Year 5 Home Learning Term 5 Week 2 Overview Week beg Monday 4th May

Subject	Work at home ideas	
Reading	Home Reading book 4 x weekly (this could be a magazine, newspaper…). **Complete 4 reading journal activities from the grid. See grid below.** **If you have access to the internet then:** Reading Plus – as directed by your teacher (feel free to do more if you want). Oxford Owl has reading books for each level to https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ Find a new book to read on here: https://magicblox.com	This week your teacher will arrange a Guided Reading group Zoom for you to take part in. Read your group's text before your Zoom time. It would be really useful if you could have this text available during the sessions. zoom

Read or reread a chapter/section of your book. Now choose and complete one of the response activities. Try to choose a different one each day.

Predict What will happen to the main character in the next chapter/ section? Write the opening paragraph.	**Clarify** Make a list of the words you don't know yet. Find and write the definition using a dictionary. Use them in a sentence.	**Question** Write a quiz about the book/ section your have reread . Ask the adult you read with at home to put their finger on the answer!	**Summarise** What were the **three** main events/ideas in this book/ chapter/section? What is your opinion about them? Write three paragraphs to explain each one.
Predict What do you think will happen at the end of the book? Write the ending you imagine.	**Clarify** Research the setting of your book. Is it set in a different country, or a different time? Gather information and images and write a fact file about the setting.	**Question** Ask the adult you read with at home to ask you at least 10 questions about your book. Ask this adult to sign and date this box, to show you've completed this.	**Summarise** Design and illustrate a new front cover for the book. Write a blurb for the back which is no more than 50 words long.
Analyse How many different ways has the author used to start sentences? Rewrite 10 of the author's sentences by changing their word order, or adding in your own sentence starter. Can you improve the author's sentences with other vocabulary?	**Analyse** Make a list of 7 powerful vocabulary choices the author has made. (Words / phrases / sentences.) Write next to each one why you feel it is powerful and what image it created in your mind.	**Analyse** Make a list of all the author's tricks can you spot e.g. similes, metaphors, alliteration, personification. Choose one trick and draw the picture it makes you imagine. Explain below what you have drawn.	**Summarise** Draw a picture of the main character(s) in the book/ chapter you are reading. Write a paragraph about one thing they want most in the world and why.
Draw a picture of your main character(s) and surround your illustration with at least 10 adjectives to describe the character.	Write a diary entry from the point of view of your main character(s) during an important part of the story. What are they thinking and how do they feel?	Make a graph showing the main character's feelings, or their progress towards their goals. Under the graph, explain what happens in the story to make it go up or down.	Draw a cartoon strip showing the most important events in the story. Underneath each picture, explain what is happening.
Using speech bubbles, write an imaginary conversation between two characters from the story.	Write a letter to another character in the role of your main character.	Write a poem, paint a picture, or create a model to explain the main events of the book you are reading.	Make a graph of the storyline - and plot out the main events to show which parts were least or most exciting/scary/ happy/sad etc. Under the graph, explain what happens in the story to make it go up or down.
Fiction—Compare two very different characters found in your book. **Non-fiction**— Compare two different opinions or ideas found in your book. Write at least one paragraph on each.	**Fiction**—Write a script to turn your story into a play. **Non-fiction**— Write a script for a TV documentary on the topic you are reading about. Have a go at filming it!	**Non-fiction**—Make a chart of new facts you have learnt. Make a column for the questions you still have about the topic.	Research a topic or issue you have discovered from your reading that interests you. Make a poster or booklet.

Spelling	Keep up with the learning of the 3/4 and 5/6 spelling lists and complete a section or 2 of your Read Write Inc booklets each day. These are the units that each group will be working on this week. • **Mrs Bader Group – Unit 11** • **Miss Franks Group – Unit 11** • **Miss Judge and Miss Banks Group – Unit 14**

English

You can listen to a recording of The Game story below here:
https://soundcloud.com/talkforwriting/game

We will continue with the text '**The Game**' this week. Re-read the text so you are familiar with it.

The Game

Danny and Susie were bored. It was wet play *again* and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scrabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the

children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

Day 1 – plan a new section of the story.

It's now your turn to be an author. Let's look at the problem section of The Game. We're going to re-write it with new ideas.
The problem:

At that moment, the table began to shake, then the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.
"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.
"Read the instructions," ordered Sally, "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?

Keep the classroom setting the same for now and plan a new idea below. You can make notes or draw what will come out of the game and what it will do once it's released.

Instead of:	Your ideas:
	
… crushing the tables	
… smashing the windows	
… flinging children round the room	
… grabbing the teacher	
… extra ideas	

Day 2 - use the section of text that we planned yesterday to write some sentences and plan a new setting.

Follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

At that moment, …

Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then …

In the blink of an eye, …

Where else could this happen? Try a new setting for *The Game*. Change the classroom setting to somewhere else. Where could this happen? Plan a new idea below. You can make notes or draw. What will come out of the game in the new setting and what will it do once it's released?

Instead of:	Your ideas:
	
… what comes out of the game?	
… what will it do?	
… extra ideas	

Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.

Day 3 – Write a new problem using the previous 2 days work.

Day 3 – Follow the instructions below…

Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.

Day 4 – Box up a new finding tale

Get Plotting Again!

Now let's write a brand new finding tale. It doesn't have to be set in school or involve a game. I have put a few of my ideas below to help your thinking. You could even write the prequel of the story about what happens when Billy investigates the game the next time it's wet play!

Think about:	Your ideas
Where could the story take place? e.g. a field, a football match, a restaurant, at home – where else?	
What could the object be? e.g. a book, shoes, wand, a phone, a bucket, a pen - what else?	
What happens when the object is found? e.g. events in the book come to life, shoes turn you into different people, wands cast disastrous spells, phones turn people into robots – what else?	

SpaG

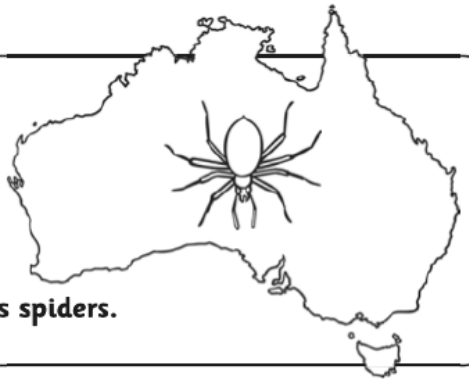
Look at this video again
https://www.youtube.com/watch?v=HbVIluhgg9Y
Now complete the **relative clause activity** this will help to really embed this skill that we were recapping on last week.

Tell me more!

Can you add relative clauses to this simple sentence to make it more interesting?

Try adding different relative pronouns to see how it changes the sentence.

that who whom whose which



Simple Sentence

Australia is a very large country.

Improved With a Relative Clause

Australia is a very large country, **which has dangerous spiders.**

Maths

This week we are going to continue our revision of Year 5 Place Value.

Day 1:Prime Numbers

Today we are going to revise Prime Numbers. **Prime numbers** are special numbers that can only be divided by **themselves** and **1.**

- 19 is a prime number. It can only be divided by 1 and 19.
- 9 is not a prime number. It can be divided by 3 as well as 1 and 9.
- The prime numbers below 20 are: 2, 3, 5, 7, 11, 13, 17, 19.
- Don't forget: the number 1 is not thought of as a prime number.

If you can, use the link below to watch the video and have a go at Activity 1
https://www.bbc.co.uk/bitesize/articles/zvv6t39

Next, complete either the **Bronze or Silver Prime Number Challenge.**

Bronze Challenge:

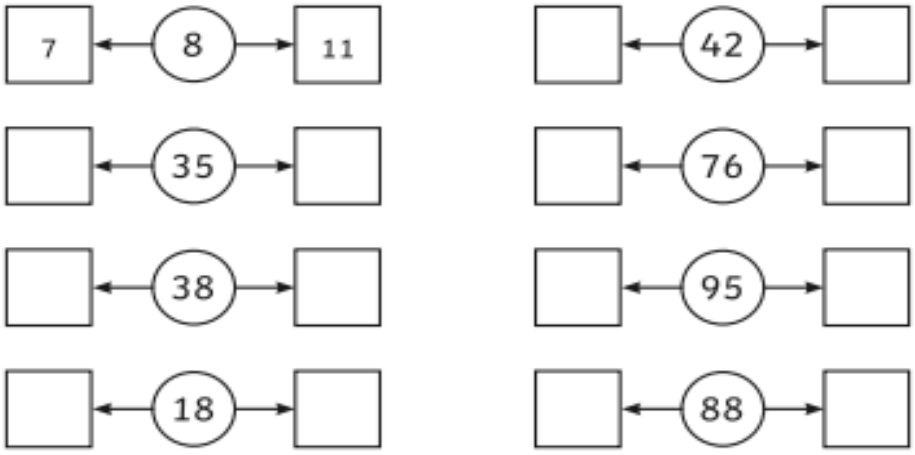
Prime Numbers Challenge

Shade all the prime numbers to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you find the nearest prime number before and after each number below?

