THE DEAN TRUST
Partington Central Academy

Week 2 – Home Learning

You will need an exercise book or a pad of paper to record your learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Spelling	Spelling	Spelling	Spelling	Spelling
Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
English	English	English	English	English
Maths	Maths	Maths	Maths	Maths
Art	Geography	Science	PSHE	PSHE
PE	PE	PE	PE	PE

Monday

Monday Spelling

Write out each spelling twice by carefully copying. Now can you write out your spelling without looking at it?☺

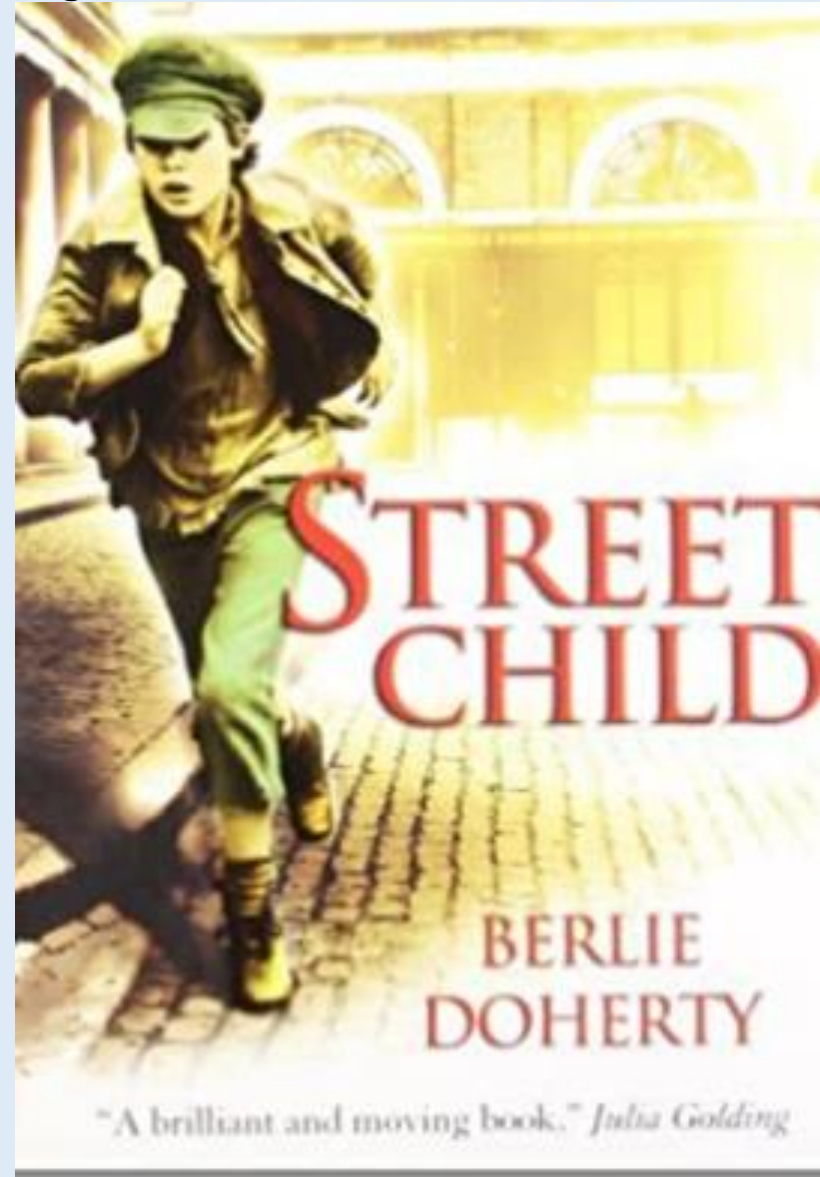| Spellings	Write	Write
understand**able**		
understand**ably**		
agree**able**		
horr**ible**		
horr**ibly**		
convert**ible**		
respect**able**		
collect**ible**		
excellent		
existence		

Monday – Guided Reading

Lesson 1
L- To engage with the text and the main character.

Follow the steps and learning set out in the video link below.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-engage-with-the-text-and-the-main-character-70r34d?activity=video&step=1

STREET CHILD

BERLIE DOHERTY

"A brilliant and moving book." *Julia Golding*

Monday - English

Lesson 1
L- To generate vocabulary to write the opening.
Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-write-the-opening-c9j3ct

Monday-Maths
L- To be able to consolidate and review multiplication
Warm Up:

1) Which number is not in the 4 times table?

    4   12   14   20   24

2) Which number is in the 5 and 7 times tables?

    5   7   25   50   70

3) Fill in the missing numbers in the sequence.

    ____   15   ____   21   24

4) Fill in the missing numbers in the sequence.

    30   ____   20   ____   10
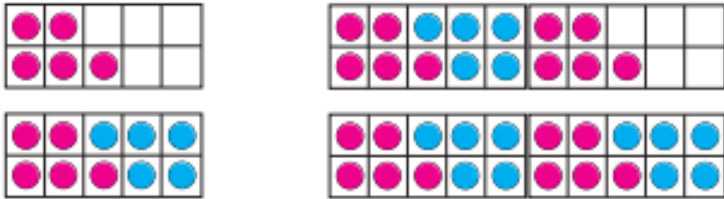
Click on the link below to access the learning for today
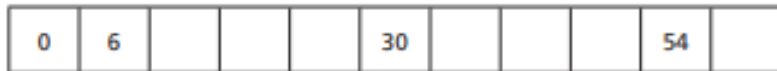https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/

MULTIPLES

06:11

1 What numbers are represented?

Complete the sentence.

These numbers are all _____ of 5

2 Complete the number track.

0	6			30				54	

3 a) List all the multiples of 2 up to 20

b) List all the multiples of 4 up to 20

c) What do you notice about the multiples of 2 and 4?

d) Is the number 47 a multiple of 4?

   Explain how you know.

4 a) Which of these numbers are multiples of 3?

   23   6   13   18   21   32

b) The table shows four more multiples of 3

Multiple of 3	75	126	432	9,735
Sum of the digits				

What do you notice about the sum of the digits in each number?

5 Multiples of 5 always have a 5 in the number.

Is the statement true or false?

Explain your answer.

