

## 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 English task (on the blog)**

☐ 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 - Parliament

Do you remember the visit to the Houses of Parliament? You can go on a virtual tour [here](#) to see parts we didn't see or if you didn't come to London. Parliament is made up of three parts: The House of Lords, The



House of Commons and the Monarch (the Queen). Watch the Parliament video clip to find out more [here](#). Can you think of a new law you would like passed? Write down what your law would be called, who or what it would apply to and why you think that new law is needed.

Want to do more? Watch these [clips here](#).

## Science - Sound



In Year 4, you learned about sound. What can you remember? Can you answer these questions?

How are sounds made?

How do we hear sounds?

What is pitch and how can we change it?

What is the volume of sound?

Why can't we hear sounds in Space?

Use the BBC [bitesize page](#) and [class clips](#) to find out the answers.

Want to do more? Create a poster that shows all the facts you have found out about sound.

## Spellings -

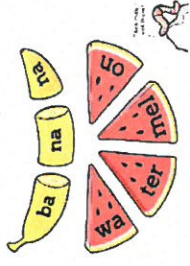
These words are from the Year 5&6 word list.

accompany according amateur ancient  
apparent achieve aggressive appreciate  
attached average

Write your words. Then use a coloured pencil or pen to divide the words into syllables.

E.g. jumping caterpillar

Count the syllables.



Remember to keep practising on [Spelling Frame](#).

## Creative Task - Musical Instruments [Think Ink!](#)

Can you create a musical instrument at home with things that you have around your house? It may be a percussion instrument or you could try to make an instrument/ instruments with different pitches of sound.



Can you play a tune and record it for the blog? Or, take a photograph to share with us.





Problem of the Day

Monday 29<sup>th</sup> June

- 1** How many hundreds must be added to 12,900 to make 13,000?

How many tens must be added to 3,600 to make 4,000?

- 2** Gino has 72 stickers.

Peter has 5 times as many stickers as Gino.

Holly has half as many stickers as Peter.

How many stickers do they have in total?

- 1** How many hundreds must be added to 12,900 to make 13,000? **1**

How many tens must be added to 3,600 to make 4,000? **40**

- 2** Gino has 72 stickers.

Peter has 5 times as many stickers as Gino.

Holly has half as many stickers as Peter.

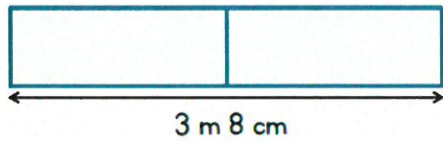
How many stickers do they have in total?

**612**

Problem of the Day

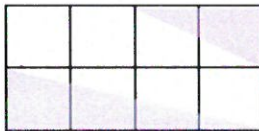
Tuesday 30<sup>th</sup> June

Here are two identical rectangles.

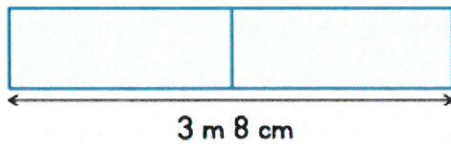


What is the length of one of the rectangles?

What fraction of the shape is not shaded?

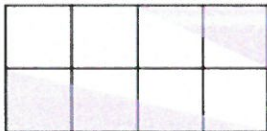


Here are two identical rectangles.



What is the length of one of the rectangles? 1 m 54 cm

What fraction of the shape is not shaded?  $\frac{5}{8}$



Wednesday 1<sup>st</sup> July

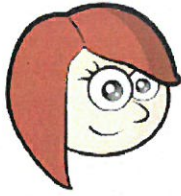
Problem of the Day

**I** Add the difference between 7,200 and 3,950 to the product of 278 and 9

**I** Add the difference between 7,200 and 3,950 to the product of 278 and 9  
**5,752**

Thursday 2<sup>nd</sup> July

Problem of the Day



Tia has £4.78

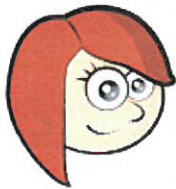


Millie has £33.82

Millie gives Tia some money.

Millie now has 3 times as much money as Tia.

How much money did Millie give Tia?



Tia has £4.78



Millie has £33.82

Millie gives Tia some money.

Millie now has 3 times as much money as Tia.

How much money did Millie give Tia?

**£4.87**

Friday 3<sup>rd</sup> July

Problem of the Day

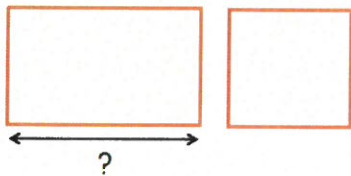
A rectangle has an area of  $720 \text{ cm}^2$

The width of the rectangle is 18 cm.



A square is cut off the end of the rectangle.

What is the length of the rectangle remaining?



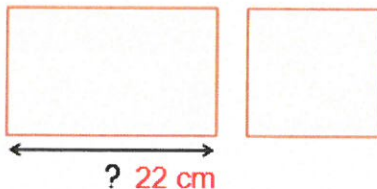
A rectangle has an area of  $720 \text{ cm}^2$

The width of the rectangle is 18 cm.



