

**Week beginning: Monday 18<sup>th</sup> May 2020**

### Weekly Checklist

Try to tick off as many of these activities as you can each week as part of your home learning.

#### Reading

Aim for 20-30 minutes per day

- Mon
- Tues
- Wed
- Thurs
- Fri

#### Maths

Daily 6 and Problem of the Day

- Mon
- Tues
- Wed
- Thurs
- Fri

Daily Sumdog and TT Rockstars practice

- Mon
- Tues
- Wed
- Thurs
- Fri

#### St. William's Family Challenge

Have a go at the challenge on our website.

#### Writing

Daily *Love that Dog* task

- Mon
- Tues
- Wed
- Thurs
- Fri

#### Online Pobble Task

Visit [www.pobble365.com](http://www.pobble365.com) and complete a writing task for the image that's shown. Try to do at least three tasks over the week:

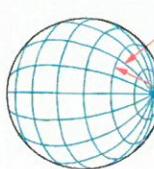
- Answer the "Question time" questions.
- Draw the "Perfect picture" task.

- Use the "Story Starter" to write a story.
- Have a go at the "Sentence challenge".
- Correct the "Sick sentences".

### Project review - The Earth

Draw a circle to represent our world. See if you can draw in where the Equator would be.

Can you add the Tropics of Cancer and Capricorn plus other lines of latitude like the Arctic and Antarctic Circles? Can you remember where lines of longitude go? You could label this **Earth sheet**. Use an atlas or click [here](#) and [here](#) to help you.



### Spellings - Homophones

Homophones are 2 or more words that sound the same but can have different meanings or spelling.

**advice advise  
device devise  
farther father  
guessed guest  
heard herd**



Write questions with half of your spelling words. Then use the other half to answer the questions.

Underline the words you used.

Find out about the Prime Meridian and Greenwich [here](#).

### Science: Materials Review

In the autumn term, we learned about changing materials. Some changes are reversible and some are irreversible. What can you remember? Can you answer these questions using the links below?



- 1) What do the words reversible and irreversible mean?
- 2) Try to draw and label the Water Cycle.
- 3) Name 3 changes that are reversible.
- 4) Name 3 changes that are irreversible.
- 5) What sort of change is dissolving?



### Creative Task: Rainforests

Can you remember when we found out about life in a rainforest? We learnt about the different types of layers, trees, plants and animal species that you could find there.

Want to do more? Need to look up some answers? Try this link: [changes](#) There are many video class clips here too: [BBC](#) If your parents allow you, you could try mixing vinegar and bicarbonate of soda, or cornflour and water, or try making some cakes.



Can you create a picture using different materials, draw a scene from a rainforest or make a collage of an animal or plant? You could even use the paint tool on Purple Mash. Take a picture and post it on our blog.



### The Earth – Longitude and Latitude

Can you label the following things: Northern Hemisphere, Southern Hemisphere, lines of latitude and lines of longitude, the Equator, Tropic of Capricorn, Tropic of Cancer, the Arctic Circle, the Antarctic Circle and the Prime Meridian?





If you are uncertain who to write your letter to you could choose from the authors/illustrators we have explored together this year:

- 3) We are going to write a letter to the poet, illustrator or author who inspires you. Use these questions with someone at home.
- o Think about why this person inspires you. Do their stories/poems/illustrations make you laugh? Do they write/draw about topics that interest you? Do you aspire to be like them when you are older? You could write notes or discuss these questions with someone at home.
  - 2) Who is your writing hero? Do you have a favourite author, illustrator or poet?
    - o Put yourself in Jack's shoes. How would he be feeling? Would he be excited? Do you think he would give up hope? Share your thoughts on these questions with someone at home.
    - 1) Listen to Mrs Mason read April 9<sup>th</sup>, April 12<sup>th</sup>, April 17<sup>th</sup>, April 20<sup>th</sup>, April 24<sup>th</sup> and April 26<sup>th</sup>. Jack's teacher has encouraged him to write to Walter Dean Myers to invite him to school. Jack then comes to the realisation that the poet might take a long time to reply!

We have prepared an optional resource to use today. You do not have to use this but it will be posted on the blog or available in paper copy from school for you to use if you would like to.

Today you will need the 'Prompt Questions' sheet and your copy of Love that Dog.

Tuesday 19.05.20

- o If you haven't been keeping track as we have been reading, you will have 16 other poems to fill in (November 9<sup>th</sup> – March 7<sup>th</sup>).
  - o If you would rather only plot today's poems that is fine too!
  - o Complete the statement: Jack's attitude to poetry was...but now...
  - o Read the 'Walter Dean Myers' sheet and then choose one of the tasks below.
  - o Choose 5 fascinating facts about Walter Dean Myers. You could highlight them, write them in a list or perhaps present them in a creative way.
  - o Answer the questions at the bottom of the 'Walter Dean Myers' sheet using the text to help you find the evidence.
- 3) On April 4<sup>th</sup>, Jack asks if Walter Dean Myers is a live person. We are going to find out more about the poet.

- You will also need your 'Jack's Attitude Graph' which we used in week 1 of this book.
- Today you will need the 'Walter Dean Myers' sheet and your copy of Love that Dog.

Mondays 18.05.20



- Tuesday 21.05.20**
- Today you will need the *'Love That...'* sheet and your copy of *'Love that Dog'*.
- 1) Listen to Mrs Mason read May 21<sup>st</sup>, May 28<sup>th</sup>, May 29<sup>th</sup>, June 1<sup>st</sup> and June 6<sup>th</sup>. You may choose to read these poems yourself if you would prefer to.
- 2) Listen to Mrs Mason read May 21<sup>st</sup>, May 28<sup>th</sup>, May 14<sup>th</sup> and May 17<sup>th</sup>. Remember, you could read these words for you to practise typing.
- Jack is quite a sad poem. Jack has finally opened up about his dog and the terrible thing that happened. Take some time to reflect on this poem.
  - May 14<sup>th</sup> is quite a sad poem. Jack is feeling and how other people would feel if they read his poem.
  - Think about how Jack is feeling and how other people would feel if they read his poem.
  - What would Jack's classmates say to him? Use the 'Classmates Comments' sheet to write down some of the things the children in his class would say to comfort him.
  - Jack is getting excited about Walter Dean Myers visiting his school. He then explodes with excitement on the day he arrives and is so inspired that he writes another letter to the poet.
  - Can you see how Sharon Creech (the author/poet of the book) has completely altered Jack's opinion about poetry? At the beginning of the book, he was incredibly disengaged and did not care for poems at all. Now, he is inspired and excited.
  - Some of you may have felt similar feelings to Jack at the beginning of this book. What did you think of the book? How do you feel now in comparison to at the start? Talk to someone at home about your feelings, thoughts and questions about *'Love That Dog'*.
- 2) The book concludes with Jack's own poem written in the style of Walter Dean Myers' *'Love That Boy'*. We are going to imitate his style and write our own *'Love That...'* poem.
- You should decide on a subject for your poem – it could be an animal, an object or a place.
  - Use the *'Love That...'* sheet to write your version of the poem.
  - You may choose to write more than one poem if you wish.

