64,435 ii) 76,355

Expected

5a. 43,582 + 7,403 = 50,985

6a. False as 65,218 + 2,703 + 30,192 = 98,113.

7a. A = 57,035 B = 112,456

8a. i) 57,297 ii) 67,601

Greater Depth

9a. 114,586 + 52,609 = 167,195

10a. False as 59,276 + 8,095 + 67,488 = 134,859.

11a. A = 103,012 B = 65,487

12a. i) 49,307 ii) 77,071

Varied Fluency
Add More Than 4-Digits

Developing

1b. 31,738 + 24,381 = 56,119

2b. False as 21,522 + 34,613 = 56,135.

3b. A = 12,996 B = 12,479

4b. i) 55,473 ii) 48,437

Expected

5b. 54,098 + 92,356 = 146,454

6b. True

7b. A = 81,728 B = 43,603

8b. i) 96,402 ii) 42,872

Greater Depth

9b. 87,280 + 54,226 = 141,506

10b. False as 7,738 + 90,843 + 54,137 = 152,718.

11b. A = 123,654 B = 150,690

12b. i) 57,626 ii) 130,857

THURSDAY 24/9/20

Question	Answer
1	a) $\begin{array}{r} 2164 \\ +\ 3213 \\ \hline 5377 \end{array}$ b) $\begin{array}{r} 4275 \\ +\ 2643 \\ \hline 6918 \\ {\scriptstyle 1\ \ \ \ } \end{array}$
2	$\begin{array}{r} 7435 \\ +\ 2456 \\ \hline 9891 \\ {\scriptstyle \ \ \ 1} \end{array}$ $\begin{array}{r} 7435 \\ +\ 2466 \\ \hline 9901 \\ {\scriptstyle \ \ \ 1\ 1} \end{array}$ $\begin{array}{r} 7435 \\ +\ 2566 \\ \hline 10001 \\ {\scriptstyle \ \ \ 1\ 1} \end{array}$ $\begin{array}{r} 7435 \\ +\ 3566 \\ \hline 11001 \\ {\scriptstyle \ \ \ 1\ 1\ 1} \end{array}$ Each addition involves at least one exchange. The last digit stays the same. The number of exchanges is different.
3	a) 37,568 b) 37,573 c) 38,091 d) 12,245
4	a) $\begin{array}{r} £36000 \\ +\ £19420 \\ \hline £55420 \\ {\scriptstyle \ \ \ 1\ \ \ \ } \end{array}$ c) $\begin{array}{r} 843\ \text{cm} \\ +\ 1561\ \text{cm} \\ \hline 1654\ \text{cm} \\ {\scriptstyle \ \ \ 1\ \ \ \ } \end{array}$ b) $\begin{array}{r} 4072\text{0 g} \\ +\ \ 6872\text{ g} \\ \hline 4759\text{2 g} \\ {\scriptstyle \ \ \ 1\ \ \ \ } \end{array}$ d) $\begin{array}{r} £17320 \\ +\ £\ \ 6009 \\ \hline £34871 \\ £58200 \\ {\scriptstyle \ \ \ 1\ 1\ 1\ 1} \end{array}$
5	match 3

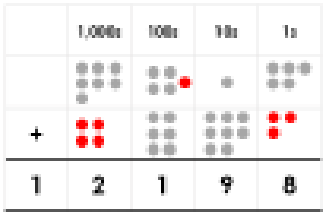
Question	Answer
6	a) $\begin{array}{r} 6411\ 2 \\ +\ 2581\ 4 \\ \hline 8992\ 6 \end{array}$ b) $\begin{array}{r} 6409\ 2 \\ +\ 2583\ 4 \\ \hline 8992\ 6 \end{array}$
7	a) 265 b) 8,974 c) 9,128
8	Dexter has not added the 1 digit that has been exchanged from the previous column. Eva has not lined up the digits correctly.

Reasoning and Problem Solving
Add More Than 4-Digits

Developing

1a. Gary is correct because his total income was £21,275 which is greater than £20,000. Jay's income was £19,670.

2a. Various answers, for example:

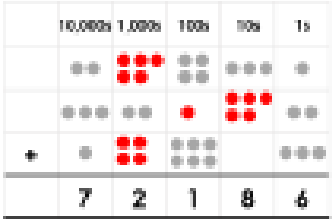


3a. Steph's answer should be 32,215. She has forgotten to exchange the ten hundreds into the thousands column.

Expected

4a. Alan is correct because £28,568 + £7,099 = £35,667 which is greater than Oscar's total of £33,944.