A square is cut off the end of the rectangle.

What is the length of the rectangle remaining?







## Year 5 – English

29.06.20 – 03.07.20

You **do not** need a copy of the book to do these tasks; everything you need will be shared on the blog or in the paper pack available from school.

### Monday 29.06.20

**Today you will need the 'Story Opening' sheet and writing tools (pencil & paper will do).**

- 1) Read the 'Story Opening' sheet and spend some time looking at the illustration.
  - What do you notice?
  - Do you have any questions/curiosities?
- 2) Write a short summary of the extract. Use the questions below to guide your thinking.
  - Who is Wangari?
  - Where is the story set?
  - What is happening?
  - What do we learn about Wangari?
  - What do we learn about Kenya?
- 3) Vocab time! Use a dictionary or Google search to find the meaning of the following words from the extract. Make sure you understand the definitions. This might mean you need to look up more words to fully understand.
  - highlands
  - plains
  - droughts
  - sacred
  - slake
  - elders
  - staffs

A useful online dictionary: [www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)

- 4) Think about the following questions or discuss them with someone at home. You can write down your ideas if you want to.
  - What does the opening of this story tell us about the importance of nature to this place and its people?
  - Why do you think listening to stories led Wangari to love and respect trees?
  - What do you predict Wangari might have gone on to do?

### Tuesday 30.06.20

**Today you will need the 'Story Opening' sheet and writing and drawing tools (pencil & paper will do).**

**If you have creative materials which could be used for collaging (coloured paper, newspaper, scraps of fabric, food packaging, string) these would be useful too.**

- 1) Yesterday we read an extract from the story. How much do you remember about the extract?
  - Play 'Buzz Words' (this can be played with someone else or on your own).
    - This is a summarising game. The aim of the game is to give as much information about the extract as you can in one minute. To make sure you are as detailed as possible you can earn points for using the 'Buzz Words'. The 'Buzz Words' are

highlands, mountains, plains, Kenya, Wangari, sun, droughts, sacred, slake, elders, staffs, stories, wise, trees, traditions.

- If you are playing with someone else, they can keep track of your score for you, noting down how many 'Buzz Words' you use.
- If you are playing on your own, you could either record yourself or write down your summary and then count up your 'Buzz Words' afterwards.
- How many points can you earn?

2) Reread the 'Story Opening'.

- What do you notice about the setting described in the extract? What features of the landscape are mentioned?
  - Highlight or note down any words or phrases which give detail about the setting.
- How do you picture the 'salt lick', forest, plains and mountain in your mind?
- Sketch out your image of the story landscape.

3) Look again at the illustration that accompanies the extract.

- What do you notice about the colours that have been used?
- Do you notice it has been composed using a mixture of painting for the child's features and collage for their clothes and the landscape?
- We are going to replicate this style in our own sketches. You might:
  - Use collage materials to add texture and colour to your landscape sketch.
  - Add colour and texture detail using pencil crayons, wax crayons or felt tips. Think about how you can use your tools in different ways e.g. dots, hashes, swirls
  - Use the 2Paint tool on Purple Mash to create your landscape. There are some great textured pens which would really bring the scene to life.

If you think of an alternative way to add detail to your sketch, feel free to get creative! We look forward to seeing what your landscapes look like. If you can, take a photograph and upload it to the blog or email it to your teacher.

### Wednesday 01.07.20

Today you will need the 'Tree Description' sheet, the 'Fig Tree' sheet and writing tools (pencil & paper will do).

This extract is taken from the book *Mama Miti Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli & illustrated by Kadir Nelson. The book is based on the events of a real person named Wangari Maathai who spread the message of the importance of trees in supporting life in Kenya. Trees play an important role in this book.

1) In the extract, Donna Jo Napoli describes a fig tree in the setting.

*mugurno – the sacred spreading fig tree*

- Why do you think the author describes the tree as sacred?
  - What importance do you think it has to Wangari and her village?
- 2) Today we are going to use our descriptive skills to 'paint a picture' of this beautiful, sacred tree.
- On the 'Tree Description' sheet you will find an example of a descriptive piece written about an oak tree.
  - Read this example to 'magpie' some ideas to help you structure your description.
    - What do you notice the writer of this piece has done?
- 3) Use the images of fig trees on the 'Fig Tree' sheet to generate some descriptive ideas.
- You may choose to annotate (add notes) around the pictures first to help you plan your writing.
  - Remember to use a variety of the descriptive tools we have learned about this year:
    - adjectives (describing words)
    - alliteration (a sound is repeated at the beginning of a series of words)



- expanded noun phrases (determiner, adjective, noun, preposition)
- similes (a comparison; uses like or as)
- metaphor (a comparison; uses is or was, are or were)
- personification (when a non-human takes on human qualities)
- onomatopoeia (a word which sounds like what it is describing)
- When you are ready, write a descriptive piece about the sacred fig tree. Remember to check your writing before you finish, including the things we are always looking for, like punctuation and paragraphs.

We would love to read your writing. If you can, take a photograph and upload it to the blog or email it to your teacher.