- Wednesday 20.05.20**
- Today you will need the *'Classmates Comments'* sheet and your copy of *'Love that Dog'*.
- If you do not have access to a device or Purple Mash, you will need a paper copy of the *'Computer Keyboard'* sheet.
- 1) Listen to Mrs Mason read May 2<sup>nd</sup>, May 7<sup>th</sup> and May 8<sup>th</sup> or read them yourself.
- 2) Now listen to Mrs Mason read May 14<sup>th</sup>, May 15<sup>th</sup> and May 17<sup>th</sup>. Remember, you could read these words for you to practise typing.
- Jack is excited to learn a new skill. Notice he is becoming more and more willing to engage with poetry. If he can type up his own poems, who knows how much more positive he will become.
  - How are you typing skills? Use the Purple Mash 2Type programme or BBC Dance Mat Typing to practise. There will be links to these posted on the blog.
  - Alternatively, use the Computer Keyboard sheet and ask someone to call out different words for you to practise typing.
  - Dance Mat Typing to practise. There will be links to these posted on the blog.
  - May 14<sup>th</sup> is quite a sad poem. Jack has finally opened up about his dog and the terrible thing that happened. Take some time to reflect on this poem.
  - Think about how Jack is feeling and how other people would feel if they read his poem.
  - What would Jack's classmates say to him? Use the 'Classmates Comments' sheet to write down some of the things the children in his class would say to comfort him.
  - Jack is getting excited about Walter Dean Myers visiting his school. He then explodes with excitement on the day he arrives and is so inspired that he writes another letter to the poet.
  - Can you see how Sharon Creech (the author/poet of the book) has completely altered Jack's opinion about poetry? At the beginning of the book, he was incredibly disengaged and did not care for poems at all. Now, he is inspired and excited.
  - Some of you may have felt similar feelings to Jack at the beginning of this book. What did you think of the book? How do you feel now in comparison to at the start? Talk to someone at home about your feelings, thoughts and questions about *'Love That Dog'*.

**Thursday 21.05.20**

Today you will need the *'Classmates Comments'* sheet and your copy of *'Love that Dog'*.

Levi Pinfold (*Illustrator - The Song from Somewhere Else*)

A.F. Harrold (*The Song from Barnaby Brocket*)

John Burne (*The Terrible Thing that Happened to Barnaby Brocket*)

Michele Paver (*Wolf Brother*)



Optional Task: We hope you have enjoyed Love That Dog by Sharon Creech. Today there will be a post called Our Thoughts on Love That Dog, pinned to the top of the blog. If you have a favourite part? Was there something you did not like about the book? Is there something that you are left wondering about? Remember to express your view politely!

- 3) Once you have completed your choice of task, try to email what you have done to the teachers or post it to the blog yourself if you can. We can then all celebrate the Year 5 Poetry Slam, together.
- 4) Think about how you will use your voice to show meaning, how you stand/move when you're reading your poem or if you need any props/costume. You could record yourself performing your poem (video or just voice). You wish to, decorate it and make it beautiful. You could also do this on a computer if you have a choice of two tasks:
  - a) You could write your poem out on a fresh piece of paper, illustrate it, content and the way you have written it on the page.
  - b) You could record yourself performing your poem (video or just voice).
- 5) Once you have enjoyed Love That Dog by Sharon Creech. Today there will be a post called Our Thoughts on Love That Dog, pinned to the top of the blog. If you have a favourite part? Was there something you did not like about the book? Is there something that you are left wondering about? Remember to express your view politely!

Todays you will need your version of the Love That..., poem. You may need writing tools (pencil & paper will do) depending on which task you choose to do.

Mrs Mason, Mrs Gaffier and Mrs Sibley have all written their own Love That... poems. You can see these on the Love That... sheet.

Friday 22.05.20



- 1) Where did Walter Myers grow up?
- 2) What do you think is meant by the phrase "drop-out"?
- 3) Why did Walter Dean Myers find school particularly difficult?
- 4) Why did Walter Dean Myers join the army after leaving school?
- 5) True or False? Somewhere in the *Darkness Was My Father* first published book.
- 6) How did Myers' wife help him with his writing?
- 7) What did Walter Dean Myers consider the most fun part of writing?
- 8) Define the word "recipient".
- 9) Name two different awards that Walter Dean Myers won for his writing.
- 10) In no more than 15 words, explain who Walter Dean Myers was (Who? What?).

### Questions

Walter Dean Myers died in New York City on July 1st 2014 after a brief illness.

"I so love writing," said Myers. "It is not something that I am doing just for a living, this is something that I love to do. When I work, what I'll do is outline the story first. That forces me to do the thinking. I cut out pictures of all my characters and my wife puts them into a collage, which goes on the wall above the computer. When I walk into that room, I see the characters, and I just get very close to them. I rush through a first draft, and then I go back and rewrite, because I can usually see what the problems are going to be ahead of me. Rewriting is a lot more fun for me than the writing is."

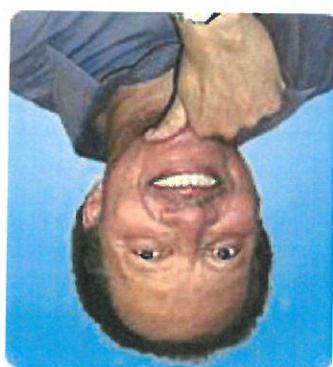
During his career, Myers received two Newbery Honors, five Coretta Scott King Awards, and was the first recipient of the Coretta Scott King-Virginia Hamilton Award for Lifetime Achievement. In addition, he was the winner of the first Michael L. Printz Award and the 1994 recipient of the American Library Association's Margaret A. Edwards Award honoring an author for a "significant and lasting contribution to young adult literature." In 2012, Walter Dean Myers was named National Ambassador for Young People's Literature in the United States of America.

Myers won a writing contest. "I wrote advertising," says Walter. "I wrote *Where Does the Day Go?* was published in 1969 after I wrote for magazines," says Walter. "I wrote adventure stuff, I wrote for the *National Enquirer*, wrote for *Seventeenth birthday*. When he got out, he worked various jobs and he wrote at night. "I realized that his family would not be able to afford college, Walter joined the Army on his seventeenth birthday. When he got out, he worked various jobs and he wrote at night. "I

Myers began writing at an early age. He said, "I was a good student, but a speech impediment was causing problems. One of my teachers decided that I couldn't pronounce certain words at all. She thought that if I wrote something, I would use words I could pronounce. I began writing little poems. I began to write short stories, too."

1937. After his mother passed away, he moved to Harlem in New York where friends of his father took care of him. It was here that he attended school. Life at school was not easy for Myers and his family and teachers worried that he would drop out rather than keep trying.

Times bestselling author of more than eighty books for children and young adults, including *Sunrise Over Fallujah*, *Fallen Angels*, *Mosster*, *Somewhere in the Darkness*, *Slam!*, *Jazz*, and *Harlem*.





- Use these questions to guide your thinking about your letter. You could make notes next to each question or use the 'Letter Planner' to organise your ideas.
- Why are they your favourite author/poet/illustrator?
  - Why do they inspire you?
  - When did you first discover them and their work?
  - Do you have a favourite book/poem/illustration of theirs?
  - Why is it your favourite?
  - What else have you read/seen which is similar to their work?
  - Did their work introduce you to anything else? (e.g. another book, a different illustrator)
  - Do you have any questions about your favourite book/poem/illustration?
  - Do you aspire to be like them?
  - If you could ask them anything, what would you ask?



