

Year 5  
Home learning pack  
Pack 6

RE

<https://www.tere.org/syllabus-ks2/>

Time to think.

The word for this pack is **COURAGE**



Think of ways to interpret this poster.

# Forgiveness takes Courage



Understand that God is love and is always ready to forgive.  
Reflect on what it means to experience forgiveness.

## Forgiveness is not easy!

We know that there are times when it is very difficult to ask for forgiveness. Before we ask for forgiveness, we have to look closely at the damage we have done. This is painful because it means we have to admit that we were in the wrong and that's not easy. It also means that we have to change our behaviour.

It is certainly not easy to forgive when we have been badly hurt. There are times when we feel more like taking revenge or 'getting even' with the person who hurt us. On such occasions, it helps to know that there is a difference between:



- not taking revenge,
- making a decision to forgive,
- feeling like forgiving.

With God's help, we can decide not to take revenge, but to forgive someone even if we don't feel like it. We can't always feel like forgiving, but with God's help, we can do it.



## Pause to discuss

What is the difference between:

- a decision to forgive,
- feeling like forgiving?

Give examples to explain your answer.

## Jesus asks us to forgive not 7 but 70 times 7

One day, Peter asked Jesus should he forgive up to seven times. To his surprise, Jesus replied, "Not seven, I tell you, but seventy times seven".

When asked about forgiving enemies, Jesus asks us not only to forgive our enemies but, **'to do good to those who hate us and to pray for those who persecute us'**. On another occasion, Jesus explained to his disciples that if somebody has something against them, before going to worship God, they should make peace with that person (Matt 5:23-24).

## Jesus shows us how to forgive

### Peter lets Jesus down (Lk 22:39-62)

When Jesus had his Last Supper with his disciples, he knew that the time had come for him to suffer and to be put to death. After supper, he went to pray on the Mount of Olives with his disciples. A crowd of men appeared. They seized Jesus and took him away to the high priest's house. Peter followed at a distance.

Some people were sitting around a fire in the middle of the courtyard and Peter sat down among them. One of the High Priest's servant-girls stared at him and said, "This person was with Jesus too".

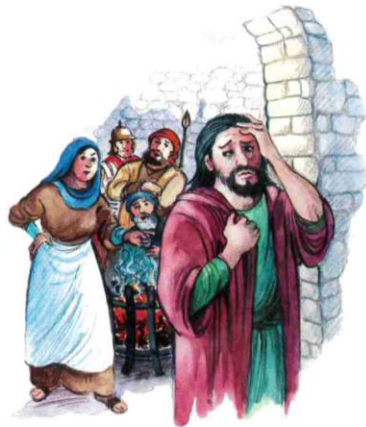
But Peter denied it. "I do not know him."

Shortly afterwards, someone else saw him and said, "You are another of them". Again Peter denied it. An hour later,

another man said, "This fellow was certainly with him". Peter replied, "I do not know what you are talking about".

At that moment, the cock crew and Jesus turned and looked straight at Peter. Peter remembered that Jesus had said earlier to him, "Before the cock crows today, you will have disowned me three times".

He went outside and wept bitterly.



## Death on the Cross - Father, forgive them

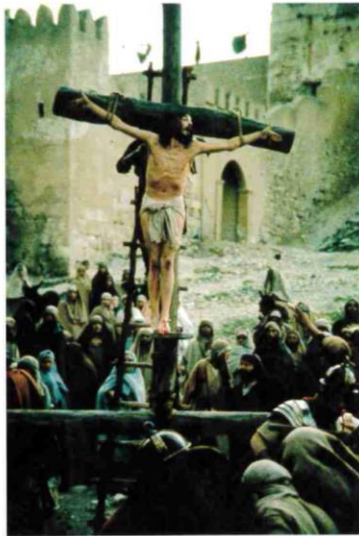
The soldiers crowned Jesus with thorns, scourged him, taunted him with insults, drove nails through his hands and feet. The pain was unbearable and yet Jesus forgave them.

Jesus even found an excuse for forgiving them: "Father, forgive them for they know not what they do" (Lk 23:34). He refused to take revenge or 'get even'.