The first one is done for you.



Silver Challenge:

Sing-Song Aloud is a very popular competition for singing. Every year, thousands of people enter the competition in search of fame. This year is no different… but there has been a crime committed! Somebody has sabotaged the equipment and they have broken the microphones, with only pig-like sounds being emitted! The police have been investigating exactly what happened.

As the Detective Chief Inspector, it is your job to work out who the saboteur is. Your officers have taken down the names and descriptions of the people on set that day. Your task is to solve the clues and work out who has sabotaged the equipment!

Name	Gender	Height	Left-handed or right-handed
Amelia Killen-Browne	female	tall	left
Barry Shaw	male	short	right
Fenella Bentley	female	tall	left
Gurdeep Mehmi	male	short	left
Janice Twist	female	short	right
Ken Corder	male	tall	right
Ling Chang	male	tall	left
Mei Chang	female	short	left
Nancy Greene	female	tall	right
Ramesh Iqbal	male	tall	right

Clue One

Circle all of the prime numbers. If the amount of prime numbers is odd, then the saboteur is female. If the amount of prime numbers is even, then the saboteur is male.

2	52	9	111	19	83	85	31	59	89
133	21	22	88	15	90	17	57	131	72

The saboteur is _____ .

Clue Two

Count in prime numbers from the first number in the circle, and then take the last number you reach and find the corresponding word in the table below. Rearrange the words to form a sentence and solve the first clue.

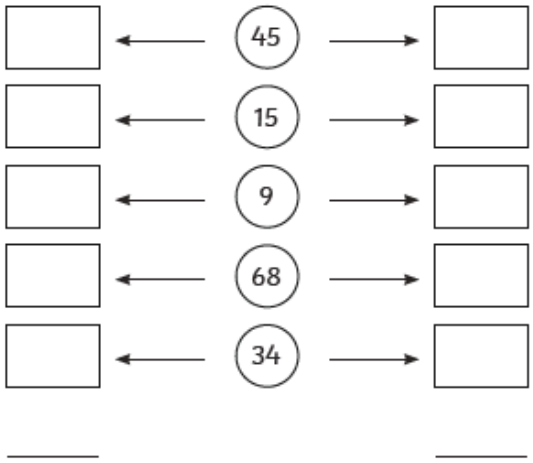
2				
13				
47				
83				

the 11	microphone 9	ran 2	stole 71
short 101	broken 27	saboteur 29	of 15
was 67	a 69	singer 16	tall 103

_____

Clue Three

Look at the numbers in the circles. Write the nearest prime number lower than the number in the left-hand boxes and the nearest prime number higher in the right-hand boxes. Then add each column of boxes up. If either column adds to exactly 183, the saboteur is left handed.

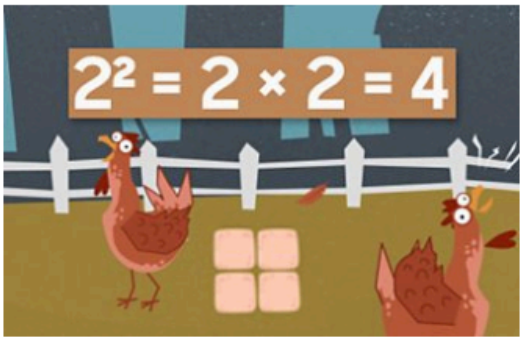


The saboteur is _____ handed.

The saboteur is _____ .

Day 2: Squared Numbers.

Square numbers



A square number is a number multiplied by itself. This can also be called 'a number squared'. The symbol for squared is ².

$2^2 = 2 \times 2 = 4$

$3^2 = 3 \times 3 = 9$

$4^2 = 4 \times 4 = 16$

$5^2 = 5 \times 5 = 25$

The square numbers up to 100 are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100

If you can, look at this clip to remind yourself what squared numbers are https://www.bbc.co.uk/bitesize/topics/zyhs7p3/articles/z2ndsrd.

Now show your understanding by working through Tasks 1 & 2. For Task 1 pick your challenge or have a go at completing both!

Bronze: Investigate Square Numbers. Copy and complete like the example below.

Example:

$2^2 = 2 \times 2 = 4$

$3^2 = \quad \times \quad =$

$4^2 = \quad \times \quad =$

$5^2 = \quad \times \quad =$

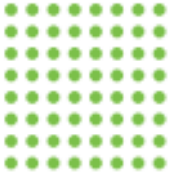
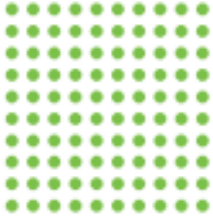
$6^2 = \quad \times \quad =$

$7^2 = \quad \times \quad =$

Silver:

1) Complete the missing boxes in the table to identify the first ten square numbers. You might want to use counters to create each array on your table. The first one has been done for you.

1×1	1^2	1	
	2^2		
3×3			
		16	
	5^2		

			
	7^2		
8×8			
	9^2		
			

2) Why are these numbers called square numbers?

3) Look at the square numbers in the table. What patterns can you identify?

Task 2:

Circle the square numbers.

1	49	66	17	36		9	144
		101			89		
	75		81				
				46		12	
	25						64
100		4		123		121	

Match the square numbers.

2^2	49
6^2	25
3^2	121
7^2	144
11^2	16
9^2	64
12^2	1
1^2	81
4^2	9
5^2	36
8^2	4

Day 3: Today we are going to be revising place value by counting forwards and backwards in powers of 10 (10, 100, 1000, 10,000).

Task 1: Counting Forward in Powers of 10. Pick your challenge (bronze, silver and gold) and complete the activities.

Bronze:

Count on from the given numbers in 10s (some answers are given).

76		96		
153			183	
762	772			
601				641
2987				
32 135				

Spot the error in this sequence:

63 967	63 977	63 987	63 997	63 007

Count on from the given numbers in 100s (some answers are given).

45		245		
730	830			
1209				
8672			8972	
23 774				
87 602				

Spot the error in this sequence:

123 875	123 975	123 985	124 085	124 185

Silver:

Count on from the given numbers in 1000s (some answers are given).

563		2563		
4903				8 903
7023	8023			
73 902			76 902	
297 831				
405 000				

Spot the error in this sequence:

289 636	299 636	300 636	301 636	302 636

Count on from the given numbers in 10 000s (some answers are given).

12 561		32 561		
76 302	86 302			
54 913			84 913	
290 400				
783 450				
2 340 645		2 360 645		

Spot the error in this sequence:

278 900	288 900	298 900	299 000	318 900

Gold:

Count on from the given numbers in 100 000s (some answers are given).

190 300			490 300	
568 900		768 900		
820 765				1 220 765
2 800 000	2 900 000			
6 456 923				
14 770 000				

Spot the error in this sequence:

34 983 002	35 983 002	36 083 002	36 183 002	36 283 002

Count on from the given numbers in 1 000 000s (some answers are given).

2 900 000			5 900 000	
6 034 600		8 034 600		
12 945 929				16 945 929
34 803 876	35 803 876			
67 900 310				
238 500 000				

Spot the error in this sequence:

926 354 000	917 354 000	928 354 000	929 354 000	930 354 000

Task 2: Counting backwards in powers of 10. Like task 1 pick your challenge (bronze, silver, gold).

Bronze:

Count back from the given numbers in 10s (some answers are given).

85	75			
137		117		
652			622	
901				861
3087				
66 815				

Spot the error in this sequence:

98 621	98 611	98 601	98 591	98 681

Count back from the given numbers in 100s (some answers are given).

431		231		
900			600	
3312	3212			
9028				8628
37 920				
209 372				

Spot the error in this sequence:

190 880	190 980	190 680	190 580	190 480

Silver:

Count back from the given numbers in 1000s (some answers are given).

4 523				523
9 000			6 000	
13 450	12 450			
102 342		100 342		
398 700				
1 341 299				

Spot the error in this sequence:

289 636	299 636	300 636	301 636	302 636

Count back from the given numbers in 10 000s (some answers are given).

43 920	33 920			
71 302			41 302	
90 000				50 000
275 400		255 400		
733 450				
2 620 645				

Spot the error in this sequence:

3 690 000	3 680 000	3 670 000	3 640 000	3 650 000

Gold:

Count back from the given numbers in 100 000s (some answers are given).