	<p>Name of poet/author/illustrator:</p> <p>Use this planning sheet to help you organise your thoughts to your author/poet/illustrator.</p>
Paragraph 1 – Intro	<ul style="list-style-type: none"> <li>Dear [Name]</li> <li>Greet and wish them well.</li> <li>Introduce yourself.</li> <li>Explain the purpose of your letter – Why are you writing?</li> </ul>
Paragraph 2 – Detail	<ul style="list-style-type: none"> <li>Give detail about why you chose to write to them.</li> <li>Are you inspired by their work?</li> <li>Do you have a favourite book/poem/illustration of theirs? Why is it your favourite?</li> <li>Share how their work makes you feel or what it makes you think about.</li> </ul>
Paragraph 3 – Questions	<ul style="list-style-type: none"> <li>Ask questions but avoid your writing becoming a list!</li> <li>What are you curious about?</li> <li>Do you have a question about something specific in their book/poem/illustration?</li> <li>Do you want some tips? e.g. How did they get their job?</li> <li>What do you need to do to become a poet/author/illustrator?</li> </ul>
Paragraph 4 – Conclusion	<ul style="list-style-type: none"> <li>Would you like to hear back from them?</li> <li>Sincerely yours [Name]</li> </ul>



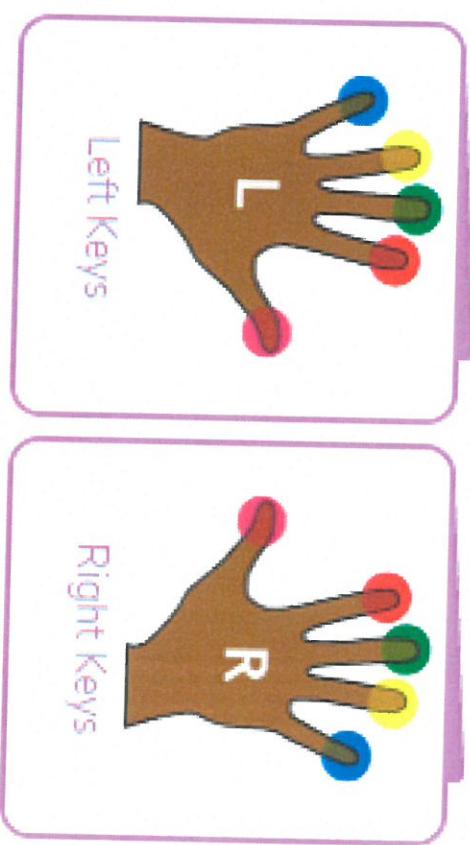
## 20.05.20 – ‘Computer Keyboard’

Use this paper keyboard to help you practise typing without a computer!

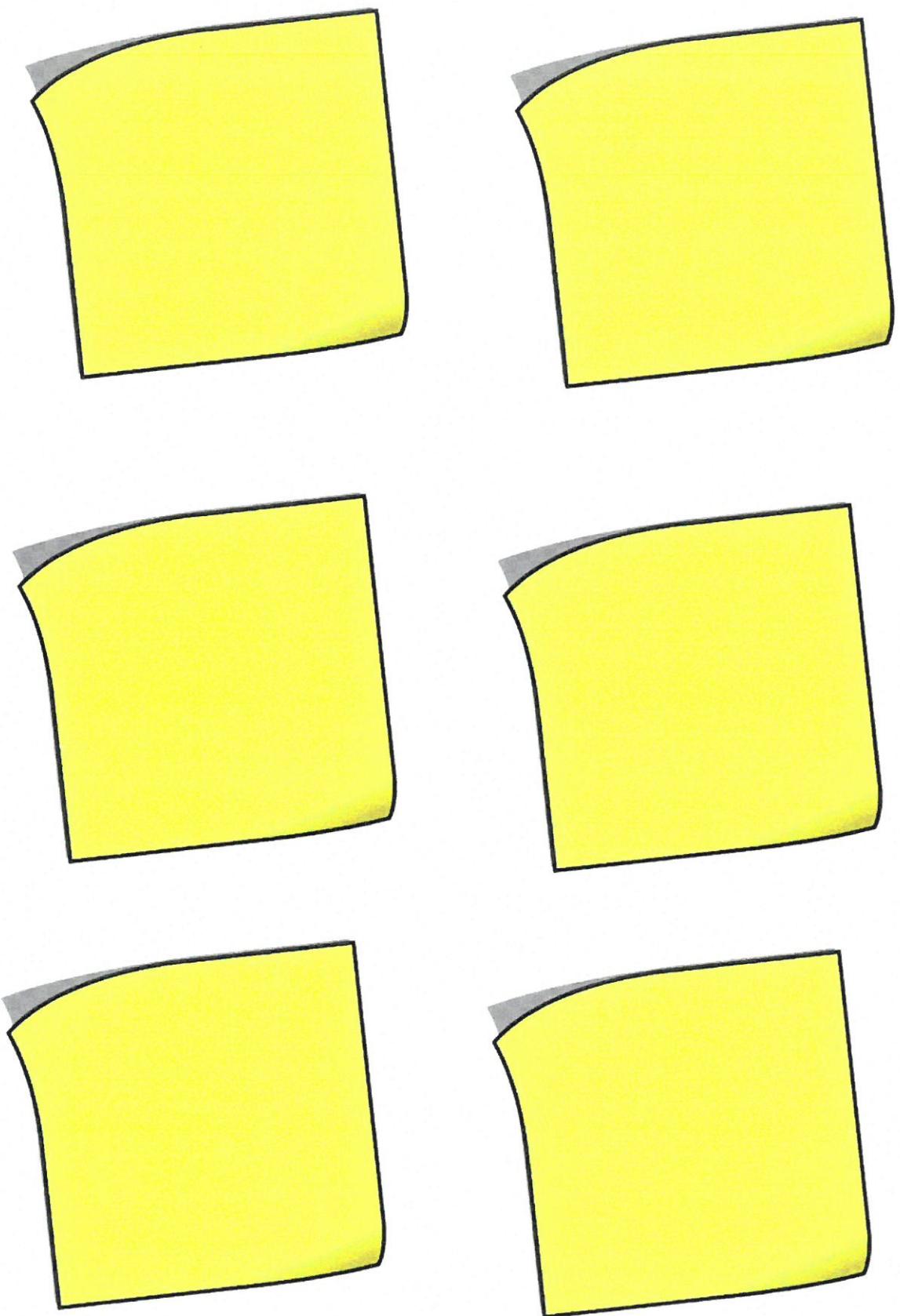
The diagram on the right shows you which finger should be used for each of the keys.

Ask someone at home to call out some different words and try your best to ‘type’ them using the correct fingers.

Example words: your name, school, classroom, teacher, St William’s, home, learning, fun, typing, computer, keyboard







What do you think Jack's classmates would have said to him after reading his poem 'My Sky'? Add possible comments to the post-it notes below. Think about how his classmates would comfort him but also what they would have to say about his poem.



Use this template to help you write your own 'Love That...', poem. Remember to choose an animal, object or a place for the topic of your poem. Try to keep the layout and format the same as Walter Dean Myers' original poem. You can write as many versions as you would like.



Mrs Gaffer — Love That Ball

Love that ball,  
I said I love that ball  
Like a player loves to kick  
I'm at my happiest when I can kick a ball  
Notice I choose to change the verb here too.  
Love to pass it in the afternoon  
"Hey there, quick!"

Mrs Sibley — Love That

Love that tortoise,  
Like a lion loves to roar  
I said I love that tortoise  
I've cheated a bit here as our tortoise is called Mr. Tortoise but that wouldn't rhyme so I gave him a nickname!  
Love to call it in the morning  
"Hey there, Mr. Tortoise!"