### **Thursday 02.07.20**

**Today you will need writing tools (pencil & paper will do).**

Another common theme of *Mama Miti* is the importance of the things humans need to survive, such as nourishment and warmth. The extract we read at the beginning of the week tells us about the droughts in the past and how the village had eventually been blessed with rain.

- 1) Today we are going to think about the importance of water. Talk to someone at home or make notes on the following questions:
  - Why is water necessary for all forms of life?
  - What do you use water for in everyday activities?
  - How does water contribute to the food you eat?
- 2) Now think about what would happen if there was a shortage of water... What would life be like?
  - Write a short piece about what you think life would be like without water. Try to explain your thoughts, reasoning why you had your ideas.
  - Use these questions to help guide your thoughts:
    - What everyday activities would you not be able to do?
    - How would having less water affect your family/household?
    - What would the impact be on your life if droughts became more common?
    - What would the long-term damage be? (plants, animals, the environment)
    - How would people be affected by the lack of water?
- 3) Talk to someone at home or think on your own about this question:
  - If a water shortage became the reality, what would the newspaper headlines be?

### **Friday 03.07.20**

**Today you will need the 'Newspaper Planner' sheet and writing tools (pencil & paper will do). There is also an optional '2Do' set on Purple Mash if you would like to use it for today's task.**

Today we are going to imagine that the water shortage has become the reality. We are going to produce a short newspaper report, informing our reader about the shortage (as if it has just been announced).

- 1) To remind yourself of the writing style of newspapers, read the example on the 'Newspaper Planner' sheet.
  - What features do you recognise?
  - What do you notice about the structure (paragraphs)?
- 2) Use the planning strip on the 'Newspaper Planner' strip to plan your own newspaper article on the fictional water shortage.

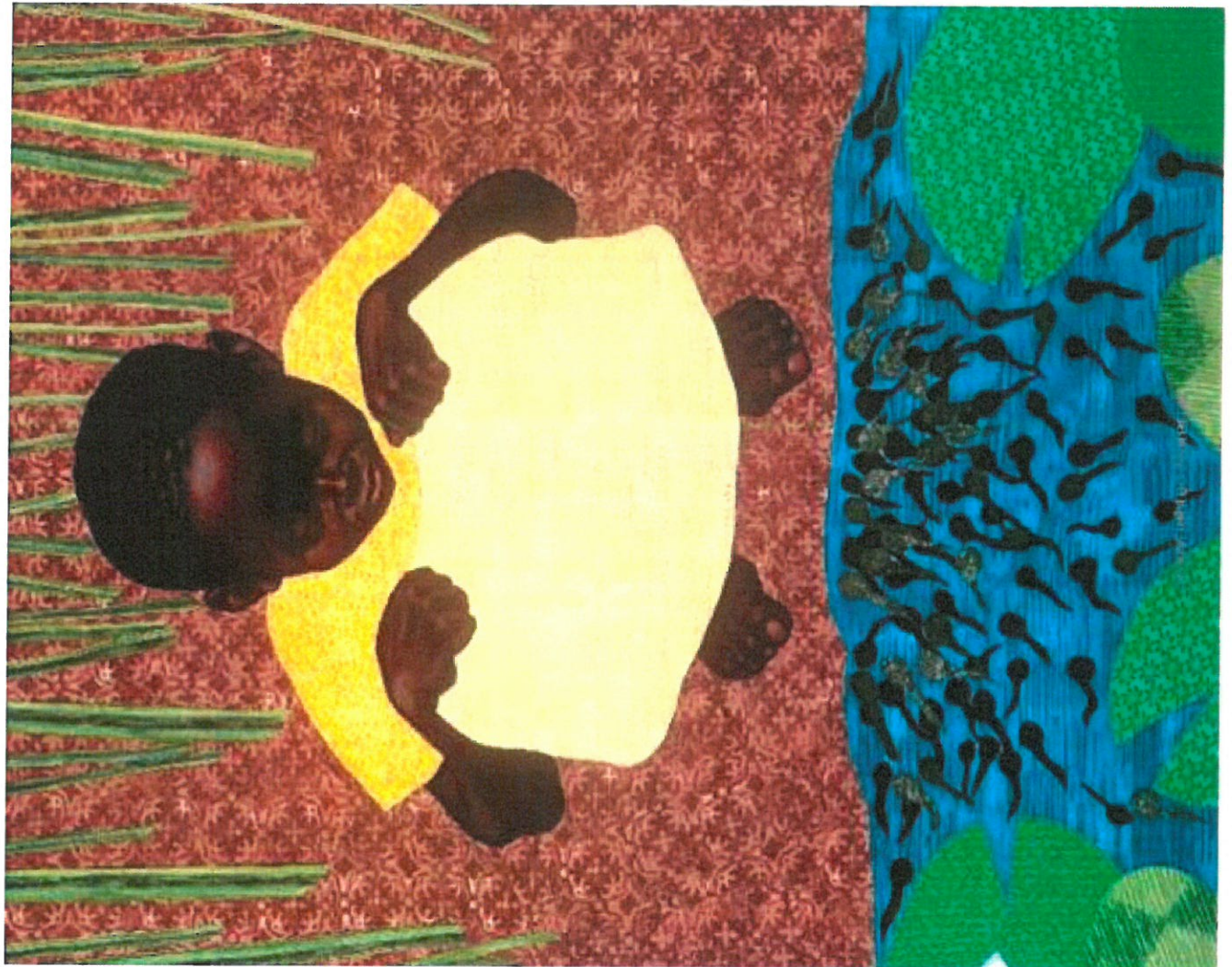
- What will your headline be?
  - Think about the 5Ws of your report (Who? What? When? Where? Why?)
  - What further details will you add to your report?
  - Decide on a witness and create a quote (you may even use Wangari as your witness!)
  - What will your closing thought be to reassure your reader?
- 3) Once you have planned, it's time to start writing!
- Take your time and think about our work on *The London Eye Mystery* to remind yourself of the style.
  - Your report does not have to be 'set out' like a newspaper. Writing in paragraphs in a usual way is absolutely fine. 😊