690 382		490 382		
968 900				568 900
1 220 765	1 120 765			
2 400 000			2 100 000	
6 256 923				
14 170 000				

Spot the error in this sequence:

54 900 000	52 900 000	51 800 000	50 800 000	49 800 000

Count back from the given numbers in 1 000 000s (some answers are given).

4 800 000			1 800 000	
7 034 200		5 034 200		
12 945 929	11 945 929			
37 803 549				33 803 549
62 900 310				
231 500 000				

Spot the error in this sequence:

778 100 000	778 000 000	777 000 000	776 000 000	775 000 000

Day 4: Lets continue to revise counting forwards and backwards back but in a different way. Use your PV knowledge to complete these two tasks.

Task 1: Pick you challenge and complete the number sentences.

Bronze:

44,444 + 1 =	44,444 + 10 =	44,444 + 100 =	44,444 + 1000 =	44,444 + 10,000 =
88,888 – 1 =	88,888 – 10 =	88,888 – 100 =	88,888 – 1000 =	88,888 – 10,000 =
34,872 + 10 =	34,872 + 1000 =	34,872 + 1 =	34,872 + 100 =	34,872 + 10,000 =
95,342 – 1 =	95,342 – 100 =	95,342 – 1000 =	95,342 – 10,000 =	95,342 – 10 =

Silver:

32,473 + 2 =	32,473 + 20 =	32,473 + 200 =	32,473 + 2000 =	32,473 + 20,000 =
97,657 – 4 =	97,657 – 40 =	97,657 – 400 =	97,657 – 4000 =	97,657 – 40,000 =
24,734 + 200 =	24,734 + 50 =	24,734 + 40,000 =	24,734 + 3000 =	24,734 + 5 =
85,346 – 30,000 =	85,346 – 20 =	85,346 – 4000 =	85,346 – 200 =	85,346 – 4 =

Task 2: Have a go at completing the challenge cards below. Read them carefully.

Counting in 10s 1.

Lily counts forwards and backwards in 10s from 63.

She says, "As I count forwards and backwards from 63, all of the numbers I say will end in 3."

Jiang says that she is incorrect.
Why did he say this?

Write a number that you can count from in tens, forwards and backwards, that will always have the same digit in the ones place.

Counting in 100s 2.

Adam writes some numbers. From each number, count forwards and backwards in hundreds. Write down the 3rd and 7th number that you arrive at each way.

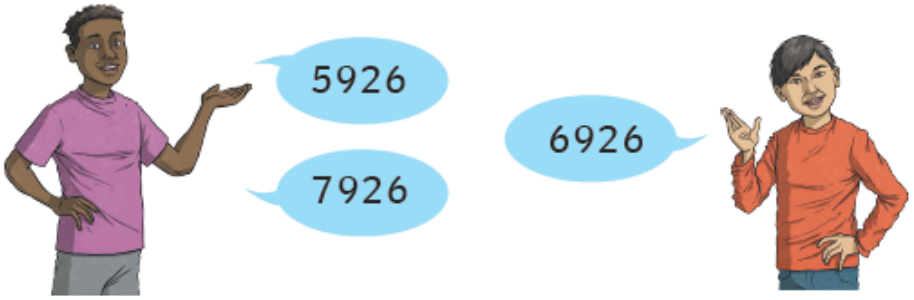
7th backward	3rd backward		3rd forward	7th forward
		319		
		1017		
		45 827		
		381 934		

Can you see any relationships between the numbers in each row? Explain what the relationship is.

Counting in 1000s 3.

Adam and Jiang work together to count in thousands.

First, Adam chooses the number 5926. Each of them will take it in turns to count forwards in thousands.



Work with a partner and try this activity.
How far can you and your partner get in one minute?

Math's Revision Activities:

If you need extra work to do to make up your Math's learning each day then pick from the activities below.

Revision task 1:

Can you complete the bar model to show number pairs that make 100?

The first one has been done for you. 100 = 67 + 33

Pairs to 100

100	
67	33

100	
55	?

100	
78	?

100	
83	?

100	
91	?

100	
24	?

Revision Task 2 :

Look at the numbers in each number sentence below carefully. Use your knowledge of PV to complete the number sentences. Look carefully to see if you are subtracting or adding!

Example let's look at the first one together 42,760 + 3 = ?
What PV column are we going to change here?
We are adding three ones (3) so need to look at the one's column.
42,760 + 3 = 42, 763

Bronze:

Complete these number sentences.

42,760 + 3 = ☐

84,572 – 4000 = ☐

50,345 + 2000 = ☐

92,428 – 20 = ☐

37,076 + 800 = ☐

69,462 – 400 = ☐

24,600 + 24 = ☐

23,746 – 20,000 = ☐

90,340 + 2005 = ☐

84,245 – ☐ = 80,245

63,058 + ☐ = 63,758

Silver:

Complete these number sentences.

20,000 + 450 = ☐

5003 + ☐ = 45,523

31,000 + ☐ = 31,273

10,000 + ☐ = 10,725

40,444 + ☐ = 44,444

70,777 + ☐ = 77,777

34,270 - 270 = ☐

52,235 - 50,000 = ☐

24,752 - ☐ = 24,702

72,896 - ☐ = 896

44,444 - ☐ = 40,444

45,345 - ☐ = 5345

Gold:

Complete these number sentences.

43,680 – ☐ = 40,060

3,780 + ☐ = 83,781

28,134 – ☐ = 28,004

402 + ☐ = 75,412

65,036 – ☐ = 5030

☐ + 2,700 = 62,745

93,489 – ☐ = 409

☐ + 3,040 = 83,276

20,406 + ☐ = 23,476

☐ – 20,450 = 7,008

51,080 + ☐ = 51,983

☐ – 8,078 = 70,600

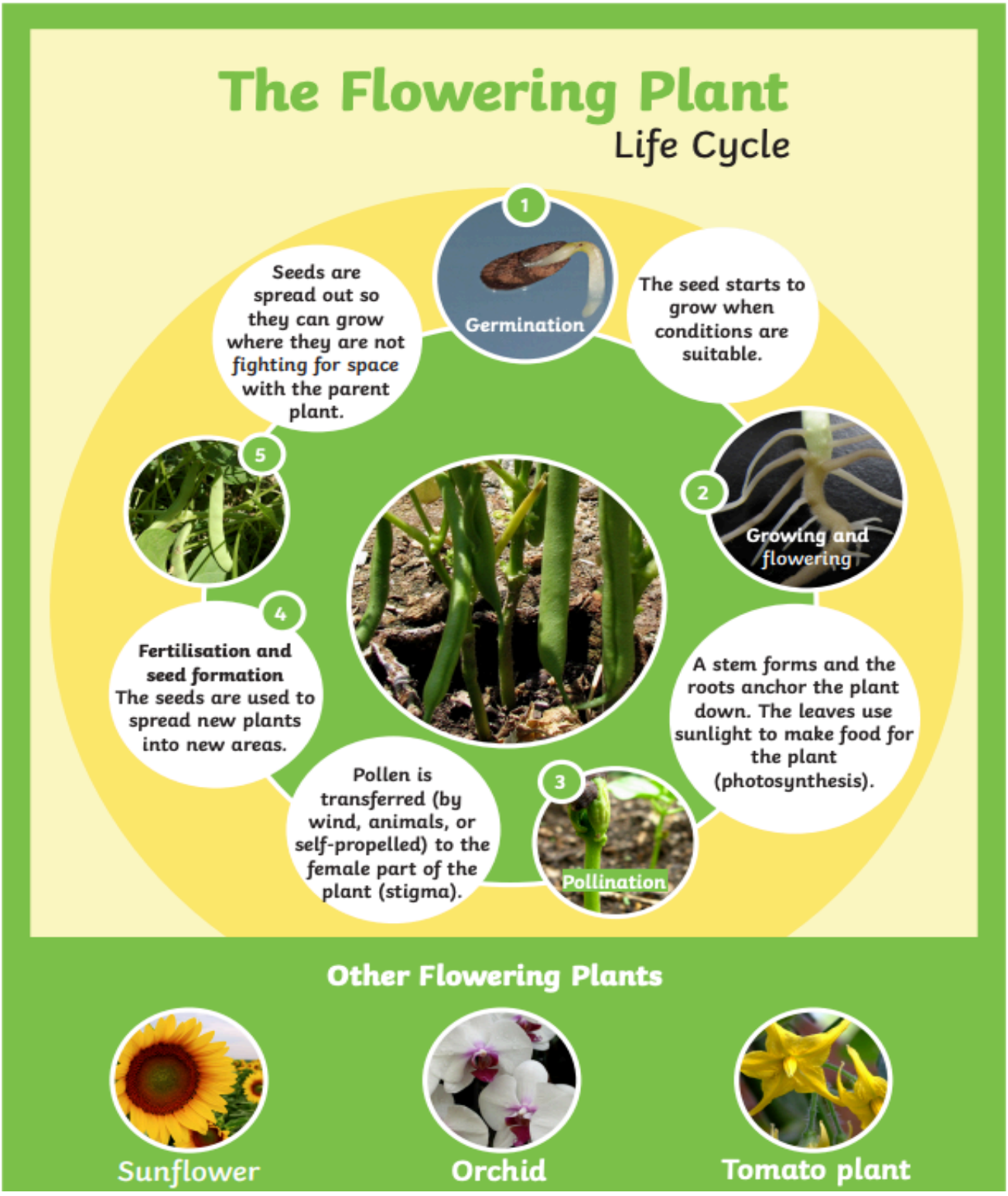
If you have access to the internet then don't forget about TTRS and Prodigy Maths.