Mrs Mason — Love That Cat

Love that cat,  
I said I love that cat  
Like a fish loves to swim  
I just seem like a great name for a cat.  
One day I would love to have a cat called Jim.  
Love to call it in the evening  
"Hey there, Jim!"

Mrs Mason says:

Mr. Gaffer says:

Mr. Sibley says:

Mrs Mason, Mrs Gaffer and Mrs Sibley each had a go at writing their own version.



Don't forget your daily activities which are on your Home Learning Record.

Monday 18<sup>th</sup> May

## Daily Expectations - Maths Challenges Yr5

### Maths

#### Challenge - Daily

- 1) What are the common factors of 12 and 22? **1,2**
- 2)  $435 \times 32 = 13,920$
- 3)  $1438 \div 6 = 239\text{ r}4$
- 4) Write  $\frac{39}{4}$  as a mixed number  **$9\frac{3}{4}$**
- 5)  $20,000 - 5873 = 14,127$
- 6) What is the perimeter of a regular hexagon with sides 15cm? **90cm**
- 3416 x 3 = **10,248**
- 5) Half 78 **39**
- 4) Double 75 **150**
- 3)  $3 \times 13 = 24 + 15$
- 1)  $5632 + 1948 = 7580$

#### Challenge - Super

- 1) What is the next prime number after 23? **29**
- 2)  $435 \times 22 =$  **9570**
- 3)  $2393 \div 7 =$  **341**
- 4) Write  $\frac{37}{7}$  as a mixed number  **$5\frac{3}{7}$**
- 5) What is the area of a square with a perimeter of 28cm? **49cm<sup>2</sup>**
- 6) Which is the bigger fraction?  $\frac{5}{24}$  or  $5\frac{15}{3}$ ?  **$5\frac{15}{3}$**
- 4)  $4 \times 22 = \blacksquare + 56$
- 3) Half 94 **47**
- 2) Double 127 **254**
- 1) Write 3 numbers that are multiples of 6. **6, 12, 18**

### Maths

- 6)  $3527 + 1943 =$  **5470**
- 5) What is the area of a square with sides 8cm? **64cm<sup>2</sup>**
- 4)  $4 \times 22 = \blacksquare + 56$
- 3) Half 94 **47**
- 2) Double 127 **254**
- 1) Write 3 numbers that are multiples of 6. **6, 12, 18**
- 3416 x 3 = **10,248**
- 5) Half 78 **39**
- 4) Double 75 **150**
- 3)  $3 \times 13 = 24 + 15$
- 1)  $5632 + 1948 = 7580$



Don't forget your daily activities which are on your Home Learning Record.

Tuesday 19<sup>th</sup> May

## Daily Expectations - Maths Challenges Yr5

<p><b>Challenge - Super</b></p> <p>1) What is the next prime numbers after 29?</p> <p>2) <math>482 \times 27 =</math></p> <p>3) <math>3168 \div 7 =</math></p> <p>4) Write <math>\frac{7}{72}</math> as a mixed number</p> <p>5) Which is the bigger number</p> <p>6) What is the area of a square with a perimeter of 36cm</p>	<p><b>Challenge - Daily</b></p> <p>1) <math>5473 + 1956 =</math></p> <p>2) <math>4926 - 2837 =</math></p> <p>3) Double 94</p> <p>4) Double 94</p> <p>5) Half 136</p> <p>6) What is the area of a rectangle with sides 6cm and 4cm?</p>
<p><b>Challenge - Super</b></p> <p>1) Write 3 numbers that are multiples of 6. 6, 12, 18, 24, number after 23? 29</p> <p>2) <math>435 \times 22 =</math> 9570</p> <p>3) <math>2393 \div 7 =</math> 356 r1</p> <p>4) Write <math>\frac{37}{7}</math> as a mixed number</p> <p>5) What is the area of a square with a perimeter of 28cm?</p> <p>6) Which is the bigger fraction? <math>\frac{24}{35}</math> or <math>\frac{5}{15}</math>? <math>\frac{5}{15}</math> so <math>\frac{3}{15}</math> is the largest</p>	<p><b>Challenge - Daily</b></p> <p>1) <math>3527 + 1943 =</math> 5470</p> <p>2) Double 127 254</p> <p>3) Half 94 47</p> <p>4) <math>4 \times 22 =</math> 32 + 56</p> <p>5) What is the area of a square with sides 8cm?</p> <p>6) <math>64\text{cm}^2</math></p> <p>7) <math>3527 + 1943 =</math> 5470</p> <p>8) <math>4926 - 2837 =</math> 2089</p> <p>9) <math>3168 \div 7 =</math> 452 r4</p> <p>10) Double 94 98</p> <p>11) Half 136 68</p> <p>12) Double 94 188</p> <p>13) Double 94 188</p> <p>14) Double 94 188</p> <p>15) Double 94 188</p>



Don't forget your daily activities which are on your Home Learning Record.

Wednesday 20<sup>th</sup> May

## Daily Expectations - Maths Challenges Yr5

1)  $5473 + 1956 = 7429$

1) Write the next 5 prime numbers after 29. **31, 37,**

Challenges - Super

2)  $482 \times 27 = 13,014$

**41, 43, 47**

3)  $3168 \div 7 = 452$  **4**

4) Write  $\frac{72}{7}$  as a mixed number **10** $\frac{2}{7}$

5) Which is the bigger fraction  $\frac{35}{6}$  or  $\frac{4}{3}$  **105**  $\frac{18}{18}$  so  $\frac{35}{6}$  is the largest

6) What is the area of a square with a perimeter of 36cm? **81cm<sup>2</sup>**

Challenge - Super

1) What are the common factors of both 12 and 28?

2)  $372 \times 27 =$

3)  $3616 \div 7 =$

4) Which is the largest fraction  $\frac{24}{7}$  or  $\frac{5}{14}$

5) What is the area of a square with a perimeter of 52cm? **52cm<sup>2</sup>**

6)  $\frac{3}{7}$  of 49 =

7) What is the area of a square with a perimeter of 56cm? **52cm<sup>2</sup>**

1)  $3425 \times 5 =$

2)  $5634 - 3728 =$

3)  $\frac{1}{5}$  of 45 =

4)  $60 \div 5 = 2$  **x**

5) Double 95

6) Half 76

7) **14**

Challenge - Daily

Maths

and 4cm? **24cm<sup>2</sup>**

rectangle with sides 6cm

6) What is the area of a

5) Half 136 **68**

4) Double 94 **188**

3)  $\frac{9}{7} + \frac{4}{9} = \frac{9}{7}$

2)  $4926 - 2837 = 2089$

1)  $5473 + 1956 = 7429$

Challenge - Daily

1) Write the next 5 prime numbers after 29. **31, 37,**

Challenges - Super

2)  $482 \times 27 = 13,014$

**41, 43, 47**

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6)  $\frac{3}{7}$  of 49 =



Don't forget your daily activities which are on your Home Learning Record.