We would love to see what you have created so why not post on the blog or email your teacher? Remember, your best is good enough.

Are you intrigued? Do you want to read more?

Listen to the whole of *Mama Miti Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli here: <https://www.youtube.com/watch?v=zEWEYBrZwtw&t=36s>





*On the highlands of Africa,  
near forests and plains and a huge salt lick,*

*Wangari was born. The face of  
Mount Kenya smiled down on her.*

*People told stories of how in the old days  
sometimes the sun shone too bright too long,  
and droughts came. Crops and people suffered.*

*Plants wilted. People fought.  
So the men held ceremonies under the  
mugumo—the spreading sacred fig tree—  
and the skies blessed them with shimmering  
rains to slake their thirst and water their farms.*

*Village elders placed staffs from the  
thick tree between angry men,  
and enemies became friends.*



*W*ANGARI LISTENED TO THESE STORIES.  
That's how she came to love and respect trees.  
That's how she came to be wise in the tradition  
of her family and village, of her country and  
continent.





## 01.07.20 – 'Tree Description'

### The Mighty Oak

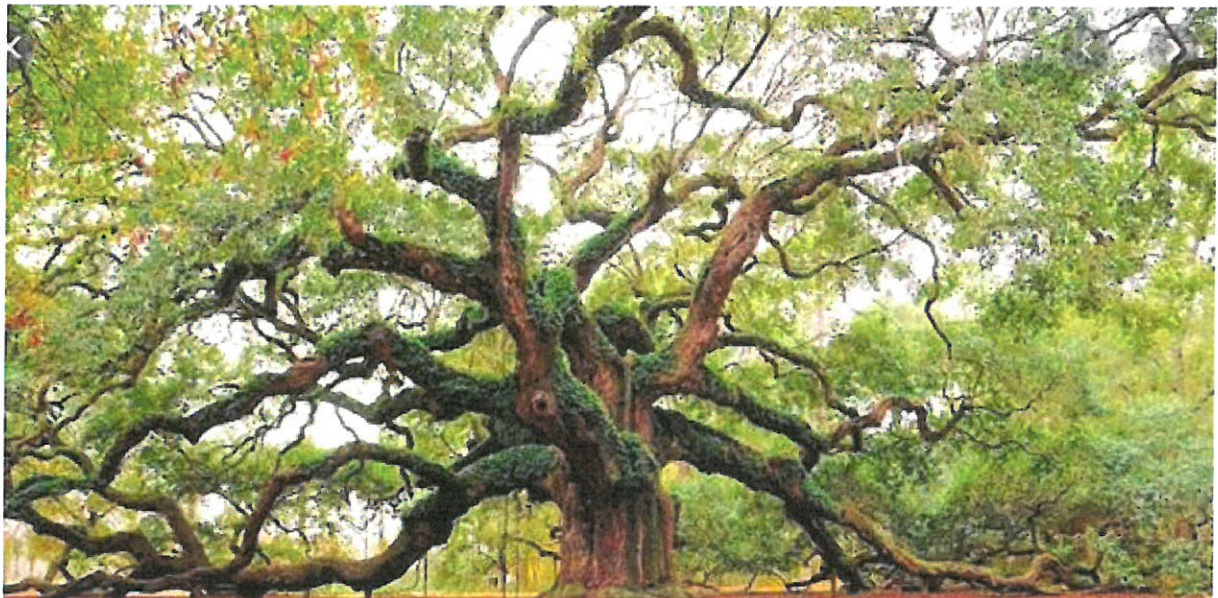
Taller than a house, the mighty oak towers over the leaf litter below. Its wizened arms reach for the light of the canopy, desperate for the sun's warming, nourishing rays. Moss surrounds its limbs, an emerald blanket of warmth. The leaves are like the hands of a small child, reaching up to hold on to mother. Acorns wearing armoured caps wait patiently in pairs until given the order to fall to the ground below to begin their growing mission.

Swaying in the calm breeze, the furling leaves rustle, whispering secrets to the woodland. A lone pigeon coos and trills mournfully, hidden from sight by the shroud. The creak and snap of old branches engulfs the tiny sigh of new twigs. The tree is an orchestra straining to be heard.