Science

This week we are going to continue learning about a plant's lifecycle. Look at the life cycle fact file below. If you have access to the internet then watch the videos clips below to find out more on how flowering plants reproduce:

https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zqbcxfr
https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty

Create a piece of work showing the life cycle of a flower/plant.



Topic

To mark the 75th anniversary of the end of the second World War in Europe, on Friday May 8th the country will be celebrating VE day. If you can, watch the video clips below or have a look at the information below to find out more about VE day:
https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr
https://www.bbc.co.uk/newsround/48201749

Victory in Europe

Victory in Europe Day/ VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in World War 2.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.

Surrender

After Hitler's suicide in April, 1945, the Germans knew they could not win the war. General Jodl, travelled to see General Dwight D. Eisenhower - who was Supreme Commander of the Allied Forces in Europe – at the Headquarters in France.

On the 7th May, at 2.41am, in front of some of the leaders of the Western Allies, Jodl signed a surrender document on behalf of Germany. This meant that the war in Europe was over, although World War II continued in other countries.

Celebrations

As news of the surrender spread, the war-weary British began to rejoice straight away. During the previous six years, half a million homes had been destroyed, thousands of civilians had been killed and many millions of lives disrupted, in Britain alone.

The news of a surrender was what everyone needed to hear.

People ran out on to the streets, hanging bunting and banners and dancing. People organised impromptu street parties, shared rationed food with the neighbours and listened to the wireless for updates.

Announcement

Yet the British Prime Minister, Winston Churchill, had yet to make a formal announcement. He was being held back by Stalin, the leader of the Soviet Union. Stalin wanted his own document of surrender signing, so he was holding off announcing the fall of Germany.

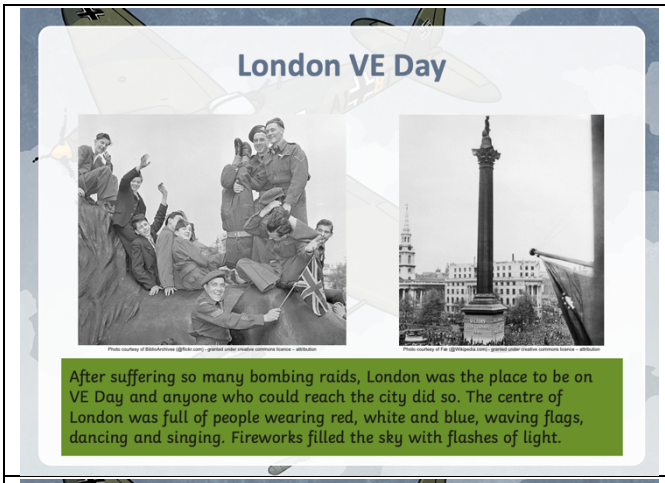
Churchill was not going to give Stalin the satisfaction of making Britain wait, so at 19:40, Churchill made this announcement over the radio:

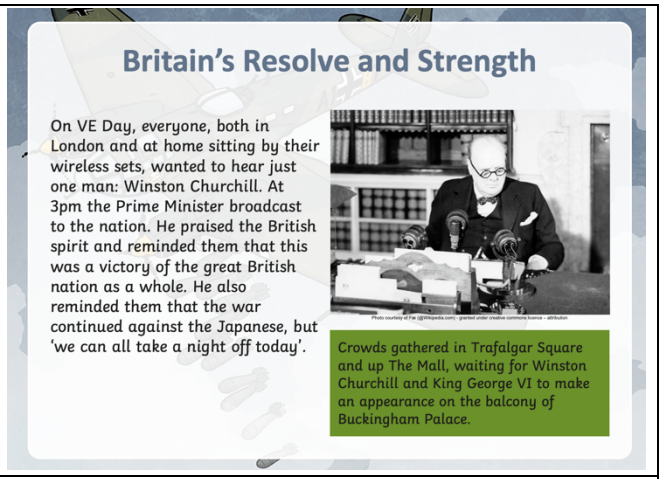
"In accordance with arrangements between the three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."

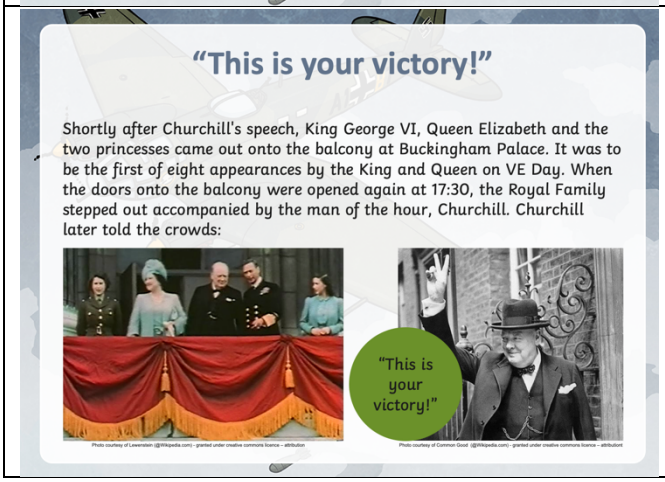
Victory in Europe

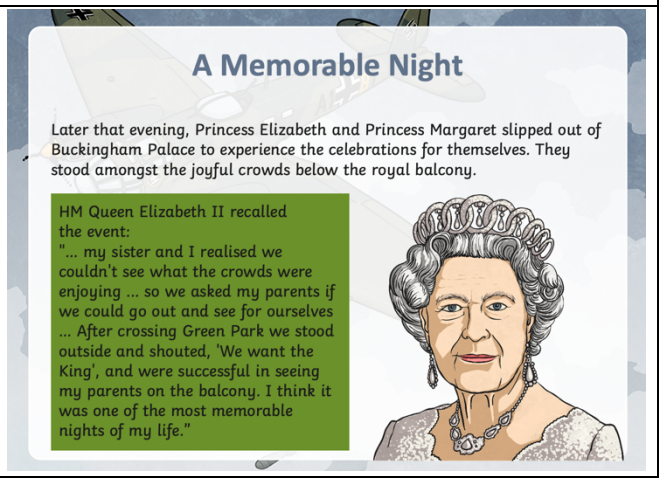
This photograph shows Churchill waving to crowds in Whitehall, London, on the day he broadcast to the nation that the war with Germany had been won, 8th May 1945.

Time to Celebrate









Your task: Think about how you would tell the story of VE Day today. There are lots of ways you could bring the story of VE Day to life. You could use artwork, text, music, video - it is totally up to you.

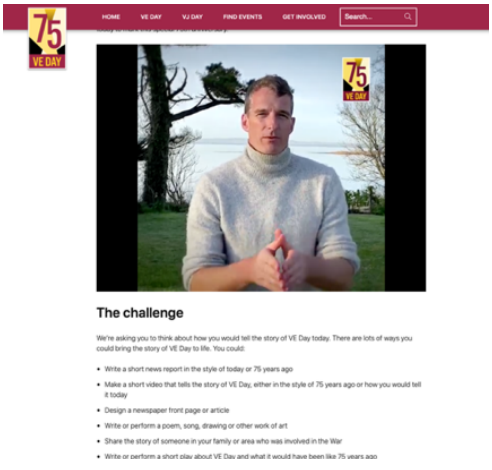
You could:

- Write a short news report in the style of today or 75 years ago
- Make a short video that tells the story of VE Day, either in the style of 75 years ago or how you would tell it today
- Design a newspaper front page or article
- Write or perform a poem, song, drawing or other work of art
- Share the story of someone in your family or area who was involved in the War
- Write or perform a short play about VE Day and what it would have been like 75 years ago

This is actually part of a government competition to mark VE day. More details about the competition can be found here:

https://ve-vjday75.gov.uk/dan-snows-ve-day-challenge/

If you wish to upload your work to enter the competition then you MUST ask an adult if you can do this and ask them to help you with uploading your work. The deadline for entries is the 6th May.