Thursday 21st May

## Daily Expectations - Maths Challenges Y5

<p><b>Challenge - Super</b></p> <p>1) What are the common factors of both 12 and 28? <b>1,2 and 4</b></p> <p>2) <math>372 \times 27 = 10,044</math></p> <p>3) <math>3616 \div 7 = 516</math> <b>ra</b></p> <p>4) Which is the larger fraction <math>\frac{24}{7}</math> or <math>\frac{5}{14}</math>?</p> <p>5) What is the area of a square with a perimeter of 52cm? <b>169cm<sup>2</sup></b></p> <p>6) <math>\frac{3}{7}</math> of 49 = <b>21</b></p>	<p><b>Challenge - Daily</b></p> <p>1) <math>3425 \times 5 = 17,125</math></p> <p>2) <math>5634 - 3728 = 1,906</math></p> <p>3) <math>\frac{1}{5}</math> of 45 = <b>9</b></p> <p>4) <math>60 \div 5 = 2 \times</math> <b>6</b></p> <p>5) Double 95 <b>190</b></p> <p>6) Half 76 <b>38</b></p>
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<p><b>Challenge - Super</b></p> <p>1) What are the common factors of 18 and 42? <b>1,2 and 3</b></p> <p>2) <math>364 \times 28</math></p> <p>3) <math>4718 \div 8 =</math> <b>589.75</b></p> <p>4) Which is the larger fraction <math>\frac{28}{6}</math> or <math>\frac{1}{3}</math>? <b>28/6</b></p> <p>5) What is the area of a square with a perimeter of 60cm? <b>900cm<sup>2</sup></b></p> <p>6) Find <math>\frac{3}{8}</math> of 64</p>	<p><b>Challenge - Daily</b></p> <p>1) <math>2427 \times 3 =</math> <b>7,281</b></p> <p>2) <math>4562 - 3781 =</math> <b>781</b></p> <p>3) <math>\frac{1}{4}</math> of 44 = <b>11</b></p> <p>4) <math>40 \div 5 = 4 \times</math> <b>1</b></p> <p>5) Double 117 <b>234</b></p> <p>6) Half 92 <b>46</b></p>
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<p><b>Challenge - Super</b></p> <p>1) What are the common factors of 18 and 42? <b>1,2,3</b></p> <p>2) <math>364 \times 28 = 10,192</math></p> <p>3) Which is the larger fraction <math>\frac{28}{6}</math> or <math>\frac{1}{3}</math>?</p> <p>4) What is the area of a square with a perimeter of 60cm? <b>225cm<sup>2</sup></b></p> <p>5) Double 117 <b>234</b></p> <p>6) Half of 44 = <b>22</b></p> <p>2) <math>4562 - 3781 = 781</math></p> <p>1) <math>2427 \times 3 = 7281</math></p> <p><b>Challenge - Daily</b></p>	<p>1) <math>364 \times 28 = 10,192</math></p> <p>2) <math>4718 \div 8 = 589</math> <b>re</b></p> <p>3) <math>\frac{1}{4}</math> of 44 = <b>11</b></p> <p>4) <math>40 \div 5 = 4 \times 2</math></p> <p>5) Double 117 <b>234</b></p> <p>6) Half of 46 <b>23</b></p> <p>1) Write down 4 multiples of 5</p> <p>2) <math>4416 \times 5 =</math></p> <p>3) <math>1 \frac{1}{5}</math> of 40 =</p> <p>4) <math>5428 - 3609 =</math></p> <p>5) Double 125 <b>250</b></p> <p>6) Half of 96 <b>48</b></p> <p><b>Challenge - Super</b></p> <p>1) What are all the factors of 72? <b>1,2,3,4,6,8,9,12,18,24</b></p> <p>2) <math>427 \times 35 =</math></p> <p>3) <math>5923 \div 7 =</math></p> <p>4) Order the fractions largest to smallest <math>\frac{7}{4} \frac{9}{12} \frac{12}{12} \frac{24}{24}</math></p> <p>5) What is the perimeter of a square that has an area of 169cm<sup>2</sup>? <b>53cm</b></p> <p>6) Find <math>\frac{5}{7}</math> of 84 <b>60</b></p>
<p><b>Challenge - Super</b></p> <p>1) What are all the factors of 72? <b>1,2,3,4,6,8,9,12,18,24</b></p> <p>2) <math>427 \times 35 =</math></p> <p>3) <math>5923 \div 7 =</math></p> <p>4) Order the fractions largest to smallest <math>\frac{7}{4} \frac{9}{12} \frac{12}{12} \frac{24}{24}</math></p> <p>5) What is the perimeter of a square that has an area of 169cm<sup>2</sup>? <b>53cm</b></p> <p>6) Find <math>\frac{5}{7}</math> of 84 <b>60</b></p> <p><b>Challenge - Daily</b></p> <p>1) Write down 4 multiples of 5</p> <p>2) <math>4416 \times 5 =</math></p> <p>3) <math>1 \frac{1}{5}</math> of 40 =</p> <p>4) <math>5428 - 3609 =</math></p> <p>5) Double 125 <b>250</b></p> <p>6) Half of 96 <b>48</b></p> <p><b>Challenge - Super</b></p> <p>1) What are all the factors of 72? <b>1,2,3,4,6,8,9,12,18,24</b></p> <p>2) <math>427 \times 35 =</math></p> <p>3) <math>5923 \div 7 =</math></p> <p>4) Order the fractions largest to smallest <math>\frac{7}{4} \frac{9}{12} \frac{12}{12} \frac{24}{24}</math></p> <p>5) What is the perimeter of a square that has an area of 169cm<sup>2</sup>? <b>53cm</b></p> <p>6) Find <math>\frac{5}{7}</math> of 84 <b>60</b></p>	<p><b>Challenge - Daily</b></p> <p>1) Write down 4 multiples of 5</p> <p>2) <math>4416 \times 5 =</math></p> <p>3) <math>1 \frac{1}{5}</math> of 40 =</p> <p>4) <math>5428 - 3609 =</math></p> <p>5) Double 125 <b>250</b></p> <p>6) Half of 96 <b>48</b></p> <p><b>Challenge - Super</b></p> <p>1) What are all the factors of 72? <b>1,2,3,4,6,8,9,12,18,24</b></p> <p>2) <math>427 \times 35 =</math></p> <p>3) <math>5923 \div 7 =</math></p> <p>4) Order the fractions largest to smallest <math>\frac{7}{4} \frac{9}{12} \frac{12}{12} \frac{24}{24}</math></p> <p>5) What is the perimeter of a square that has an area of 169cm<sup>2</sup>? <b>53cm</b></p> <p>6) Find <math>\frac{5}{7}</math> of 84 <b>60</b></p>

Friday 22nd May

Daily Expectations - Maths Challenges Y5

Don't forget your daily activities which are on your Home Learning Record.



A number line has 2 numbers marked.

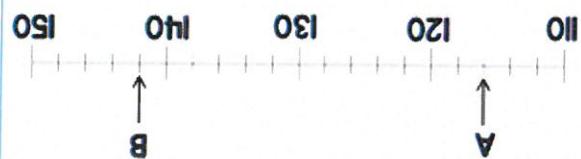


Explain your answer.

$$A + B > 250$$

True or False

A number line has 2 numbers marked.