The damp, dank earth that surrounds the roots exudes a rotting, pungent smell which stings the nostrils. High above, the fresh leaves offer sweet relief. Their crisp new-life smell reminds all who catch their scent of the first day of spring. Rough bark that cloaks the trunk adds hints of charcoal and hickory to the breeze.

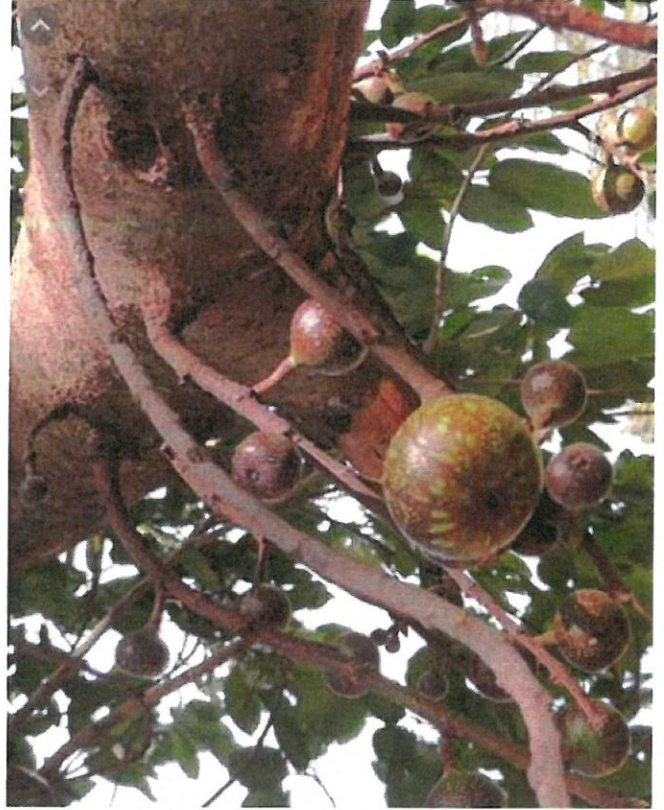
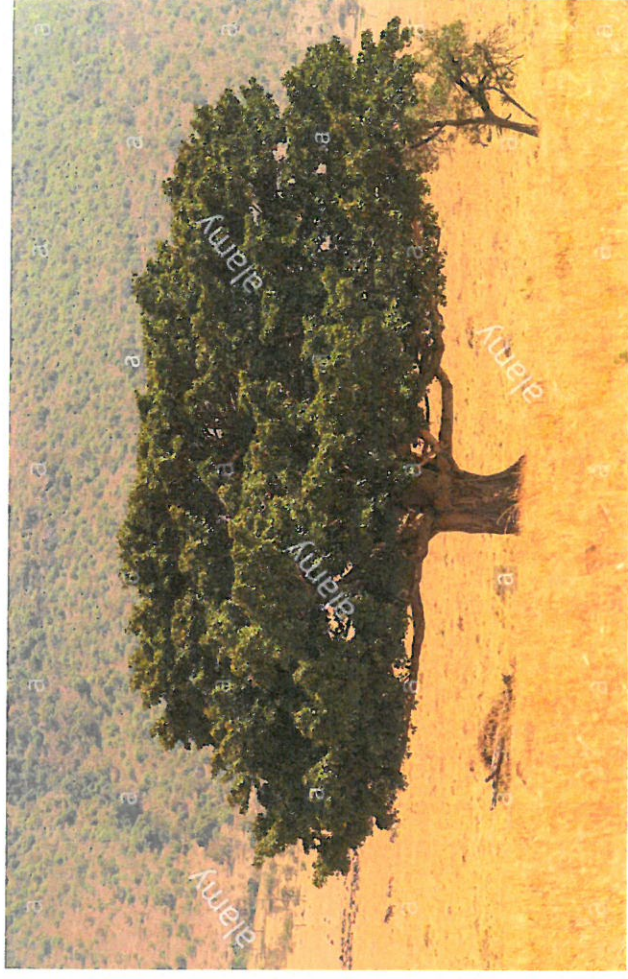
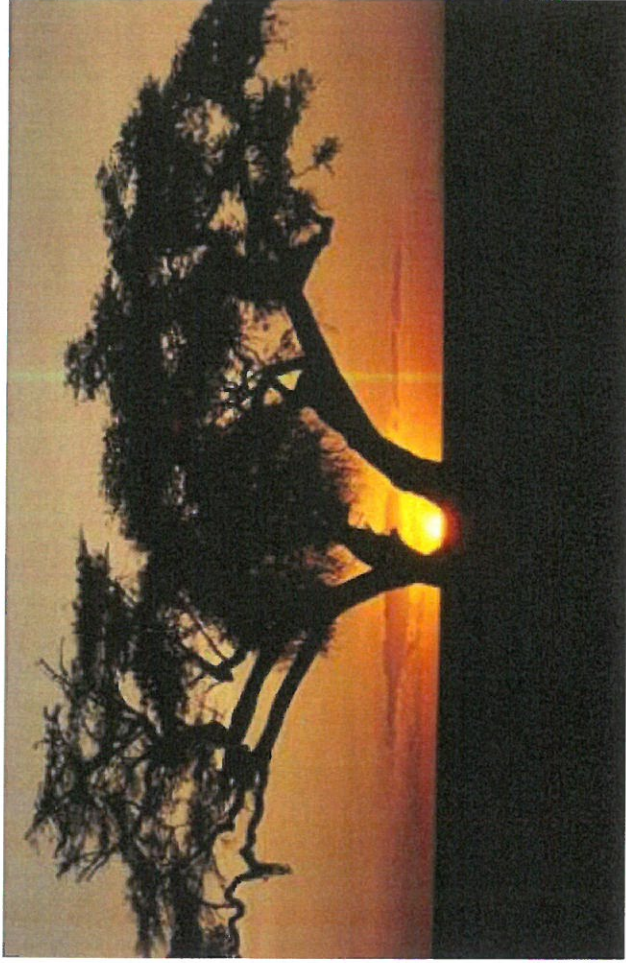
The mighty oak reigns the woodland.