PE	**Before starting these activities, you MUST let an adult know what you are doing - find a clear area to do this and follow the instructions carefully!** Find out all about the benefits of exercise as well as lots more information here… https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/exercise/benefits-of-exercise/ Now complete your own exercise: • Joe Wicks PE session YouTube 30-minute activity twice a week. • Personal Best Goal • PE at Home challenges • Cosmic Yoga
Art & DT	William Morris is a famous artist and interior designer from the Victorian era. He was fed up of the dullness of the industrial revolution so wanted to add colour to homes. He used nature and repeating floral patterns in his work.    Look at these images. Can you now create your own William Morris inspired artwork? If you have access to the internet, watch this video for a bit of inspiration. https://www.youtube.com/watch?v=VgTMiu6J3Jg

Computing

This week we are going to look at keeping safe online. Complete Activities 1 and 2.

Activities for 8-10s

Number 1, 24/03/2020

https://www.thinkuknow.co.uk/8_10/watch/

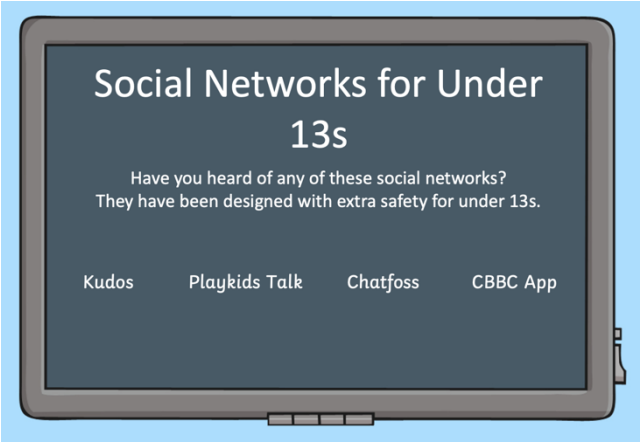
Activity 1: Watch Play Like Share, Episode 1

- Find *Play Like Share* at www.thinkuknow.co.uk/8_10/watch/
- Watch *Episode 1: Block Him Right Good, Alfie* with your child.
- Use the following questions to chat about the cartoon:
  - **What did you think? What did you like about Play Like Share?**
  - **What different things do Sam, Ellie and Alfie do online?** *[E.g. make videos, talk to people, learn to sing, share their songs]*
  - **What problem did Alfie face at the beginning of the cartoon?** *[Another gamer messaged Alfie, asking to game with him. Alfie said no as he had to go to school]*
  - **How did the gamer make Alfie feel?** *[Happy at first and then uncomfortable and worried when he started making threats]*
  - **What did Alfie do when he realised something wasn't right?** *[Didn't reply. Told a trusted adult, his mum. Blocked the gamer. Reported to the website.]*
  - **What happened when Selfie's video was made public? How did it make them feel?** *[People they didn't know wrote nasty or strange comments. Received links to adverts. They felt worried and uncomfortable.]*

Activity 2: Design a poster for Selfie

- Ask your child to create a poster for Sam, Ellie and Alfie's new band *Selfie*. Encourage them to come up with a design that shows off each character's talents and personality.

If you cannot access the video then create a poster on how to keep safe online. Use the information below to help you.



Zip It

Really think twice about everything that you say online. Don't give away your real name, address or even which school you go to or which clubs you are in.

Back to Click Clever Click Safe

Block It

- If something looks odd, it probably is!
- Block and delete emails from anyone you don't know.
- Do not open any attachments from people you don't know as it could be a nasty virus!
- If anyone sends you a nasty email or message, don't get into a discussion, just block them and then tell an adult.
- This applies to all devices that use the Internet, e.g. Games consoles (Xbox or PlayStation) and tablets (iPad).

Back to Click Clever Click Safe

Flag It

Flag up anything that is not right.

This means tell someone you trust – they might be able to help get something done about it.

These things might include:

- Cyberbullying
- Someone asking to meet you in real life
- Anything that upsets or worries you
- Anything you think might be illegal

Back to Click Clever Click Safe

Cyber Bullying

Cyberbullying is no different to bullying in real life. You don't need to put up with it!

- If someone says something that upsets you, tell someone you trust about it, such as a teacher or parent and block the bully.
- Remember that typing something nasty in a message to someone is just as upsetting as saying it to their face. Think before you send!
- Keep evidence to show your trusted adult. You might even need to do a screenshot.

Meeting People Offline

- Never meet anyone from the Internet without an adult with you as this is very dangerous!
- Remember, people may not be who they say they are... anyone can upload a photo of someone else and call themselves by a different name with a made-up profile of their age and interests.
- Talk to a trusted adult about it if anyone has asked you to meet them in real life.

The main thing to remember is:

Be smart and safe by making the right choices.
If you are ever unsure,
ask for help and advice.
Do not deal with it alone!

Happy Surfing

Music

This week we are going to have some fun and become musical composers. Find out more about composing here: https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z6bsy4j

Making up your own music is called composition. People who write music are called **composers** .

When it comes to composing music there are no set rules.

You can write a song any way you want to. The important thing is that you enjoy creating it. Grab an instrument, warm up your vocal chords and let's get to it!

Let's get started

Composing is all about **experimenting** and finding out what works and what doesn't. Give yourself time to play and try out lots of different ideas.

Begin with an idea

Starting points for songs can be very different. It could be a sequence of **chords** , a few **lyrics** , a guitar **riff** , a drum **beat** or even just a feeling!

Develop your idea

When you're hit with a spark of inspiration or an idea you like, start to play about with that idea and see where it takes you. One idea can quickly lead to another and another and... you get the point!

Some ideas are finished the moment you come up with them and some aren't.

Adding a **melody** on top of a chord progression can turn something a little boring into something great. Try playing your idea in different **rhythms** . Play it faster or slower depending on how you want the song to feel.

Think about structure

You may have developed lots of ideas now, but don't feel you have to use them all.

Think about how you want to structure your song, which ideas to use where. This may mean repeating some ideas and leaving some ideas for another song.

Most modern pop songs, including Bang, Bang, Boom, Boom, follow the **verse - chorus - verse** structure.

Listen to Bang, Bang, Boom, Boom

What instruments should you use?

Think about what instruments you want to use in your song. Just because you are writing it on a piano or guitar doesn't mean the final version has to feature that instrument.

Thinking about **instrumentation** also means deciding what instruments will be playing at different points in the song and what notes they'll be playing.

Think about the role of each instrument – what are they adding to the piece. Remember you don't need every instrument to play all the time.

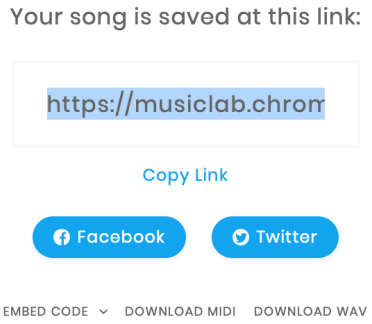
Lyrics

You might have your whole song before you think about lyrics. Or perhaps the lyrics were the first idea that popped into your head. Lyrics can really make a song memorable and stand out.

Lightning Jelly knew they were on to a winner when they thought up the repeating chorus for Bang, Bang, Boom, Boom. Don't be afraid to **repeat** words, lines and sounds to get the feeling you want!

Pick from one of the options below and compose a 30 second piece of music:

1) If you have access to a computer device use this website to compose your piece of music.
https://musiclab.chromeexperiments.com/Song-Maker/
When you have finished composing, click save your work and press 'Copy link'. Then go and paste this link into the music dojo portfolio task so I can listen to your composition! You can also choose to download it to your computer if you wish to.