Explain your answer.

$$A + B > 250$$

True or False

True.  $110 + 140 = 250$ , and A is greater than 110 so their total must be greater than 150  
Explain your answer.

$$A + B > 250$$

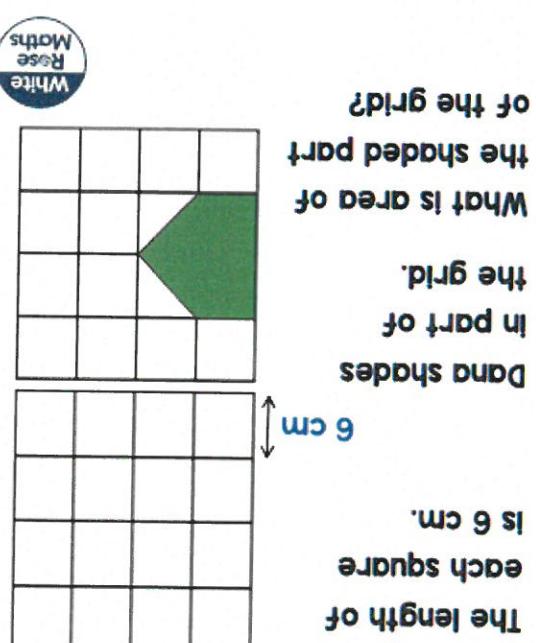
True or False



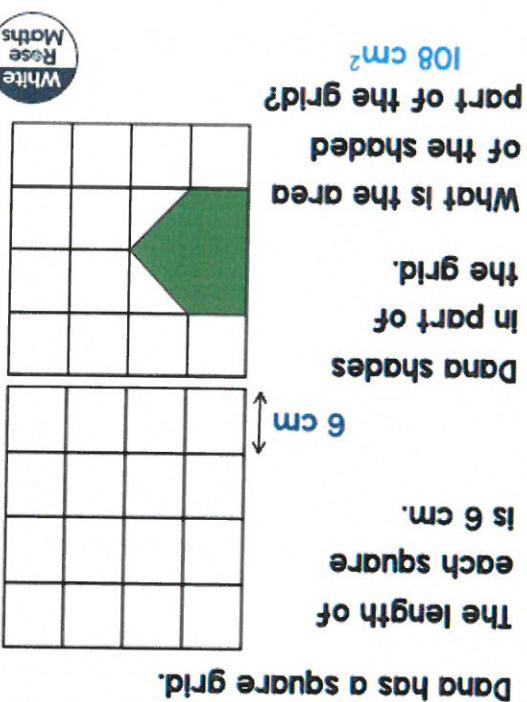
Tuesday 19<sup>th</sup> May

Problem of the Day

Dana has a square grid.



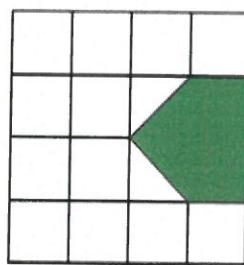
Dana has a square grid.



Dana shades each square in part of the grid. The length of each square is 6 cm. What is area of the shaded part of the grid?

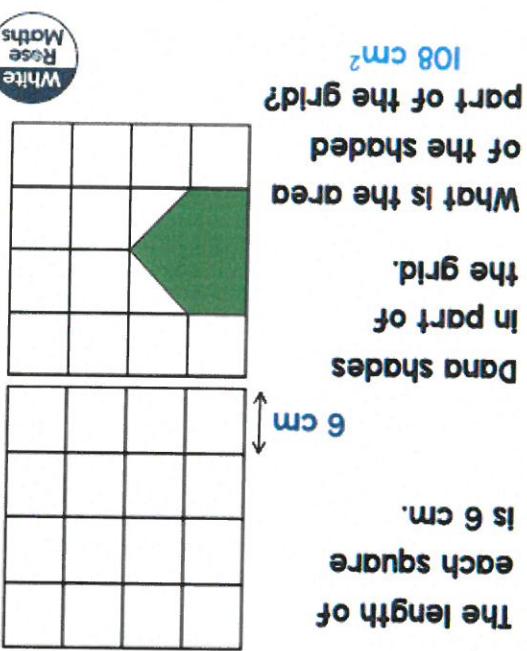
$108 \text{ cm}^2$

What is the area of the shaded part of the grid?



Dana shades each square in part of the grid. The length of each square is 6 cm.

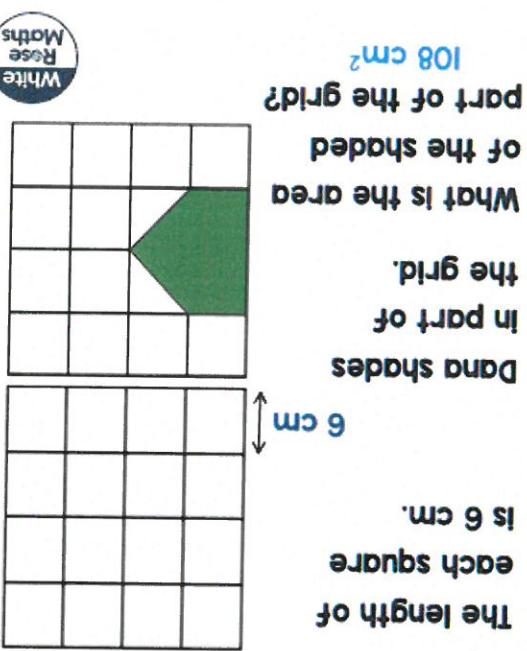
Dana has a square grid.



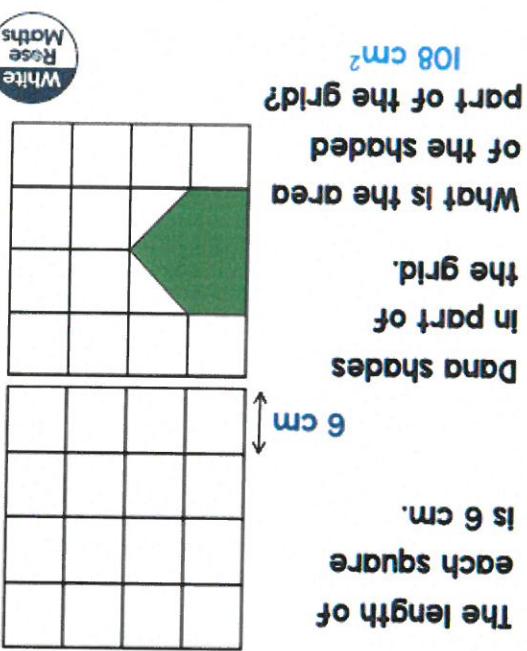
What is area of the shaded part of the grid?

Dana shades each square in part of the grid. The length of each square is 6 cm.

Dana has a square grid.



Dana has a square grid.



Dana has a square grid.



$\frac{9}{4}$     $\frac{1}{3}$     $\frac{1}{6}$     $\frac{7}{18}$

Which two of the fractions below have the greatest difference?

$\frac{1}{2}$     $\frac{5}{10}$     $\frac{3}{5}$     $\frac{1}{3}$

Which of the fractions add up to 1?

$\frac{9}{4}$     $\frac{1}{3}$     $\frac{1}{6}$     $\frac{7}{18}$

Which two of the fractions below have the greatest difference?

$\frac{5}{10}$     $\frac{3}{5}$     $\frac{1}{2}$

Which of the fractions add up to 1?

Wednesday 20<sup>th</sup> May

Problem of the Day





Imran is thinking of 64

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--	--

Tim

Imran

What number is Imran thinking of?

The total of their numbers is 144

of Tim's number.

$\frac{1}{2}$  of Imran's number is equal to  $\frac{5}{2}$

number.

Imran and Tim each think of a

--	--	--	--	--

Tim

--	--

Imran

What number is Imran thinking of?

The total of their numbers is 144

of Tim's number.