6 Which number is the odd one out?

8	56	6	16

Explain to a partner why it is the odd one out.

7 Here is part of a hundred square.

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

a) Colour the multiples of 3

b) Draw a circle around all the multiples of 2

c) Some numbers have been coloured **and** circled.
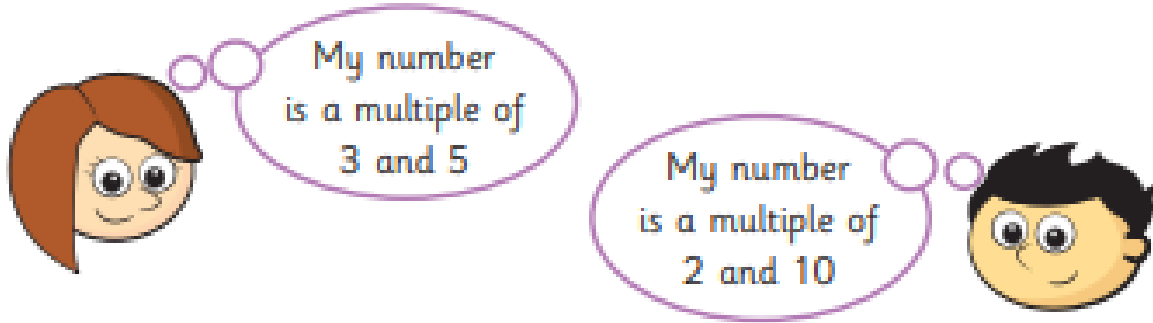
   What do you notice about these numbers?

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

Monday-Maths
L- To be able to consolidate and review multiplication

8 Rosie and Jack are each thinking of a number.

> My number is a multiple of 3 and 5

> My number is a multiple of 2 and 10

Could they be thinking of the same number?

Explain your answer.

9 Scott's age is a multiple of 8 and 12

His age is one away from a multiple of 7

He is younger than 50 years old.

How old is Scott?

10 Write the multiples of 15 between 250 and 350

Compare answers with a partner to make sure you have them all.

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

Can you come up with a rule for multiples?

Multiples

White Rose Maths

1. What numbers are represented?
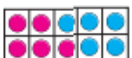
These numbers are all ___multiples___ of 5

Complete the sentence.

2. Complete the number track.

| 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |

3. a) List all the multiples of 2 up to 20

2, 4, 6, 8, 10, 12, 14, 16, 18, 20

b) List all the multiples of 4 up to 20

4, 8, 12, 16, 20

c) What do you notice about the multiples of 2 and 4?

d) Is the number 47 a multiple of 4? __No__

Explain how you know.

All multiples of 4 are even.

4. a) Circle all the multiples of 3

23   6   13   18   21   32

b) The table shows four more multiples of 3

| Multiple of 3 | 75 | 126 | 432 | 9,735 |
| Sum of the digits | 12 | 9 | 9 | 24 |

What do you notice about the sum of the digits in each number?

They are multiples of 3

5. Multiples of 5 always have a 5 in the number.

Is the statement true or false? __false__

Explain your answer.

10 is a multiple of 5 and doesn't have a 5 in the number.

6. Which number is the odd one out?

Tick your answer.

Various answers e.g.

8   56   6   16

Explain to a partner why it is the odd one out.

7. Here is part of a hundred square.

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

a) Colour the multiples of 3

b) Draw a circle around all the multiples of 2

c) Some numbers have been coloured **and** circled.
What do you notice about these numbers?

8. Rosie and Jack are each thinking of a number.

My number is a multiple of 3 and 5

My number is a multiple of 2 and 10

Could they be thinking of the same number? __Yes__

Explain your answer.

They could be thinking of 30, 60 etc

9. Scott's age is a multiple of 8 and 12
His age is one away from a multiple of 7
He is younger than 50 years old.
How old is Scott?

48

10. Write the multiples of 15 between 250 and 350

255   270   285   300   315   330   345

Compare answers with a partner to make sure you have them all.

Mark your work.
How did you do?   Can you complete your corrections?
What does the word multiple mean?

Monday – Art

L– To explain some of the features of art from historical periods.

Copy and paste the website link into internet browser and watch the U Tube video.

https://www.youtube.com/watch?v=qlxsE_KOvbE

Create a mind map of what you have learnt from the video

Ancient Greek Vase

Task: Create your own golden Olympic drawing using Purple Mash. Select from your To Do's.

Golden Touch

Monday - PE

L-To reflect on my throwing techniques

What did you learn after each throw?

Copy and paste the website link into internet browser to access this clip.

https://www.youtube.com/watch?v=ltZDzlEeP_4&list=PLnwoPgo24bhmgV8Y76iXnwYw9T9AlxbqJ&index=4&t=0s

Home Physical Education

How to play:

- With a partner, each player places three targets (battleships) in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships

Can you play fairly and keep the score?

Can you keep trying even if you miss the target?

Top Tips

Throwing Underarm

Step forwards with one foot, releasing the ball from low to high using your opposite hand

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

Tuesday

Tuesday Spelling

Can you write a sentence with each of these words?

Can you include a relative clause?

Mr Fox, who was wearing a new jumper, felt comfortable.

When adding *-able*, *-ably*, *-ible* or *-ibly* you sometimes need to change the root word slightly. Words ending in *y* change to *i*, and words ending in *e* often drop the final *e*. But be careful: there are exceptions!

Change the following nouns to adjectives by adding *-able* or *-ible*.

excite	**excitable**	rely	....
use	....	understand	....
collect	....	response	....
like	....	reason	....
comfort	....	reverse	....
sense	....	agree	....