*These images were used to inspire the description above.*













## Power Outages Continue

By ELIZA BLACK

Following the loss of National Grid power last week in the United Kingdom, electricity shortages continue across the nation. On Thursday 2nd January, many homes and businesses were left without light and heat after an unexplained fault was found in part of the National Grid distribution system. Street lighting and security systems were also impacted leaving many people worried for their safety and well being.

An estimated 16 million homes across the nation have been affected by the outages. It is believed that those lucky few are relying on emergency power generators in some areas of the country. Early investigations indicate that the fault at the National Grid may have arisen as a result of the New Year's Eve celebrations last week. Many have speculated that a stray firework caused damage to a main line. Confirmation has not yet been made and no spokesperson for the National Grid was available for comment.

Despite the loss of power, many businesses across the nation are remaining positive and continuing with their usual 'January Sales' campaigns. John Smith, 49, of Wilcoo & Co stated, "We've got lots of New Year stock to shift. Ironically, it's electricals which usually make us the most at this time of year. We're hoping for a spike in purchases of blankets, warm socks and camping stoves instead."

It is not yet known when power will be restored or if viable alternatives are being considered. Readers are reminded to check on loved ones and stay positive.

Sum up your story in a catchy headline

Explain everything that happened (the 5Ws) in one or two short sentences.

Who? What? When? Where? Why?

Explain what happened in detail.

Include a quote from a witness.  
Include their name, age, occupation and introduction to the quote: "..."

Close your report with a final comment or instruction.





# Daily Expectations – Maths Challenges Yr5

Monday 29<sup>th</sup> June

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

Friday's Answers	<p><b>Challenge – Daily</b></p> <p>1) What is <math>2^2 + 3^2 = 13</math></p> <p>2) <math>7413 - 4907 = 2506</math></p> <p>3) <math>5628 + 3508 = 9136</math></p> <p>4) Halve 168 <b>84</b></p> <p>5) Double 165 <b>330</b></p> <p>6) <math>4 \times 25 = 16 + 84</math></p>	<p><b>Challenge – Super</b></p> <p>1) What is <math>10^3 - 8^3 = 488</math></p> <p>2) <math>343 \times 26 = 8918</math></p> <p>3) <math>7427 \div 8 = 928 \text{ r}3</math></p> <p>4) What is half of: 112, 178, 2154 <b>56, 89, 1077</b></p> <p>5) What is the perimeter of a regular heptagon with sides of 14cm? <b>98cm</b></p> <p>6) <math>12,320 = 18,525 - 6205</math></p>
Maths	<p><b>Challenge – Daily</b></p> <p>1) Multiply 348 by 10, by 100 and by 1000</p> <p>2) Divide 3100 by 10 and by 100</p> <p>3) Write all the factors of 22</p> <p>4) <math>5^2 + 8^2</math></p> <p>5) <math>3295 + 1793 =</math></p> <p>6) <math>6194 - 4365 =</math></p>	<p><b>Challenge – Super</b></p> <p>1) Multiply 9072 by 10, by 100 and by 1000</p> <p>2) Divide 2108 by 10, by 100 and by 1000</p> <p>3) Write all the factor pairs for 60 and 84 - what are the common factors?</p> <p>4) <math>5^3 - 4^3 =</math></p> <p>5) <math>20,000 - 14,682 =</math></p> <p>6) <math>271 \times \square = 10 \times 2710</math></p>