$\frac{1}{2}$  of Imran's number is equal to  $\frac{5}{2}$

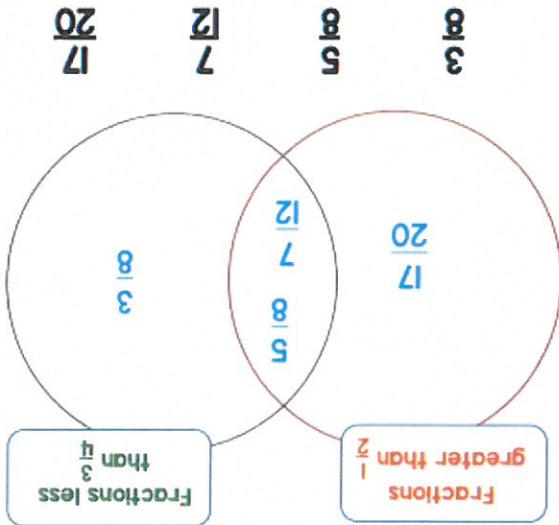
number.

Imran and Tim each think of a

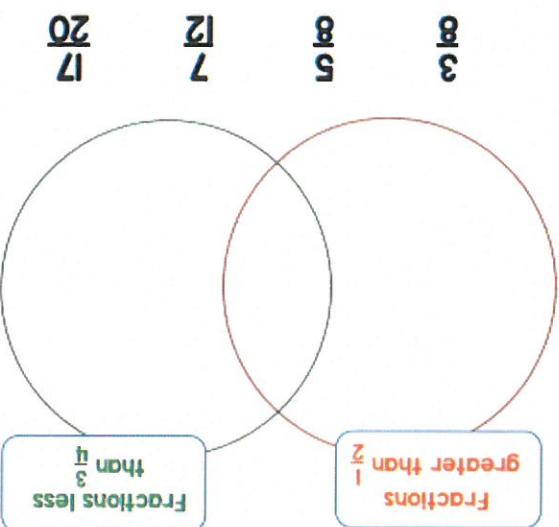
Thursday 21<sup>st</sup> May

Problem of the Day





Put the fractions into their correct position in the diagram.



Put the fractions into their correct position in the diagram.

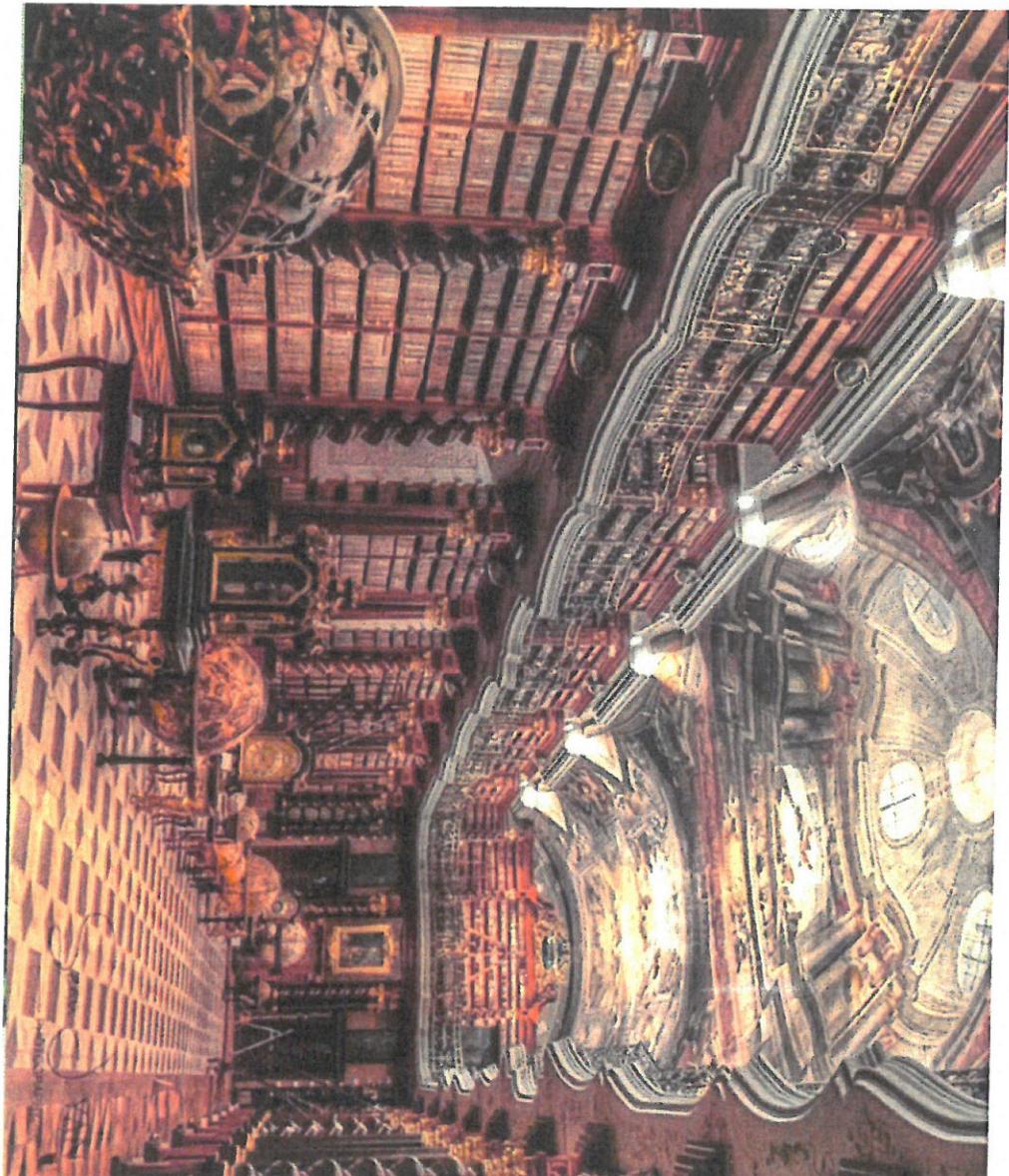
Friday 22nd May

Problem of the Day



# The Magic Library

## Story starter!



The Great House had many hidden treasures. As a 10 year old girl, many of the rooms were out of bounds for Elsa, but her desire for adventure often got the better of her...

She peeked back over her shoulder to check that the coast was clear. She could hear one of the butlers clattering around in the kitchens at the far end of the hall; no one knew she was there.

She carefully turned the ornate, golden door handle, hearing the mechanism inside clunk, and eased the heavy, wooden door open just enough to slip inside the room.

Immediately, Elsa was bathed in light as it poured down from the circular windows in the ceiling. She could see dust dancing in the beams of sunlight. With a flutter of excitement inside her chest, she strode confidently into the centre of the room, her shoes click-clacking off the chessboard-like floor. She loved this library – it felt like she was ‘in’ history. How many lords and ladies had graced this great room? It has stood here for centuries, and Elsa doubted that little, if anything, had changed over the years.

Elsa loved reading, but that wasn’t why she had come to the library. She approached one of the golden orbs lined up along the centre of the library floor, and carefully placed her finger on the top. It had worked last time. Would it work again? She longed for the magic to happen, and closed her eyes in silent prayer...

**Can you continue the story?**



### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

▼ Elsa stood in the room.

- ▼ It was a big room, with rows of books and a nice floor.
- ▼ The ceiling was very high and it was very light.