## Jesus always seeks to FORGIVE

Jesus will always look for a reason to forgive us when we have done wrong. He will even make excuses for us like he did for the soldiers crucifying him. Jesus



looks into our hearts to find sorrow. He expects us to be sorry, to recognize the wrong we have done and to seek forgiveness.

We have the example of the thief who was dying on a cross beside Jesus. He was sad, sorry and repentant for what he had done. He turned to Jesus and said, "Remember me when you come into your kingdom". Jesus replied, "Today, you will be with me in paradise" (Lk 23:42-43).

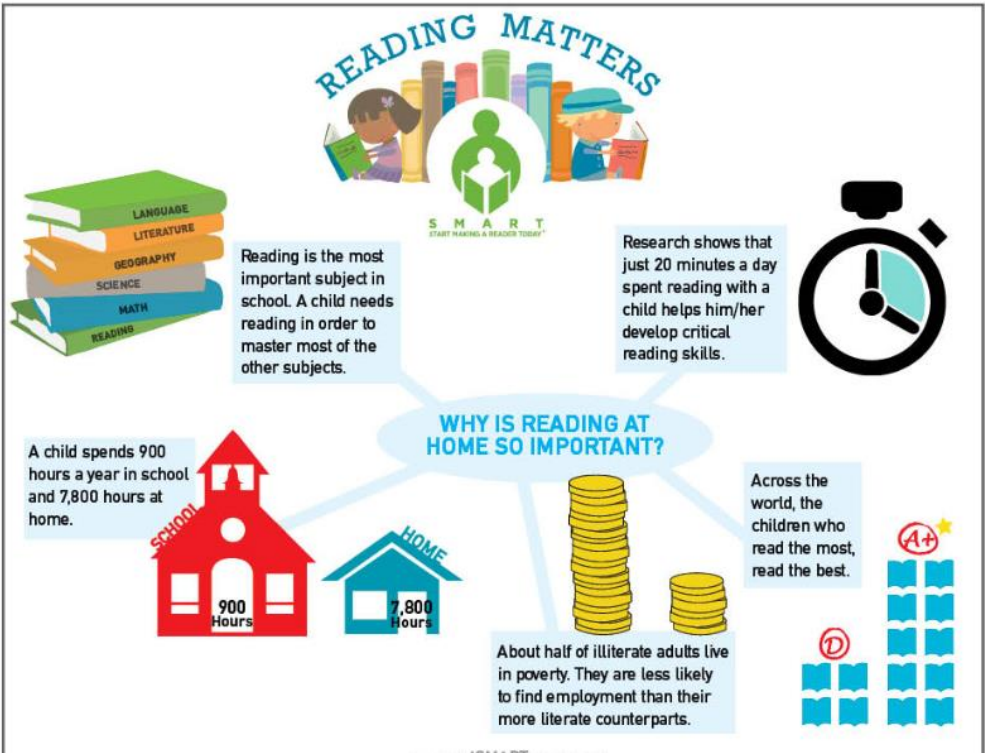
Jesus will never turn away someone who is sorry for sin. It is never too late to say 'sorry' and even though others may not forgive, Jesus will never refuse forgiveness. Jesus will also give us the help we need to forgive

others. Forgiveness is not something we can achieve ourselves – we have to ask Jesus to help us to forgive.

### Activities

1. Draw a box and write the words Forgiveness Courage. By re-reading the text give examples where forgiveness takes courage.
2. Make a poster. Include the words Forgiveness and Courage. Write and illustrate ways where forgiveness has taken courage. This can be in relation to your family, the county of Shropshire, Great Britain, Europe and the world.