Now use some of these words to write sentences of your own.
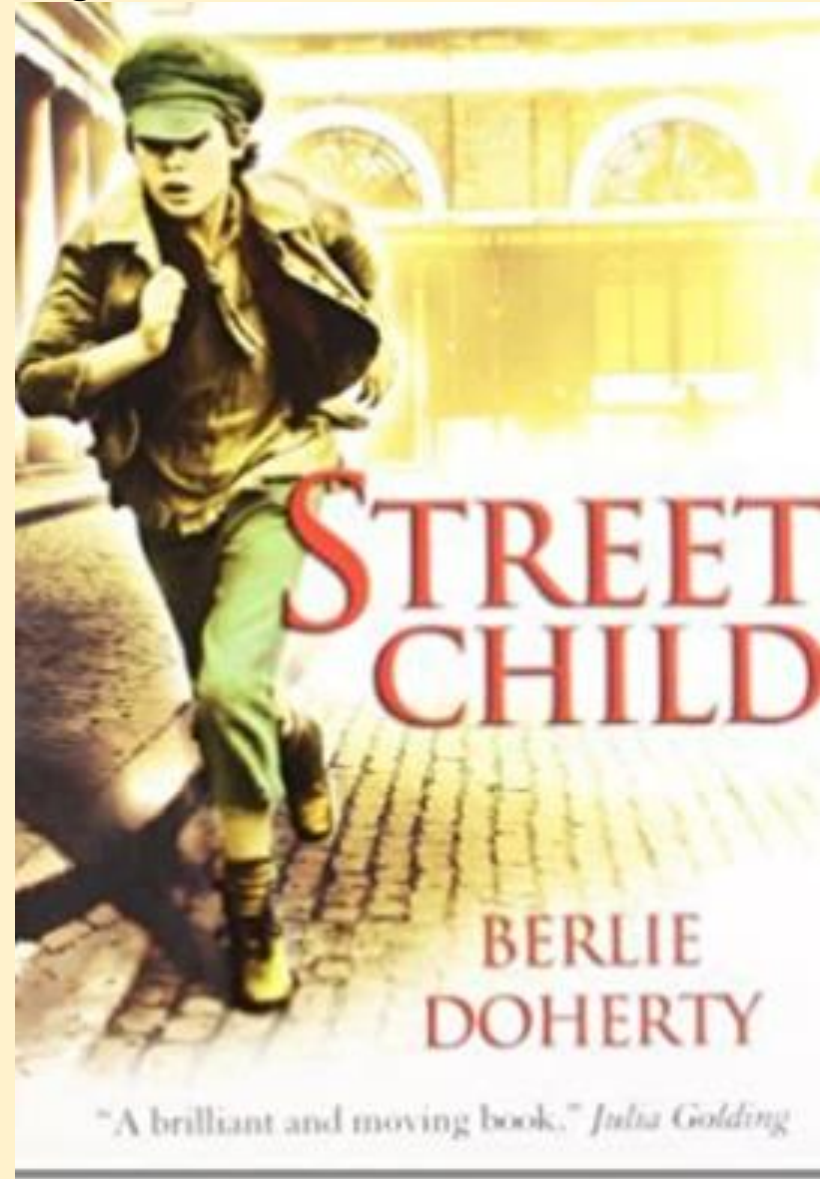
Tuesday - Guided Reading

Lesson 2
L- To make inferences
about the main character.

Follow the steps and learning
set out in the video link below.

Copy and paste the website link into
internet browser to access

https://classroom.thenational.academy/less
ons/to-make-inferences-about-the-main-
character-6wwp8d

STREET CHILD

BERLIE DOHERTY

"A brilliant and moving book." _Julia Golding_

Tuesday - English

Lesson 2
L- To generate vocabulary about being confident.
Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-being-confident-cgt3ar

Tuesday-Maths
L- To be able to find the factors of a given number
Warm Up.

1) What is the lowest common multiple of 5 and 8?

2) Which number is not a multiple of 9?

   97   81   54   18

3) ___ × 8 = 32

4) 6 × 3 = ___ − 8
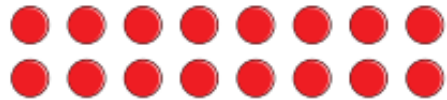
Click on the link below to access the learning for today
https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/

Factors

FACTORS

07:19

1 Alex arranges 16 counters in different ways.

She is trying to work out some factors.

a) Use the array to complete the sentence.

[   ] and [   ] are both factors of 16
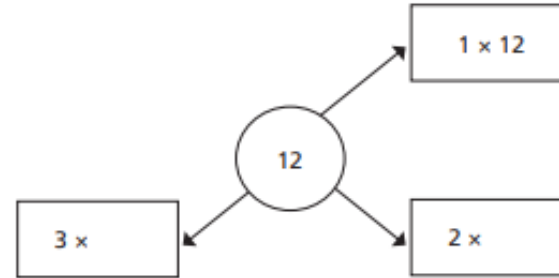
b) Alex rearranges the counters.
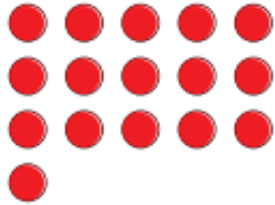
How does this array show that 5 is not a factor of 16?

2 Use 20 counters.

a) Show that 2 and 10 are factors of 20

b) Rearrange the counters to show why 4 and 5 are also factors of 20

c) Show why 6 is not a factor of 20

3 **a)** Complete the diagram to show the pairs of numbers that multiply to make 12

List all the factors of 12

b) Draw a similar diagram to show the pairs of numbers that multiply to make 24

List all the factors of 24

4 **a)** List all the factors of 32

b) How can you check that you have found all the factors?

5 **a)** Which numbers are factors of 30?

5   15   25   3   30   4   2   12   60   0

b) These numbers are all factors of a 2-digit number.

1   3   5   9

What could the number be?

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

6 Amir and Eva are describing numbers using factors.

Amir: The number 11 does not have any factors.

Eva: My number lies between 20 and 25. It only has two factors.

a) Is Amir correct?

Explain your answer.

b) What number is Eva thinking of?

7 Which number has the most factors?

64   48

8 Explain the mistakes that have been made.

a) 20, 30 and 40 are all factors of 10

b) 0.5 is a factor of 8 as 16 halves equals 8

9 How do we know that these statements are true?

a) 5 is a factor of 195 but not a factor of 196

b) 3 is a factor of 177 but not a factor of 178

c) 20 is a factor of 180 but not a factor of 190

10 Is this statement always, sometimes or never true?

A number will always have an even number of factors because factors come in factor pairs

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

Can you come up with a rule for factors?

Factors

(White Rose Maths)

1 Alex arranges 16 counters in different ways.
She is trying to work out some factors.

a) Use the array to complete the sentence.

[2] and [8] are both factors of 16

b) Alex rearranges the counters.