### Perfect picture!

Can you draw a picture of what will happen when the orb in front of Elsa opens?

You can choose to use one image for the week and complete a different writing activity based on it each day, or you could use different images each day.

### Question time!

- ▼ Why is Elsa in The Great House?
- ▼ Why are some rooms 'out of bounds' to her?
- ▼ What time of day do you think it is?
- ▼ How does Elsa feel as she enters the library?
- ▼ What is she hoping will happen in the library?
- ▼ What happened the last time she was here?
- ▼ Will anyone notice she has gone?

### Sentence challenge!

Verbs are action/doing words.

Can you identify all the verbs I have used below? Can you replace them with more interesting verbs?

Elsa walked bravely across the floor. Light came down from the windows. She looked back over her shoulder to see if anyone was there.



# The Forbidden Tower

## Story starter!

The night was still. Not a breath of wind could be felt. An eerie silence filled the warm evening air, broken only by the sound of the crow's wings flapping as it returned to its nest with food.

Combined with the ghostly silhouette of the tower and the rickety pathway that led to it, the ominous silence made Lucy nervous. She felt a prickle on the back of her neck as she thought about what she might find inside the tower, and what might be lurking in the darkness around her.

Her heart began to thump inside her chest, seemingly matching the beat of the crow's wings.

Lucy had always been slightly wary of crows; they had sooty, black wings, piercingly sharp beaks and menacing, staring eyes. The crow had settled down in one of the gnarled branches of a nearby tree. She thought it was watching her. Surely it wasn't though? Crows didn't do that. It must have been her imagination.

**Can you continue the story?**





### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

The crow flew across the sky.

It had wings and a beak.

### Perfect picture!

Imagine what one of the rooms inside the tower looks like. Draw or write down what you have imagined.

### Question time!

- ▶ If you were Lucy, would you investigate the tower or go back home?
- ▶ Why do you think lots of scary stories are set at night?
- ▶ What's the difference between a silhouette and a shadow?
- ▶ Are stars and the moon sources of light? Do they light up the night?

### Sentence challenge!

- Can you include a complex sentence containing a main clause and a subordinate clause?
- Can you separate the clauses using a comma?
- Can you use one of the following conjunctions to link your clauses: but, or, yet, so?
- e.g. This had once been a happy place, but now everything had changed.

You can choose to use one image for the week and complete a different writing activity based on it each day, or you could use different images each day.



# The Woods

## Story starter!

It had all started out as a dare.

“No-one is brave enough to camp out in the woods all alone” they had all said.

So far, he had proved them wrong...

**Can you continue the story?**





## Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The boy opened the tent flap.
- ▶ He look outside.
- ▶ It was light.

## Perfect picture!

Have you ever been camping?  
Can you draw the things you might take with you on a camping trip?

## Question time!

- ▶ What is a dare?
- ▶ Who has dared the boy to camp in the woods?
- ▶ Who is the boy?
- ▶ Why have they dared him to venture into the woods?

## Sentence challenge!

Can you use your senses to describe what it is like to be in the woods?

What sounds could you hear in the woods?

Are the sights and sounds of the woods different at different times of day?

- ▶ What will happen when he leaves the tent?

You can choose to use one image for the week and complete a different writing activity based on it each day, or you could use different images each day.



## Flying 2

### Story starter!

Soaring above the Earth, he felt like a god. He braced his massive wings, spreading them out to their full length. With feathers jostling for position along each wing, the majestic bird harnessed the power of the wind, sending him soaring through the sky.

He let out a hungry squawk, and he dipped his majestic, gold-tipped face towards the ground. Gathering speed all the time, the bird descended on a straight trajectory, never taking his eyes off his prize.

His narrow, yellow eyes searched relentlessly amongst the thick green undergrowth. Inside a feathered chest, his heart pumped in rhythm with his now beating wings. Beneath him his claws waited, poised, ready to strike. He motioned his tail to the left, and altered his course. Soon he would be upon his target, and his target stood little chance. The predator's every muscle, every fibre, every reflex were all poised. He never missed...



**Can you continue the story?**



### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▼ The bird flew across the sky.
- ▼ It had big wings and yellow eyes.
- ▼ It saw something, and went down towards the ground.

### Question time!

- ▼ What animal can you see in the picture?
- ▼ Why has the bird suddenly swooped down towards the ground?
- ▼ What is the other bird doing?
- ▼ Do birds enjoy flying?
- ▼ Would you rather be a bird or a human?

Can you draw a picture of what you think the bird might be chasing?

### Perfect picture!

### Sentence challenge!

Can you use adverbs in your writing to describe how something is done?

- Can you use adverbs before nouns?
- Can you use adverbs after nouns?
  - e.g. Swiftly, the bird soared towards the ground.
- Where do you think this photograph was taken?
  - The bird soared swiftly towards the ground.

You can choose to use one image for the week and complete a different writing activity based on it each day, or you could use different images each day.



# Jurassic

## Story starter!

The engine screamed as the wheels spun round. His heart pounded. Tim knew that he only had seconds to act. There was a long, moss-covered log wedged underneath the jeep, preventing it from moving. The wheels continued to spin pointlessly, smoke starting to billow out from underneath the bonnet.

A terrifying roar filled his ears, and he knew the monster was right behind him. He could feel the ground shake beneath him as its gigantic feet collided with the ground. He knew what would happen if it caught him, and muttered a prayer beneath his breath.

Tim suddenly found himself lunging forward. He realised that the wheels must finally have found some traction, and he breathed out with relief as he sped off onto the path once again; the wheels of the jeep content to be chewing up the firm gravel once again.

The chase was back on, and the T-Rex let out another blood-chilling roar, determined not to let its prey escape...





### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▼ The dinosaur ran towards the boy.
- ▼ It roared.
- ▼ He was scared.
- ▼ He got into the jeep.

### Perfect picture!

Imagine you are in charge of designing a dinosaur theme park. Can you design a visual plan? Think carefully about making it safe for the public and the dinosaurs.

You can choose to use one image for the week and complete a different writing activity based on it each day, or you could use different images each day.

### Question time!

- ▼ How do you think Tim is feeling?
- ▼ What has caused the jeep to stop moving?
- ▼ Why is he all alone and being chased by a dinosaur?

### Sentence challenge!

Can you make a list of all of the noises a T-Rex might make whilst pursuing its prey?

- Can you use these words in a sentence? They are called onomatopoeia – they sound like their meaning.
- ▼ Are there other dinosaurs or people close by?
  - ▼ How will Tim manage to escape?
  - ▼ If you could bring back the dinosaurs, would you?
  - ▼ Might it be possible to bring them back one day?



$$L + M \times U = ?$$

$$U - L = 2$$

$$M + U + U = 18$$

$$M + M + M = 30$$

Round 4:  
Work out the answer to the last question!  
Look carefully and remember BODMAS!

$$? + ? + ? = ?$$

$$? - ? = 2$$

$$? + ? + ? = 14$$

$$? + ? + ? = 18$$

Round 3:  
Work out the answer to the last question!  
Look carefully!

$$? = 35$$

$$? + ? = 120$$

$$? + ? = 50$$

Round 2:  
What does the green balloon represent?

$$7 = \triangle +$$

$$8 = \triangle + \triangle$$

$$5 = \square +$$

Round 1:  
What does the square represent?

Maths Puzzles: Monday 18<sup>th</sup> May to Friday 22<sup>nd</sup> May

**St. Williams Primary School**

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