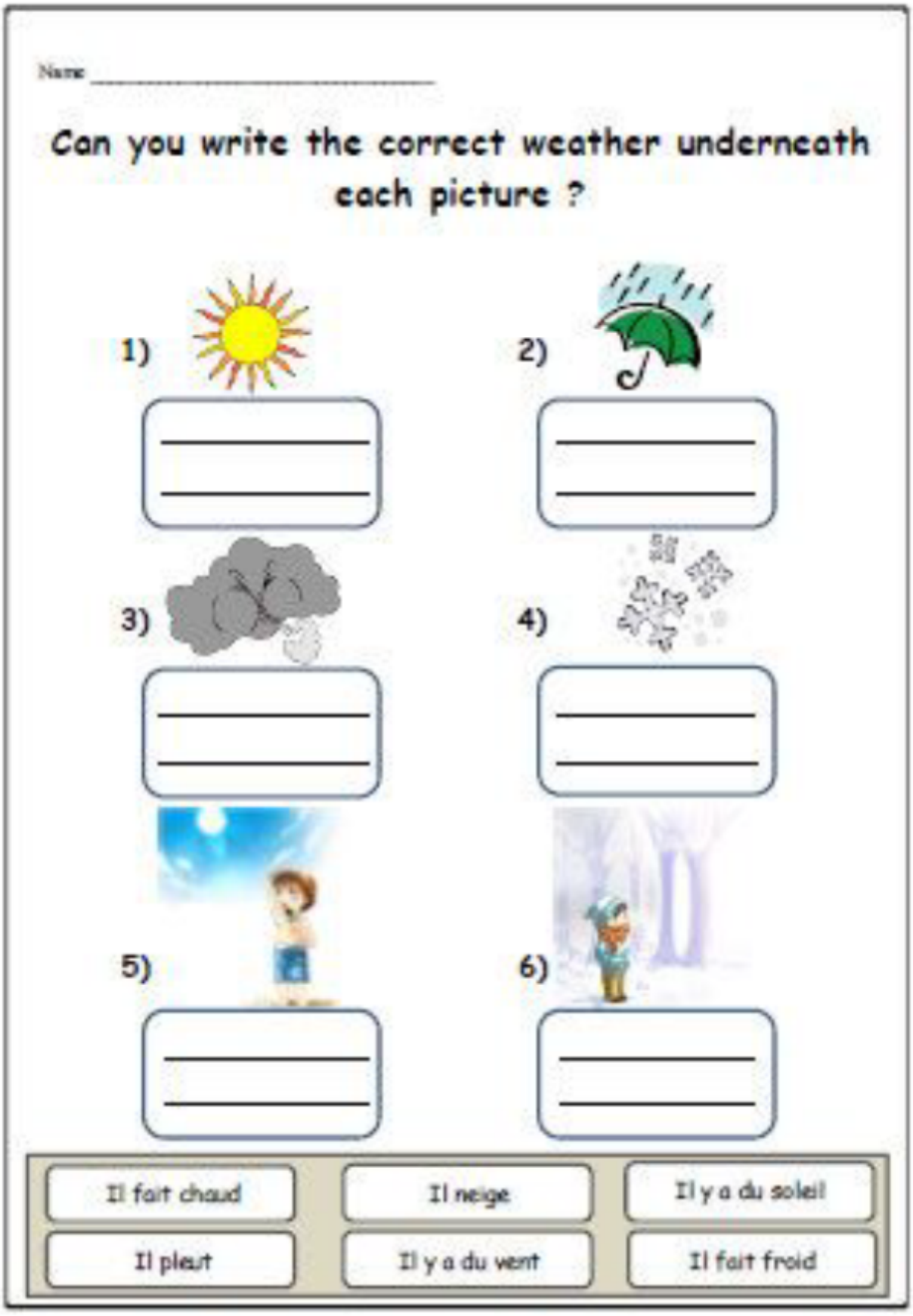


2) **If you haven't any access to a device then use whatever instruments or materials you have in your house.** You could use your hands to clap, your feet to stamp, your own voice etc. If you are able to, ask someone to film or record your composition and upload this to DOJO or send to your teacher via your class email address. If you cannot do this then draw out a storyboard showing your composition.

Remember: The topic you choose to inspire your music is totally up to you - it could be one of the topics we have explored in school such as space or Antarctica or it could be something totally new such as your lockdown experience! Lyrics are optional!

French

We are going to continue with the weather this week. Recap French weather using the video link below.
https://www.youtube.com/watch?v=tlE6tBiSHvc



If you have access to a printer - play a game of snap with the cards (you will find them in the resources folder) or turn them all over and play a game of Pelmanism (pairs) with the cards.

RE

This week we are going to find out the Seder meal, an important element to the Jewish festival of Pesach, also known as Passover.

Below you will find links to 3 short video clips from BBC Bitesize and some information. **Watch these and look at the information below to find out about Pesach.**

Next, either using the template (in the RE Resources folder) or by drawing your own - create a Seder plate to show the special foods that are eaten during a Seder meal. **Annotate your work to explain what the food is and what it represents**. There is also a PPT in the resources folder if you need some help.

Clip 1: https://www.bbc.co.uk/bitesize/clips/z3n34wx
Clip 2: https://www.bbc.co.uk/bitesize/clips/zx7tfg8
Clip 3: https://www.bbc.co.uk/bitesize/clips/zytfgk7

Chazeret

Chazeret is another bitter herb, usually romaine lettuce. It also reminds people about the suffering of the slaves in Egypt.

Beitzah

Beitzah is a hard boiled egg. The egg represents the offerings Jewish people made to God as part of their worship.

Maror

Maror is a very bitter herb made from horseradish. It is a symbol of the suffering of the Jewish people in Egypt.

Karpas

Karpas is a small slice of a vegetable which is dipped in salt water. This reminds people of the tears the slaves in Egypt would have shed.

Beitzah - a hard-boiled egg.

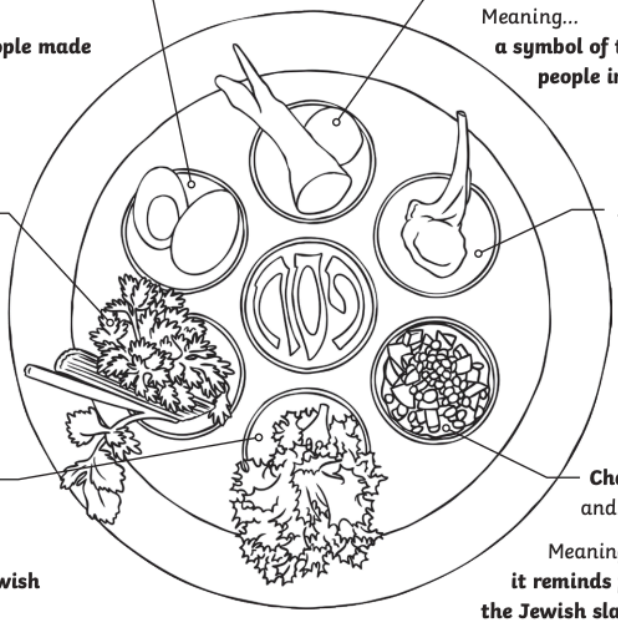
Meaning...
represents the offerings Jewish people made to God as part of their worship.

Karpas - a vegetable dipped in salt water.

Meaning...
reminds people of the tears the slaves in Egypt would have shed.

Chazeret - a bitter herb, usually romaine lettuce.

Meaning...
a symbol of the suffering of the Jewish people in Egypt.



Maror - a bitter herb made from horseradish.

Meaning...
a symbol of the suffering of the Jewish people in Egypt.

Z'ro'a - a roasted lamb bone.

Meaning...
a symbol of the offerings that the Jewish people made to God as part of their worship.

Charoset - a paste of apples, walnuts and wine.

Meaning...
it reminds people of the mortar (paste) that the Jewish slaves had to use when building things in Egypt.

Seder Plate

Beitzah - a hard-boiled egg.

Meaning... _____

_____

_____

Karpas - a vegetable dipped in salt water.

Meaning... _____

_____

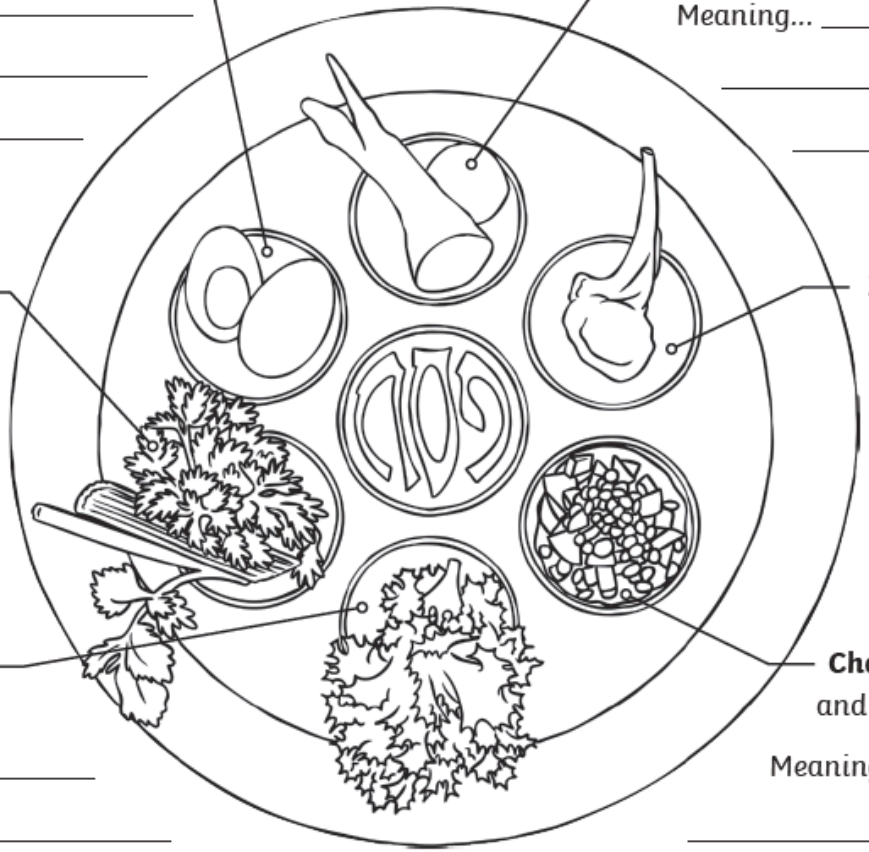
_____

Chazeret - a bitter herb, usually romaine lettuce.