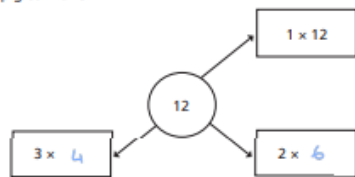How does this array show that 5 is not a factor of 16?

The bottom row isn't complete

2 Use 20 counters.

a) Show that 2 and 10 are factors of 20

b) Rearrange the counters to show why 4 and 5 are also factors of 20

c) Show why 6 is not a factor of 20
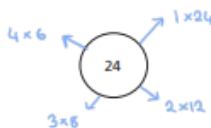
3 a) Complete the diagram to show the pairs of numbers that multiply to make 12

1 × 12
12
3 × 4
2 × 6

List all the factors of 12
1, 2, 3, 4, 6, 12

b) Draw a similar diagram to show the pairs of numbers that multiply to make 24

4×6
1×24
24
3×8
2×12

List all the factors of 24
1, 2, 3, 4, 6, 8, 12, 24

4 a) List all the factors of 32
1, 2, 4, 8, 16, 32

b) How can you check that you have found all the factors?

© White Rose Maths 201

5 a) Circle the factors of 30
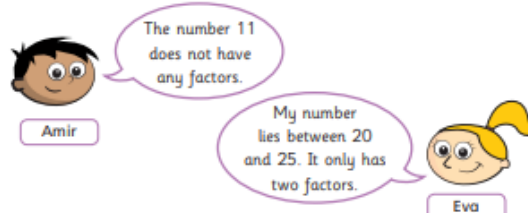
(5) (15) 25 (3) (30) 4 (2) 12 60 0

b) These numbers are all factors of a 2-digit number.

1   3   5   9

What could the number be?   [45]

6 Amir and Eva are describing numbers using factors.

The number 11 does not have any factors.

Amir

My number lies between 20 and 25. It only has two factors.

Eva

a) Is Amir correct? No
Explain your answer.

1×11=11   so   1 and 11 are factors

b) What number is Eva thinking of?   [23]

7 Which number has the most factors? Tick your answer.

[64]   [48 ✓]

8 Look at each statement.
Explain the mistakes that have been made.

a) 20, 30 and 40 are all factors of 10

There are multiples not factors.

b) 0.5 is a factor of 8 as 16 halves equals 8

Factors have to be integers.

9 How do we know that these statements are true?

a) 5 is a factor of 195 but not a factor of 196

195 ends in 5 so 5 is a factor. 196 is one more than a multiple of 5 so 5 isn't a factor.

b) 3 is a factor of 177 but not a factor of 178

1+7+7=15   15 is a multiple of 3 so 3 is a factor of 177 therefore not a factor of 178

c) 20 is a factor of 180 but not a factor of 190

180÷20 = 9   190 is 10 more than 180 so 20 can't be a factor

10 Is this statement always, sometimes or never true?

A number will always have an even number of factors because factors come in factor pairs.

Tuesday - Topic - Geography

L- What are the physical features of Europe?

Follow the video step by step. Write all work into your workbook or on a piece of paper. Alternatively type up and save in your Purple Mash account.

Copy and paste the website link into internet browser to access the lesson

https://classroom.thenational.academy/lessons/what-are-the-physical-features-of-europe-74wp6r?activity=intro_quiz&step=1

Tuesday - PE

L-To reflect on my throwing techniques

How was this game more difficult than yesterday?

Copy and paste the website link into internet browser to access this clip.

https://www.youtube.com/watch?v=V22Mbjk4vYo

Wednesday

Wednesday Spelling

Write the whole sentence in your book. Make sure you practice your cursive handwriting.

Take a picture of your work and send it to Mr Fox or Miss Allen.

Match the words in the box to the children's definitions.

equipment	especially	excellent	existence
explanation	familiar	forty	government

Something that is extremely good is ....

Four times ten equals ....

An .... is a clear description of something.

.... is the necessary items for a purpose.

The group of people who govern the country is called the ....

Something we know very well is ....

The fact or state of living is ....

We use .... when we want to single out somebody or something.
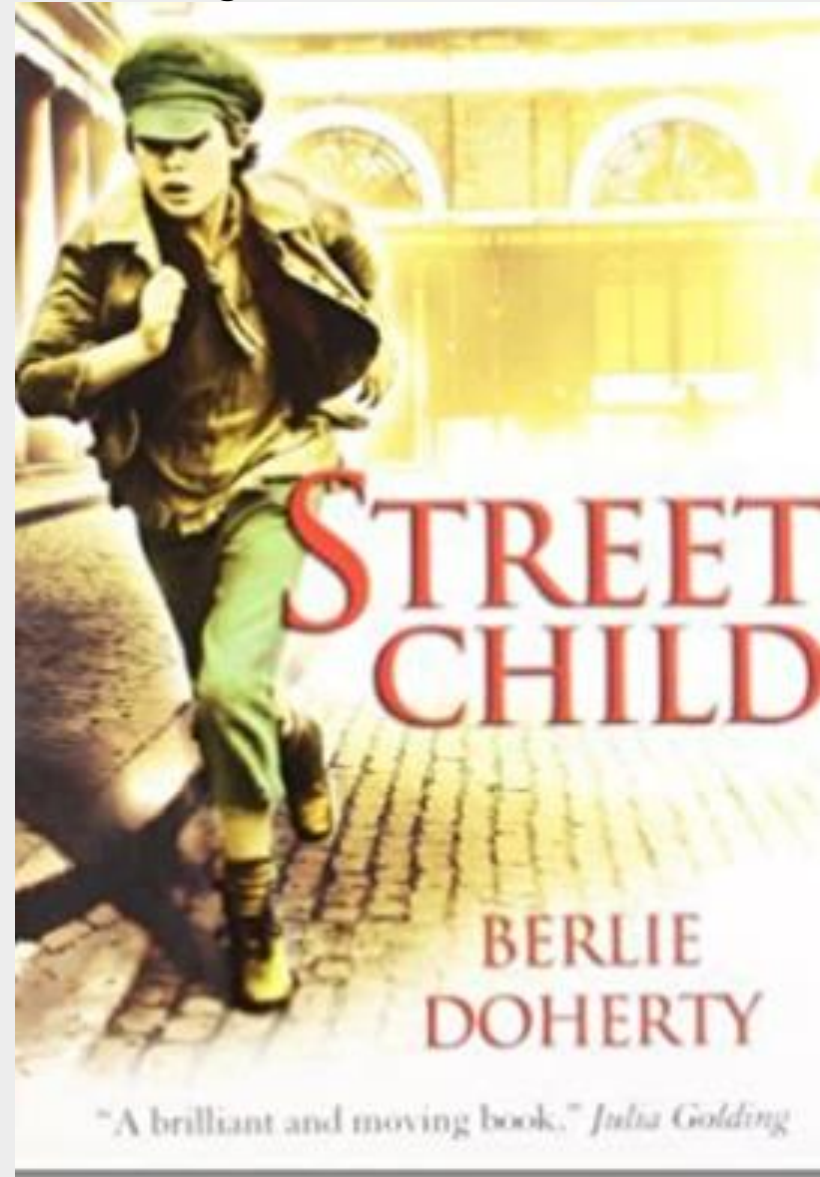
Wednesday – Guided Reading