# Daily Expectations – Maths Challenges Yr5

Tuesday 30<sup>th</sup> June

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

Yesterday's Answers	<p><b>Challenge – Daily</b></p> <p>1) Multiply 348 by 10, by 100 and by 1000 <b>3480</b> <b>34,800</b> <b>348,000</b></p> <p>2) Divide 3100 by 10 and by 100 <b>310</b> <b>31</b></p> <p>3) Write all the factors of 22 <b>1,22,2,11</b></p> <p>4) <math>5^2 + 8^2 = 25 + 64 = 89</math></p> <p>5) <math>3295 + 1793 = 5088</math></p> <p>6) <math>6194 - 4365 = 1829</math></p>	<p><b>Challenge – Super</b></p> <p>1) Multiply 9072 by 10, by 100 and by 1000 <b>90,720</b> <b>907,200</b> <b>9,072,000</b></p> <p>2) Divide 2108 by 10, by 100 and by 1000 <b>210.8</b> <b>21.08</b> <b>2.108</b></p> <p>3) Write all the factor pairs for 60 and 84 - what are the common factors? <b>1,2,3,4,6,12</b></p> <p>4) <math>5^3 - 4^3 = 61</math></p> <p>5) <math>20,000 - 14,682 = 5318</math></p> <p>6) <math>271 \times 100 = 10 \times 2710</math></p>
Maths	<p><b>Challenge – Daily</b></p> <p>1) Double 174</p> <p>2) Halve 136</p> <p>3) <math>7625 - 2957 =</math></p> <p>4) <math>2144 \times 4 =</math></p> <p>5) <input type="text"/> + 24 = <math>17 \times 2</math></p> <p>6) Write all the factors of 28</p>	<p><b>Challenge – Super</b></p> <p>1) Multiply 8063 by 10, by 100 and by 1000</p> <p>2) Write all the factor pairs for 35 and 49 - what are the common factors?</p> <p>3) <math>4^3 - 4^2 =</math></p> <p>4) I am thinking of a number that is a prime number and between 12 and 20. What number(s) could it be?</p> <p>5) <math>813 \times \text{input} = 10 \times 8130</math></p> <p>6) <math>23,547 = 17,692 + \text{input}</math></p>





# Daily Expectations – Maths Challenges Yr5

Wednesday 1<sup>st</sup> July

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

Yesterday's Answers	<p><b>Challenge – Daily</b></p> <p>1) Double 174    <b>348</b></p> <p>2) Halve 136    <b>68</b></p> <p>3) <math>7625 - 2957 =</math> <b>4668</b></p> <p>4) <math>2144 \times 4 =</math> <b>8576</b></p> <p>5) <b>10</b> + 24 = 17 x 2</p> <p>6) Write all the factors of 28    <b>1, 28, 2, 14, 4, 7</b></p>	<p><b>Challenge – Super</b></p> <p>1) Multiply 8063 by 10, by 100 and by 1000 <b>80,630    806,300    8,063,000</b></p> <p>2) Write all the factor pairs for 35 and 49 - what are the common factors? <b>1, 7</b></p> <p>3) <math>4^3 - 4^2 =</math> <b>64 - 16 = 48</b></p> <p>4) I am thinking of a number that is a prime number and between 12 and 20. What number(s) could it be? <b>13, 17, 19</b></p> <p>5) <math>813 \times</math> <b>100</b> = 10 x 8130</p> <p>6) <math>23,547 = 17,692 +</math> <b>5855</b></p>
Maths	<p><b>Challenge – Daily</b></p> <p>1) What is <math>\frac{1}{6}</math> of 72?</p> <p>2) Halve 232</p> <p>3) Double 179</p> <p>4) <math>9321 - 5418 =</math></p> <p>5) <math>8 \times 4 =</math> <span style="border: 1px solid green; padding: 0 5px;">  </span> x 2</p> <p>6) What is the area of a square with sides 11cm?</p>	<p><b>Challenge – Super</b></p> <p>1) Divide 9602 by 10, by 100 and by 1000</p> <p>2) Write all the factor pairs for 33 and 36 - what are the common factors?</p> <p>3) <math>3^3 - 3^2 =</math></p> <p>4) <math>27,213 - 19,172 =</math></p> <p>5) <math>20,000 - 8492 =</math></p> <p>6) <math>\frac{2}{7}</math> of 147 =</p>



# Daily Expectations – Maths Challenges Yr5

Thursday 2<sup>nd</sup> July

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

Yesterday's Answers	<p><b>Challenge – Daily</b></p> <p>1) What is <math>\frac{1}{6}</math> of 72? <b>12</b></p> <p>2) Halve 232 <b>116</b></p> <p>3) Double 179 <b>358</b></p> <p>4) <math>9321 - 5418 =</math> <b>3903</b></p> <p>5) <math>8 \times 4 =</math> <b>16</b> <math>\times 2</math></p> <p>6) What is the area of a square with sides 11cm? <b>121cm<sup>2</sup></b></p>	<p><b>Challenge – Super</b></p> <p>1) Divide 9602 by 10, by 100 and by 1000 <b>960.2 96.02 9.602</b></p> <p>2) Write all the factor pairs for 33 and 36 - what are the common factors? <b>1, 3</b></p> <p>3) <math>3^3 - 3^2 =</math> <b>18</b></p> <p>4) <math>27,213 - 19,172 =</math> <b>8041</b></p> <p>5) <math>20,000 - 8492 =</math> <b>11,508</b></p> <p>6) <math>\frac{2}{7}</math> of 147 = <b>42</b></p>
Maths	<p><b>Challenge – Daily</b></p> <p>1) What is <math>\frac{1}{8}</math> of 48?</p> <p>2) Multiply 15 by 10, 100 and 1000</p> <p>3) Divide 430 by 10 and 100</p> <p>4) <math>93 - 62 =</math> <input type="text"/> <math>+ 16</math></p> <p>5) <math>25 + 15 =</math> <input type="text"/> <math>\times 5</math></p> <p>6) What is the area of a square with sides of 8cm?</p>	<p><b>Challenge – Super</b></p> <p>1) Multiply 17.23 by 10, by 100 and by 1000</p> <p>2) What are the common factors of 25 and 60?</p> <p>3) <math>7^3 - 4^2 =</math></p> <p>4) <math>576 - 238 =</math> <input type="text"/> <math>+ 176</math></p> <p>5) <math>21 \times 8 =</math> <input type="text"/> <math>+ 38</math></p> <p>6) <math>\frac{4}{9}</math> of 99 =</p>