Meaning... _____

_____

_____



Maror - a bitter herb made from horseradish.

Meaning... _____

_____

_____

Z'ro'a - a roasted lamb bone.

Meaning... _____

_____

_____

Charoset - a paste of apples, walnuts and wine.

Meaning... _____

_____

_____

MATHS ANSWERS

Day 1

Silver

Prime Numbers Challenge

Shade all the prime numbers to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you find the nearest prime number before and after each number below?

The first one is done for you.

7 ← 8 → 11

41 ← 42 → 43

31 ← 35 → 37

73 ← 76 → 79

37 ← 38 → 41

89 ← 95 → 97

17 ← 18 → 19

83 ← 88 → 89

Question	Answer
1.	Clue One Circle all of the prime numbers. If the amount of prime numbers is odd, then the saboteur is female. If the amount of prime numbers is even, then the saboteur is male.

~~2~~	52	9	111	~~19~~	~~83~~	85	~~31~~	~~59~~	~~89~~
133	21	22	88	15	90	~~17~~	57	~~131~~	72

The saboteur is ***male***.

2.	Clue Two Count in prime numbers from the first number in the circle, and then take the last number you reach and find the corresponding word in the table below. Rearrange the words to form a sentence and solve the first clue.

(2)	(3)	(5)	(7)	(11)
(13)	(17)	(19)	(23)	(29)
(47)	(53)	(59)	(61)	(67)
(83)	(89)	(97)	(101)	(103)

the **11**	microphone 9	ran 2	stole 71
short 101	broken 27	saboteur **29**	of 15
was **67**	a 69	singer 16	tall **103**

The saboteur was tall.

3.	Clue Three Look at the numbers in the circles. Write the nearest prime number lower than the number in the left-hand boxes and the nearest prime number higher in the right-hand boxes. Then add each column of boxes up. If either column adds to exactly 183, the saboteur is left handed.

43 ←	(45)	→ 47
13 ←	(15)	→ 17
7 ←	(9)	→ 11
67 ←	(68)	→ 71
31 ←	(34)	→ 37
161		183

The saboteur is ***left*** handed.

The saboteur is ***Ling Chang***.

Day 2

Task 1
Bronze:

Investigating Square Numbers

$3^2 = 3 \times 3 = 9$

$4^2 = 4 \times 4 = 16$

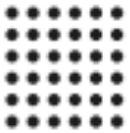
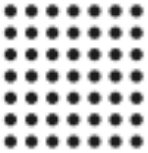
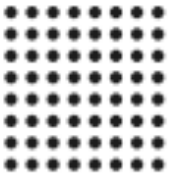
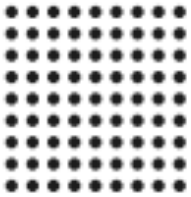
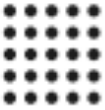
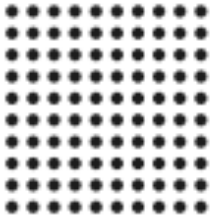
$5^2 = 5 \times 5 = 25$

$6^2 = 6 \times 6 = 36$

$7^2 = 7 \times 7 = 49$

Task 1:
Silver

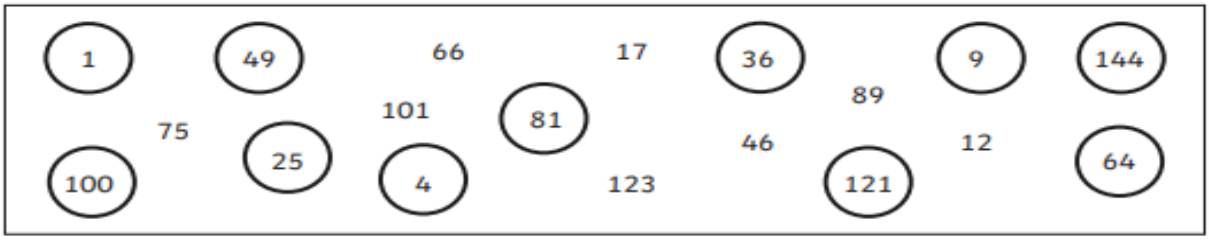
1)

1×1	1^2	1		**6×6**	**6^2**	**36**	
2×2	2^2	**4**		**7×7**	7^2	**49**	
3×3	**3^2**	**9**		8×8	**8^2**	**64**	
4×4	**4^2**	16		**9×9**	9^2	**81**	
5×5	5^2	**25**		**10×10**	**10^2**		

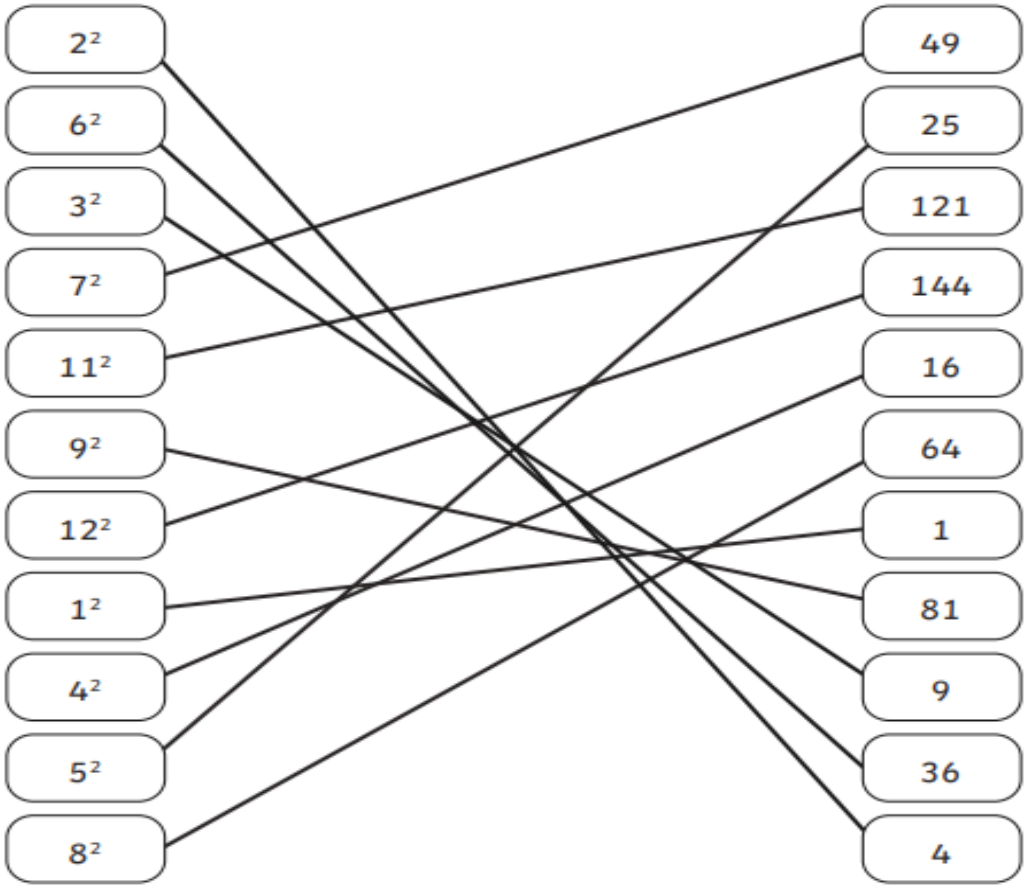
Task 2:

Square Numbers

Circle the square numbers.



Match the square numbers.



Day 3
Counting forwards in Powers of 10

Task 1: Bronze:

Counting Forwards in Powers of 10

Count on from the given numbers in 10s (some answers are given).