Lesson 3
L- To ask questions when reading to help with our comprehension.

Follow the steps and learning set out in the video link below.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-ask-questions-when-reading-to-help-with-our-comprehension-cgup8c

"A brilliant and moving book." *Julia Golding*

Wednesday - English

Lesson 3
L- To plan an opening for The Jabberwocky.

Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-plan-the-opening-68wk0d

Wednesday-Maths
To be able to define and find common factors of numbers to 100.
Warm Up.

1) List the factors of 36

2) Which number is not a factor of 14?

   1   4   7   14

3) What fraction of the multiples of 7 are odd?

   Less than half   Half   More than half

4) 64 _____ 48 _____ 32

Click on the link below to access the learning for today

https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/

Common factors

COMMON FACTORS

07:49

Wednesday-Maths
To be able to define and find common factors of numbers to 100.

1 Kim is using counters to find factors of 18

She arranges the counters in one row.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Then she arranges the counters in two rows.

● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ●

a) Kim's array shows four numbers that are factors of 18
   Which numbers are they?

b) What are the two other factors of 18?

c) Use counters to find the factors of 27
   List the factors of 27

d) List the common factors of 18 and 27
   Why are these numbers common factors?

2 Complete the sentences.

a) The factors of 24 are _____
   The factors of 36 are _____
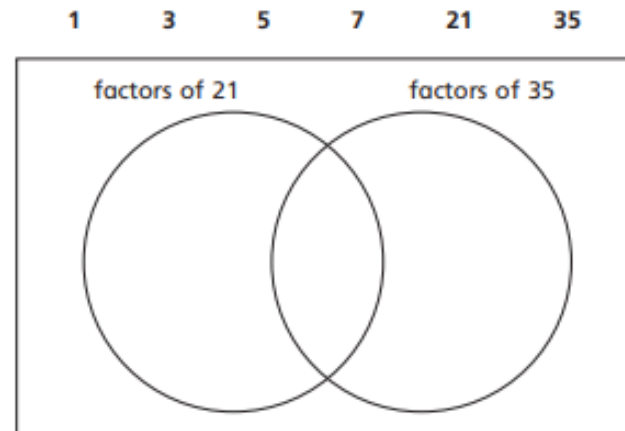   The common factors of 24 and 36 are _____

b) The factors of 30 are _____
   The factors of 45 are _____
   The common factors of 30 and 45 are _____

3 a) Write the numbers on the diagram.

   1   3   5   7   21   35

   | factors of 21   factors of 35 |
   (Venn diagram with two overlapping circles)

b) What are the common factors of 21 and 35?

c) How does the Venn diagram help you to list the common factors?

4 List the common factors of each pair of numbers.

a) | 15 | | 20 |

b) | 9 | | 10 |

5 Which pairs of numbers have only one common factor?

   2 and 6   3 and 8   15 and 12

   9 and 11   49 and 21   15 and 22

What do you notice?

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

6

All the factors of 36 are common factors of 36 and 72

Do you agree with Mo?

Explain your reasoning.

Why do you think this happens?

7 a) List the factors of 60 in order from lowest to highest.

b) List the factors of 84 in order from smallest to greatest.

c) What is the highest common factor of 60 and 84?

8 Whitney bakes 24 cakes.

Dexter bakes 30 cakes.

Boxes can hold 2, 3, 4, 5, 6 or 10 cakes.

Whitney and Dexter want to share their cakes equally into boxes.

a) Which boxes could Whitney use?

b) Which boxes could Dexter use?

c) Which boxes could they both use?

Compare answers with a partner.

9

I am thinking of two numbers between 70 and 80. The common factors are 1, 2, 4 and 8

What are the two numbers that Teddy is thinking of?

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

Can you come up with a rule for common factors?

1 Kim is using counters to find factors of 18

She arranges the counters in one row.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Then she arranges the counters in two rows.

● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ●

a) Kim's array shows four numbers that are fact[ors]
Which numbers are they?

| 1 | 2 | 9 | 18 |

b) What are the two other factors of 18?

| 3 | 6 |

c) Use counters to find the factors of 27
List the factors of 27

_1   3   9   27_

d) List the common factors of 18 and 27

_1   3   9_

2 Complete the sentences.

a) The factors of 24 are _1, 2, 3, 4, 6, 8, 12, 24_

The factors of 36 are _1, 2, 3, 4, 6, 9, 12, 18, 36_

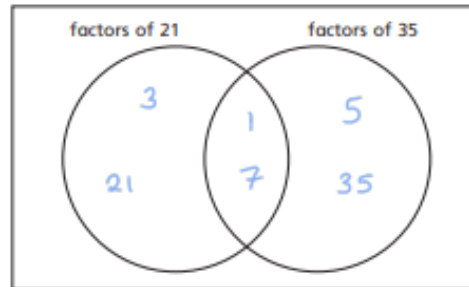The common factors of 24 and 36 are _1, 2, 3, 4, 6, 12_

b) The factors of 30 are _1, 2, 3, 5, 6, 10, 15, 30_

The factors of 45 are _1, 3, 5, 9, 15, 45_

The common factors of 30 and 45 are _1, 3, 5, 15_

3 a) Write the numbers on the diagram.