5a. Various answers, for example:

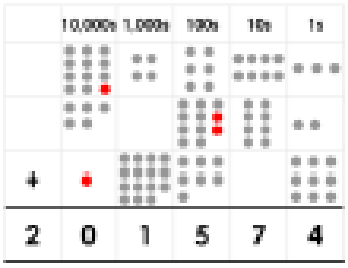


6a. Jaiden's answer should be 102,210. He has forgotten to add the one hundred that he has exchanged from the tens column.

Greater Depth

7a. Gabby is correct because her total was £78,357. Sandy's income was £78,605 which is £248 higher than Gabby's.

8a. Various answers, for example:



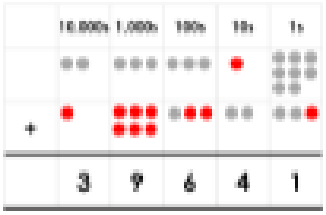
9a. Steve's answer should be 102,210. He has added the digits in the hundreds column up incorrectly.

Reasoning and Problem Solving
Add More Than 4-Digits

Developing

1b. Jody is correct because her total income was £17,834 which is £3 less than Lynette's income of £17,837.

2b. Various answers, for example:

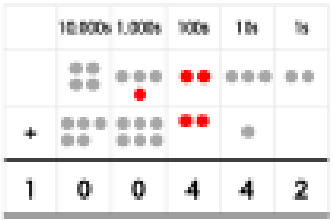


3b. Phil's answer should be 49,683. In the hundreds column, he has exchanged twenty tens (200) instead of ten tens (100).

Expected

4b. Emma is correct because £30,837 + £10,865 = £41,702 which is greater than Susie's total of £37,155.

5b. Various answers, for example:

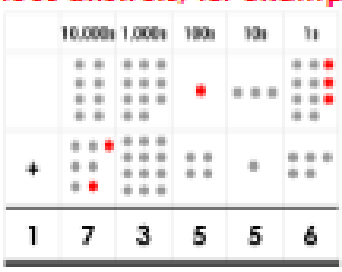


6b. Tilly's answer should be 115,730. In the hundreds column, she has exchanged twenty tens (200) instead of ten tens (100).

Greater Depth

7b. Mike is correct because £65,363 + £6738 = £72,101 which is Mike's total income. Danny's income was £65,363.

8b. Various answers, for example:



9b. Giselle's answer should be 115,730. In the hundreds column, she has exchanged twenty tens (200) instead of ten tens (100).

FRIDAY 25/9/20

1	a) 1,694 b) 1 hundred was exchanged for 10 tens, and one of the tens was then exchanged for 10 ones. c) 1,682 d) 802 e) 1,702 – 28 = **1,674** 1,702 – 928 = **774**
2	a) 210 b) 209 c) 199 All the numbers are subtracted from 564. In part a) no exchanges were made. In part b) one exchange was made. In part c) two exchanges were made.
3	a) 3,399 b) 3,400 c) 3,401 2,036 is subtracted from all the numbers. In part a) 2 exchanges were made. In parts b) and c) no exchanges were made.
4	a) Th H T O 5 13 12 15 – 2 4 0 6 4 9 1 9 b) Th H T O 4 8 8 14 – 2 7 4 5 2 8 8 9 c) Th H T O 6 9 10 12 – 3 9 8 6 7 0 4 d) Th H T O 4 9 10 10 – 1 7 3 3 3 2 6 7
5	984 ml

Question	Answer
6	a) Th H T O 7 1 9 4 – 1 2 3 6 5 9 5 8 b) Th H T O 4 0 8 3 – 2 3 8 3 8 4 5
7	multiple possible answers, e.g.: a) 2,353 – 1,064 b) 7,640 – 2,351 c) 7,420 – 6,531

Varied Fluency
Subtract More than 4 Digits

Developing

1a. 11,413

2a. False. The correct answer is 24,231.

3a. The answer is 25,111, so 67,582 – 42,471 < 25,112.

4a. C. 13,122

Expected

5a. 20,756

6a. False. The correct answer is 75,908.

7a. The answer is 32,431, so 51,605 – 19,174 = 32,431.

8a. C. 50,834

Greater Depth

9a. 17,414

10a. False. The correct answer is 31,492.

11a. The answer is 25,397, so 70,018 – 44,621 > 25,396.

12a. B. nine hundred and twenty-five ones

Varied Fluency
Subtract More than 4 Digits

Developing

1b. 13,322

2b. False. The correct answer is 15,342.

3b. The answer is 23,642, so 45,894 – 22,252 = 23,642.

4b. B. 11,414

Expected

5b. 16,724

6b. False. The correct answer is 22,388.

7b. The answer is 29,719, so 65,014 – 35,295 < 29,720.

8b. B. 25,084

Greater Depth

9b. 26,644

10b. False. The correct answer is 15,198.

11b. The answer is 30,009, so 50,008 – 19,999 < 30,090.

12b. C. 15 thousands and 33 ones