76	86	96	106	116
153	163	173	183	193
762	772	782	792	802
601	611	621	631	641
2987	2997	3007	3017	3027
32 135	32 145	32 155	32 165	32 175

Spot the error in this sequence:

63 967	63 977	63 987	63 997	63 007

Count on from the given numbers in 100s (some answers are given).

45	145	245	345	445
730	830	930	1030	1130
1209	1309	1409	1509	1609
8672	8772	8872	8972	9072
23 774	23 874	23 974	24 074	24 174
87 602	87 702	87 802	87 902	88 002

Spot the error in this sequence:

123 875	123 975	123 985	124 075	124 175

Silver:

Counting Forwards in Powers of 10

Count on from the given numbers in 1000s (some answers are given).

563	1563	2563	3563	4563
4903	5903	6903	7903	8 903
7023	8023	9023	10 023	11 023
73 902	74 902	75 902	76 902	77 902
297 831	29 8831	29 9831	30 0831	30 1831
405 000	40 6000	40 7000	40 8000	40 9000

Spot the error in this sequence:

289 636	299 636	300 636	301 636	302 636

Count on from the given numbers in 10 000s (some answers are given).

12 561	22 561	32 561	42 561	52 561
76 302	86 302	96 302	106 302	116 302
54 913	64 913	74 913	84 913	94 913
290 400	300 400	310 400	320 400	330 400
783 450	793 450	803 450	813 450	823 450
2 340 645	2 350 645	2 360 645	2 370 645	2 380 645

Spot the error in this sequence:

278 900	288 900	298 900	299 000	318 900

Gold:

Counting Forwards in Powers of 10

Count on from the given numbers in 100 000s (some answers are given).

190 300	290 300	390 300	490 300	590 300
568 900	668 900	768 900	868 900	968 900
820 765	920 765	1 020 765	1 120 765	1 220 765
2 800 000	2 900 000	3 000 000	3 100 000	3 200 000
6 456 923	6 556 923	6 656 923	6 756 923	6 856 923
14 770 000	14 870 000	14 970 000	15 070 000	15 170 000

Spot the error in this sequence:

34 983 002	35 983 002	36 083 002	36 183 002	36 283 002

Count on from the given numbers in 1 000 000s (some answers are given).

2 900 000	3 900 000	4 900 000	5 900 000	6 900 000
6 034 600	7 034 600	8 034 600	9 034 600	10 034 600
12 945 929	13 945 929	14 945 929	15 945 929	16 945 929
34 803 876	35 803 876	36 803 879	37 803 879	38 803 879
67 900 310	68 900 310	69 900 310	70 900 310	71 900 310
238 500 000	239 500 000	240 500 000	241 500 000	242 500 000

Spot the error in this sequence:

926 354 000	917 354 000	928 354 000	929 354 000	930 354 000

Task 2: Bronze

Counting Back in Powers of 10

Count back from the given numbers in 10s (some answers are given).

85	75	65	55	45
137	127	117	107	97
652	642	632	622	612
901	891	881	871	861
3087	3077	3067	3057	3047
66 815	66 805	66 795	66 785	66 775

Spot the error in this sequence:

98 621	98 611	98 601	98 591	98 681

Count back from the given numbers in 100s (some answers are given).

431	331	231	131	31
900	800	700	600	500
3312	3212	3112	3012	2912
9028	8928	8828	8728	8628
37 920	37 820	37 720	37 620	37 520
209 372	209 272	209 172	209 072	208 972

Spot the error in this sequence:

190 880	190 980	190 680	190 580	190 480

Task 2: Silver

Counting Back in Powers of 10

Count back from the given numbers in 1000s (some answers are given).

4 523	3523	2523	1523	523
9 000	8 000	7 000	6 000	5 000
13 450	12 450	11 450	10 450	9 450
102 342	101 342	100 342	99 342	98 342
398 700	397 700	396 700	395 700	394 700
1 341 299	1 340 299	1 339 299	1 338 299	1 337 299

Spot the error in this sequence:

289 636	299 636	300 636	301 636	302 636

Count back from the given numbers in 10 000s (some answers are given).

43 920	33 920	23 920	13 920	3920
71 302	61 302	51 302	41 302	31 302
90 000	80 000	70 000	60 000	50 000
275 400	265 400	255 400	245 400	235 400
733 450	723 450	713 450	703 450	693 450
2 620 645	2 610 645	2 600 645	2 590 645	2 580 645

Spot the error in this sequence:

3 690 000	3 680 000	3 670 000	3 640 000	3 650 000

Task 2: Gold

Counting Back in Powers of 10

Count back from the given numbers in 100 000s (some answers are given).

690 382	590 382	490 382	390 382	380 382
968 900	868 900	768 900	668 900	568 900
1 220 765	1 120 765	1 020 765	920 765	820 765
2 400 000	2 300 000	2 200 000	2 100 000	2 000 000
6 256 923	6 156 923	6 056 923	5 956 923	5 856 923
14 170 000	14 070 000	13 970 000	13 870 000	13 770 000

Spot the error in this sequence:

54 900 000	52 900 000	51 800 000	50 800 000	49 800 000

Count back from the given numbers in 1 000 000s (some answers are given).

4 800 000	3 800 000	2 800 000	1 800 000	800 000
7 034 200	6 034 200	5 034 200	4 034 200	3 034 200
12 945 929	11 945 929	10 945 929	9 945 929	8 945 929
37 803 549	36 803 549	35 803 549	34 803 549	33 803 549
62 900 310	61 900 310	60 900 310	59 900 310	58 900 310
231 500 000	230 500 000	229 500 000	228 500 000	227 500 000

Spot the error in this sequence:

778 100 000	778 000 000	777 000 000	776 000 000	775 000 000

Day 4:

Bronze:

44,444 + 1 = 44,445 44,444 + 10 = 44,454 44,444 + 100 = 44,544
44,444 + 1000 = 45,444 44,444 + 10,000 = 54,444

88,888 – 1 = 88,887 88,888 – 10 = 88,878 88,888 – 100 = 88,788
88,888 – 1,000 = 87,888 88,888 – 10,000 = 78,888

34,872 + 10 = 34,882 34,872 + 1000 = 35,872 34,872 + 1 = 34,873
34,872 + 100 = 34,972 34,872 + 10,000 = 44,872

95,342 – 1 = 95,341 95,342 – 100 = 95,242 95,342 – 1000 = 94,342
95,342 – 10,000 = 85,342 95,342 – 10 = 95,332

Silver:

32,473 + 2 = 32,475
32,473 + 20 = 32,493
32,473 + 200 = 32,673
32,473 + 2000 = 34,473
32,473 + 20,000 =52,473

97,657 – 4 = 97,653
97,657 – 40 = 97,617
97,657 – 400 = 97,257
97,657 – 4000 = 93,657
97,657 – 40,000 = 57,657

24,734 + 200 = 24,934
24,734 + 50 = 24,784
24,734 + 40,000 = 64,734
24,734 + 3000 = 27,734
24,734 + 5 = 24,739

85,346 – 30,000 = 55,346
85,346 – 20 = 85,326
85,346 – 4000 = 81,346
85,346 – 200 = 85,146
85,346 – 4 = 85,342

Day 4 Task 2 Challenge Cards

1. Counting in 10s

   Lily counts forwards and backwards in 10s from 63.

   She says, "As I count forwards and backwards from 63, all of the numbers I say will end in 3."

   Jiang says that she is incorrect. Why did he say this?

   Jiang said that she is incorrect because all of the positive numbers will end in a 3, but the negative numbers will end in a 7.

   Write a number that you can count from in tens, forwards and backwards, that will always have the same digit in the ones place. **Accept any number ending in 0 or 5.**

2 Counting in 100s

Adam writes some numbers. From each number, count forwards and backwards in hundreds. Write down the 3rd and 7th number that you arrive at each way.

7th backward	3rd backward		3rd forward	7th forward
-381	**19**	319	**619**	**1019**
317	**717**	1017	**1317**	**1717**
45 127	**45 527**	45 827	**46 127**	**46 527**
381 234	**381 634**	381 934	**382 234**	**382 634**

Can you see any relationships between the numbers in each row? Explain what the relationship is.

The 7th number forward is 1000 more than the 3rd number backward (19 + 1000 = 1019). Also, the 3rd number forward is 1000 more than the 7th number backward (317 + 1000 = 1317). This is because the difference is ten counts of one hundred, which is one thousand.

3. Counting in 1000s

Adam and Jiang work together to count in thousands.

First, Adam chooses the number 5926. Each of them will take it in turns to count forwards in thousands.

Work with a partner and try this activity.
How far can you and your partner get in one minute?

Children's answers will vary depending on their start number.