1   3   5   7   21   35

factors of 21   factors of 35

3   1   5
21   7   35

b) What are the common factors of 21 and 35?

_1, 7_

4 List the common factors of each pair of numbers.

a)

| 15 | 20 |

_1, 5_

b)

| 9 | 10 |

_1_

5 Circle the pairs of numbers that have only one common factor.

2 and 6   (3 and 8)   15 and 12

(9 and 11)   49 and 21   (15 and 22)

What do you notice?

6

All the factors of 36 are common factors of 36 and 72

Do you agree with Mo? _Yes_

Explain your reasoning.

36 is a factor of 72 therefore all of its factors

are factors of 72

7 a) List the factors of 60 in order from lowest to highest.

_1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60_

b) List the factors of 84 in order from smallest to greatest.

_1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84_

c) What is the highest common factor of 60 and 84?

| 12 |

8 Whitney bakes 24 cakes.
Dexter bakes 30 cakes.
Boxes can hold 2, 3, 4, 5, 6 or 10 cakes.
Whitney and Dexter want to share their cakes equally into boxes.

a) Which boxes could Whitney use?

_2, 3, 4, 6_

b) Which boxes could Dexter use?

_2, 3, 5, 6, 10_

c) Which boxes could they both use?

_2, 3, 6_

Compare answers with a partner.

9

I am thinking of two numbers between 70 and 80. The common factors are 1, 2, 4 and 8

What are the two numbers that Teddy is thinking of?

| 72 | and | 80 |

Wednesday - Science

Lesson 1 Forces
L-What are forces?

In this lesson you will need to answer:
1. What is a definition of a force?
2. What can a force do to an object?
3. What are 4 examples of a contact force?
4. What are 2 examples of a non contact force?
Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash account.

Copy and paste the website link into internet browser to access
https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec?step=1&activity=video

Forces

A force is a push or a pull in a certain direction. Force gives an object the energy to move, stop moving or change direction.

Friction

Friction is a force between two surfaces that are sliding, or trying to slide, across each other. Friction always slows a moving object down as it works in the direction opposite from the direction the object is moving, or trying to move.

Wednesday – PE

L–To move in time to a beat.

How can you improve your performance?

Copy and paste the website link into internet browser to access this clip.

https://www.youtube.com/watch?v=AL mZzLVORas&list=PLnwoPgo24bhmqV8 Y76iXnwYw9T9AlxbqJ&index=27&t=0 s

Thursday

Thursday Spelling

Key vocabulary

adjective

A describing word

suffix

A group of letters at the end of a word that change its meaning (and sometimes its word class)

root

The most basic version of a word onto which the prefix or suffix is attached

Click the link or copy and paste it into your internet browser and follow the lesson step by step.

https://classroom.thenational.academy/lessons/to-investigate-suffixes-able-and-ible-69h6at

Thursday – Guided Reading

Lesson 4
L– To consider the authors characterisation.

Follow the steps and learning set out in the video link below.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-consider-the-authors-characterisation-6th3gd?activity=video&step=1
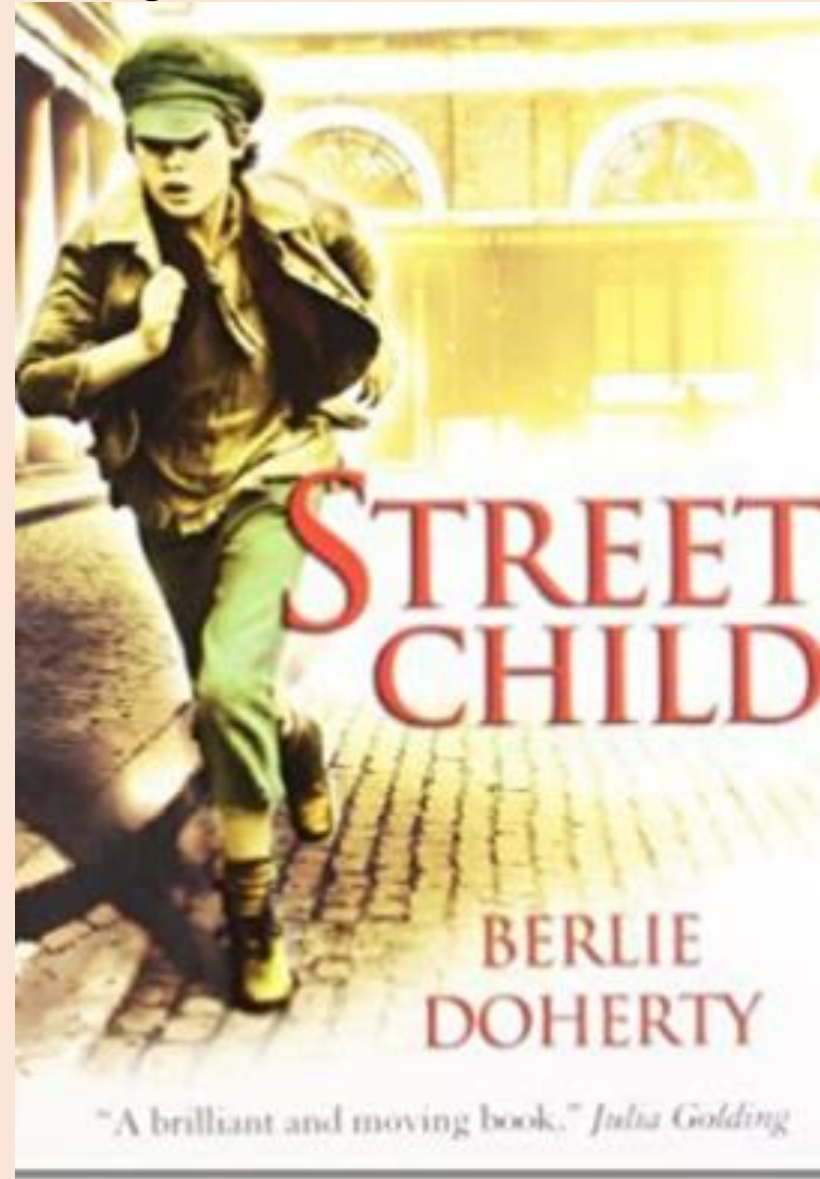
Thursday - English

Lesson 4
L- To practice the French-derived words.

Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-french-derived-sounds-cmwp2d

Thursday-Maths
To be able to define and find prime numbers up to 100.
Warm Up.

1) What are the factors of 25?

2) How many factors does 26 have?

3) List the first 4 multiples of 7

4) Circle the number which is not a multiple of 4

   14   28   36   44

Click on the link below to access the learning for today
https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/

Prime numbers activity

PRIME NUMBERS
ACTIVITY

08:06

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

The first prime number is 2
Shade all the multiples of 2 (but not 2) in orange.

The next prime number is 3
Shade in all the multiples of 3 (but not 3) in orange.

Repeat for the multiples of all the prime numbers up to 7

How many prime numbers between 1 and 100 are there?

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

Mark your work.
There are 25 prime numbers between 1 and 100.
What patterns do you notice?

If you want to further understand prime numbers use this link:
https://www.bbc.co.uk/bitesize/topics/zfq7hyc

Thursday - PE

L-To move in time to a quicker beat.

Did you keep trying to improve your routine?

Copy and paste the website link into internet browser to access this clip.

https://www.youtube.com/watch?v=WDs7STstjH4&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=26&t=0s

Move to the Beat Extravaganza
Home Physical Education

Can you try quicker and slower music? Which is harder?

How to play:

- On the spot can you start by clapping in time to the music? Clap for 8 counts.
- After 8 claps, can you jump on the spot for 8 counts? Then can you jog around the space for 8 counts?
- Challenge yourself to add a final movement for 8 counts, then repeat.
- To make it harder, can you perform movements that take 8 counts to complete but do not require 8 individual counts e.g. a slide left (4 counts) a slide right (4 counts).

Can you teach your routine to someone else using clear instructions?

Top Tips

Listen for a beat

When trying to listen for a beat, make sure you give the piece of music all of your attention. Use headphones or move to a quiet environment with no noise interruptions.

Let's Reflect

Did you keep trying to improve your routine?

Did you challenge yourself to create harder movements?

Thursday – PSHE

L-To Know how to play online games safely .

Play Online Games Safely

•Never share personal information (e.g. your phone number, school or where you live) with other gamers.

•It's safest to game with friends you know in real life.

•If a gamer you don't know in real life asks you to join them on another game, app or website, don't reply, and tell an adult you trust.

Copy and paste the website link into internet browser to access this information.

https://www.thinkuknow.co.uk/8_10/stay-safe/play/

Task:
Can you create a poster for Alfie with top tips on how to stay safe when playing online games.

ALFIE'S STORY...

Someone I was gaming with kept sending me messages that made me feel uncomfortable. I told my mum. She helped me block them so now they can't message me anymore.

Friday

Friday Spelling

-able | -ible
best bet English root | root = 's' root = ?

How do these words follow the same rule?

https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-able-and-ible-including-test-cmwkcd?activity=video&step=1

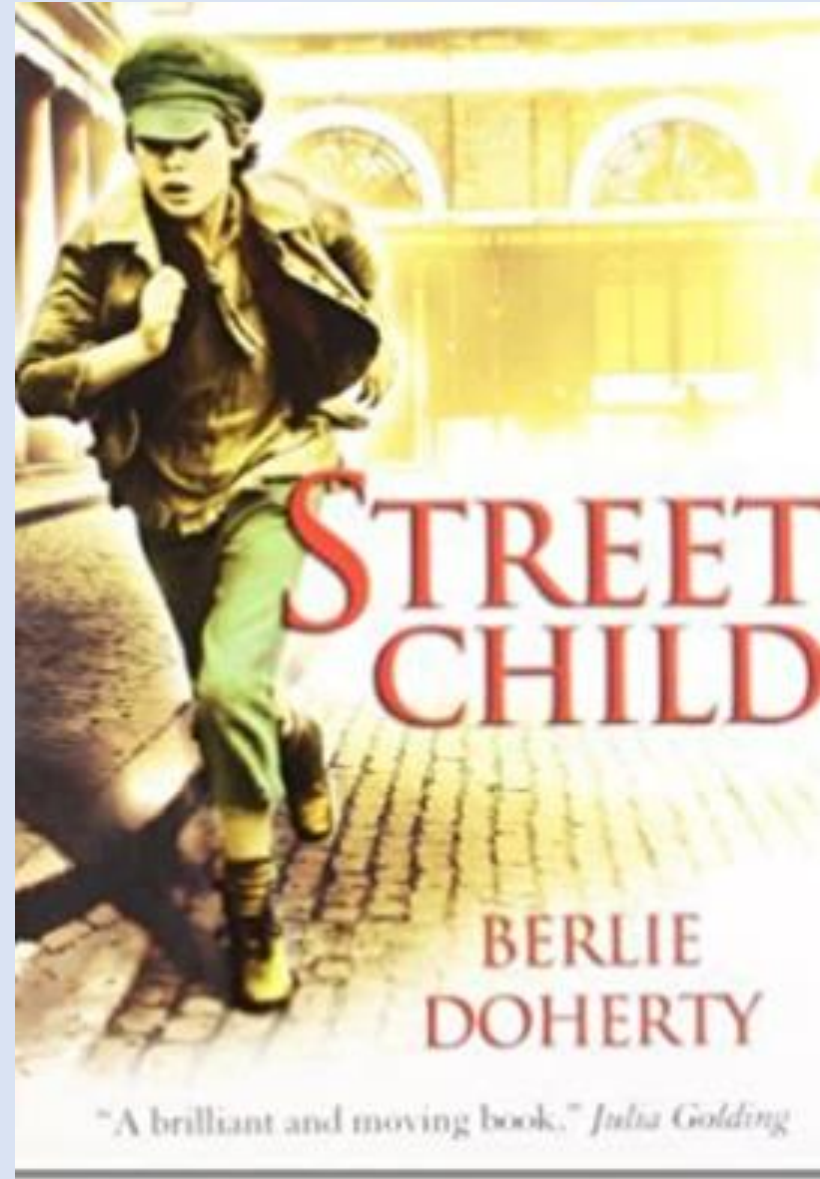# Friday - Guided Reading

Lesson 5
L- To reflect upon the story and Victorian society.