# Daily Expectations - Maths Challenges Yr5

**Friday 3<sup>rd</sup> July**

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

Yesterday's Answers	<p style="text-align: center;"><b>Challenge - Daily</b></p> <p>1) What is <math>\frac{1}{8}</math> of 48? <b>6</b></p> <p>2) Multiply 15 by 10, 100 and 1000 <b>150, 1500, 15,000</b></p> <p>3) Divide 430 by 10 and 100 <b>43, 4.3</b></p> <p>4) <math>93 - 62 =</math> <b>15</b> + 16</p> <p>5) <math>25 + 15 =</math> <b>8</b> x 5</p> <p>6) What is the area of a square with sides of 8cm? <b>64cm<sup>2</sup></b></p>	<p style="text-align: center;"><b>Challenge - Super</b></p> <p>1) Multiply 17.23 by 10, by 100 and by 1000 <b>172.3, 1723, 17,230</b></p> <p>2) What are the common factors of 25 and 60? <b>1, 5</b></p> <p>3) <math>7^3 - 4^2 =</math> <b>327</b></p> <p>4) <math>576 - 238 =</math> <b>162</b> + 176</p> <p>5) <math>21 \times 8 =</math> <b>130</b> + 38</p> <p>6) <math>\frac{4}{9}</math> of 99 = <b>44</b></p>
Maths	<p style="text-align: center;"><b>Challenge - Daily</b></p> <p>1) What are the factor pairs of 12?</p> <p>2) Divide 40 by 10 Divide 270 by 10 Divide 25 by 10</p> <p>3) <math>625 + 286 =</math></p> <p>4) <math>516 - 345 =</math></p> <p>5) <math>81 \div 9 =</math></p> <p>6) What is the perimeter of a regular hexagon with sides of 6cm?</p>	<p style="text-align: center;"><b>Challenge - Super</b></p> <p>1) Divide 276 by 10, by 100 and by 1000</p> <p>2) How many prime numbers are between 40 and 60?</p> <p>3) <math>5^3 \times 2^2 =</math></p> <p>4) <math>51,314 - 7,085 =</math></p> <p>5) <math>513 \times 17 =</math></p> <p>6) <math>7156 \div 9 =</math></p>



## Family Challenge

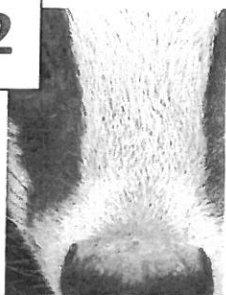
Monday 29<sup>th</sup> June to Friday 3<sup>rd</sup> July

1

### British Wildlife Challenge:

How many of these pictures can you identify?

2



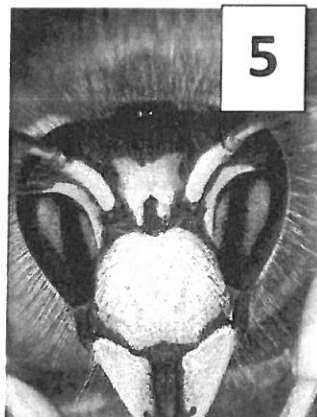
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4



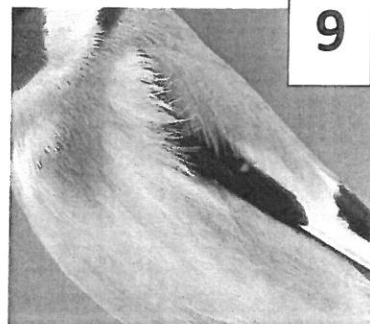
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6



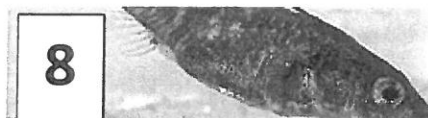
9



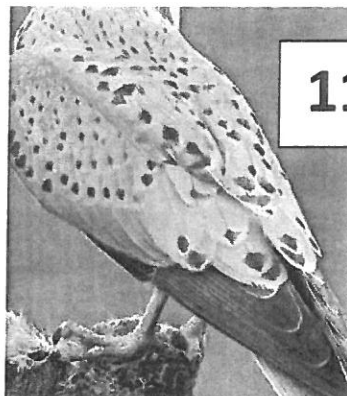
7



8



11



10



12