Follow the steps and learning set out in the video link below.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-reflect-upon-the-story-and-victoria-society-6nh68t

STREET CHILD

BERLIE DOHERTY

"A brilliant and moving book." *Julia Golding*

Friday - English

Lesson 5
L- To write the opening of The Jabberwocky.
Write all work into your workbook or on a piece of paper or alternatively record onto Purple Mash.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-write-the-opening-6gwkgt

Friday-Maths

L-To be able to identify and name prime numbers as numbers that only have two factors.

Warm Up.

1) How many factors does 1 have?

2) List the factors of 9

3) List the factors of 17

4) What is the highest common factor of 12 and 24?

Click on the link below to access the learning for today
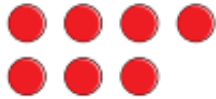https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/

Prime numbers

PRIME NUMBERS

08:58

1 Aisha makes different arrays with 7 counters.

She makes an array with 1 counter in each column.

● ● ● ● ● ● ●

She makes an array with 2 counters in a column.

● ● ● ●
● ● ●

a) Is it possible to arrange the counters in another way so that they make a rectangular array?

Draw counters to support your answer.

b) What are the factors of 7?

c) Explain why 7 is a prime number.

2 Complete the table.

Number	Factors	Is the number prime?
5	1 and 5	Yes
9		
11		
14		
15		
19		

3 A prime number has two factors: 1 and itself.

List the prime numbers up to 20

4 Is 25 a prime number?

How do you know?

5 Here are sequences of consecutive prime numbers.

Complete the sequences.

a) 7, 11, 13, ☐ , 19

b) 37, 31, 29, ☐ , 19

6 Colour all the prime numbers.

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

7 Here are some numbers.

| 126 | 175 | 2,378 | 777 | 381 | 9,000 |

The numbers are big. It's hard to check if they are prime.

Jack

I can tell quickly that none of these numbers are prime.

Annie

How does Annie know that none of the numbers are prime?

Compare answers with a partner.

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on a piece of paper.

Friday-Maths
L-To be able to identify and name prime numbers as numbers that only have two factors.

8 Mo and Alex are talking about prime numbers.

Prime numbers are always odd.

Mo

I think prime numbers can be even.

Alex

Who is correct?

How do you know?

9 Teddy writes five consecutive numbers.

Three of the numbers are prime.

What are the five consecutive numbers?

10 Kim is thinking of a prime number.

It is in between a multiple of 11 and a factor of 48

What number is Kim thinking of?

After you have watched the video have a go at the questions on the worksheet.
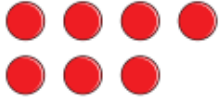
Answer in your books or on a piece of paper.

Can you come up with a rule for common factors?

1 Aisha makes different arrays with 7 counters.
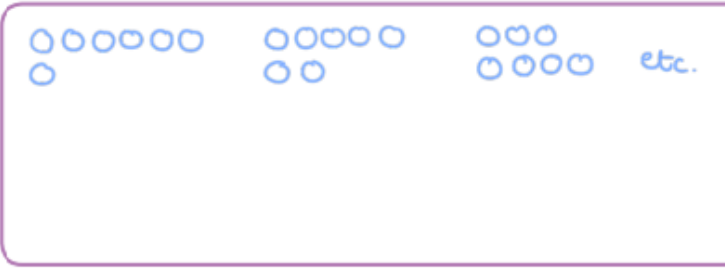
She makes an array with 1 counter in each column.

She makes an array with 2 counters in a column.

a) Is it possible to arrange the counters in another way so that they make a rectangular array? __No__

Draw counters to support your answer.

etc.

b) What are the factors of 7?

| 1 | and | 7 |

c) Explain why 7 is a prime number.

It only has two factors, 1 and itself.

Number	Factors	Is the number prime?
5	1 and 5	Yes
9	1, 3, 9	No
11	1, 11	Yes
14	1, 2, 7, 14	No
15	1, 3, 5, 15	No
19	1, 19	Yes

3 A prime number has two factors: 1 and its

List the prime numbers up to 20

2, 3, 5, 7, 11, 13, 17, 19

4 Is 25 a prime number? __No__

How do you know?

5 × 5 = 25

5 Here are sequences of consecutive prime n

Complete the sequences.

a) 7, 11, 13, | 17 |, 19

b) 37, 31, 29, | 23 |, 19

6 Colour all the prime numbers.

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

7 Here are some numbers.

| 126 | 175 | 2,378 | 777 | 381 | 9,000 |

Jack: The numbers are big. It's hard to check if they are prime.

Annie: I can tell quickly that none of these numbers are prime.

How does Annie know that none of the numbers are prime?

126, 2378 and 9000 have 2 as a factor so arent prime. 175 has 5 as a factor 777 has 7 as a factor 3+8+1 = 12 so 3 is a factor of 381

8 Mo and Alex are talking about prime numbers.

Mo: Prime numbers are always odd.

Alex: I think prime numbers can be even.

Who is correct? __Alex__

How do you know?

2 is even and prime. It is the only even prime number.

9 Teddy writes five consecutive numbers. Three of the numbers are prime.

What are the five consecutive numbers?

| 2 |, | 3 |, | 4 |, | 5 |, | 6 |

10 Kim is thinking of a prime number.

It is in between a multiple of 11 and a factor of 48

What number is Kim thinking of?

23

Mark your work.
How did you do? Can you complete your corrections?
What does the word factor mean?
If you want to further understand prime numbers use this link:
https://www.bbc.co.uk/bitesize/topics/zfq7hyc

Friday – PSHE

L-To Know what to do if someone is unkind online

Be kind to others online

•Think before you share: avoid posting anything that could upset someone else.
•If someone is being mean, block them and tell an adult you trust. You can also report them to the website or app. Ask an adult for help with this.
•Worried that someone has shared something hurtful about you? Ask an adult you trust to help you.

Copy and paste the website link into internet browser to access this video clip

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

Task:
Why do you think people were mean about Alfie's video? What advice would you give Alfie?

Friday – PE

L-To perform yoga movements in various combination and forms.

Which was your favourite Harry Potter Yoga Pose?

Copy and paste the website link into internet browser to access this clip.

https://www.youtube.com/watch?v=R-BS87NTV5I