<p>Reading</p>	<p>Continue to read daily for at least 30mins. . Here is a poster to remind you why it is so important to read.</p> 
<p>Follow up to guided reading</p> <p><b>Journey to Johannesburg</b> Chapter 1 to Chapter 5</p>	<p><b>Journey to Johannesburg</b></p> <p>The guided reading text and questions are in a separate folder.</p> <p>Learning to explain and comment on writer's use of language.</p> <p>In this activity you will be looking at the language the author uses to make her story interesting. Identify four words or phrases from each chapter (Chapters 1 and 2) (so eight in total) which you think are particularly interesting, effective or important. Note down each word/phrase and which page they are on, and write an explanation of why you think each word/phrase is so important.</p> <p>If you need to use a dictionary to check on a word's meaning that is fine.</p> <p>For example: On p.11, 'She clutched tightly the coins in her hand. This phrase tells us that Naledi's family is poor because Naledi is worried about dropping the coins. It suggests that somebody else could take them if she did drop them.</p>

1. Underline the <u>suffix</u> that turns the <u>noun</u> into a verb =			2. Underline the <u>suffix</u> that turns the <u>noun</u> into a verb =		
less <u>x</u>	ate <u>x</u>	en <u>x</u>	elastic <u>x</u>	ate <u>x</u>	en <u>x</u>
3-4. Underline any <u>silent letters</u> in these words =					
wrap <u>x</u>	cover <u>x</u>	listen <u>x</u>	spea <u>x</u> k		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to. =					
I think I have pulled a ( <u>muscle</u> / muscle) <u>x</u>			What ingredients will you ( <u>knead</u> / need) <u>x</u> ?		
7. Use a dictionary to find the meaning of this word. =					
menagerie <u>x</u>	<u>x</u>				
8-9. Number these words to show their <u>alphabetical order</u> =					
yellow <u>x</u>	<u>x</u>	yacht <u>x</u>	<u>x</u>	yelp <u>x</u>	youth <u>x</u> <u>x</u>
10-11. Underline two <u>connectives</u> that can be used to signal <u>conclusion</u> =					
firstly <u>x</u>	finally <u>x</u>	before <u>x</u>	in the end <u>x</u>	secretly <u>x</u>	
12-13. Underline two <u>sentence openers</u> that might help show <u>possibility or opinion</u> in a piece of writing =					
It would seem <u>x</u>	Because <u>x</u>	Possibly <u>x</u>	Weeks later <u>x</u>		
14-15. Underline the correct <u>verb tenses</u> to complete the sentences =					
I ( <u>grew</u> / grow) lots of potatoes this year <u>x</u>			I try to ( <u>grew</u> / grow) some every year <u>x</u>		
16. Underline the correct verb to <u>agree</u> with the <u>subject</u> =					
The committee ( <u>is</u> / are) meeting today <u>x</u>			They ( <u>is</u> / are) discussing the new swings <u>x</u>		
18-19. Underline the correct verb to make these sentences correct =					
I ( <u>saw</u> / seen) him at the shops last night <u>x</u>			He was ( <u>saw</u> / seen) last night <u>x</u>		
20-21. Circle the <u>adjective</u> in this sentence and underline the <u>expanded noun phrase</u> =					
The melting ice cream dripped on his new, clean T-shirt <u>x</u>					
22. Underline the correct <u>modal verb</u> to complete the sentence =					
The grass is very wet. It ( <u>might</u> / must / should) have rained last night <u>x</u>					
23. Underline the <u>relative clause</u> in this sentence =					
Dad's camera, which was very expensive, fell in the stream <u>x</u>					
24. Use a <u>comma</u> to punctuate this sentence and make the meaning clear =					
When we wake up my dad always makes our breakfast <u>x</u>					
25. Punctuate this sentence with <u>brackets</u> ( ) to show <u>parenthesis</u> =					
<u>Queen Victoria</u> 1819—1901 reigned for 64 years <u>x</u>					
Total: <u>x</u> <u>x</u> Red (0—9) <u>x</u> Yellow (10—19) <u>x</u> Green (20—25) <u>x</u>					

1-2. (WS.1.5.6.11) The <b>suffixes</b> <u>less</u> , <u>ate</u> , <u>en</u> , <u>elast</u> , <u>ate</u> , <u>en</u> can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (gollen-gollate) or the final letter might need to be dropped before adding the suffix (note-notify). =					
<b>less</b>	<b>ate</b>	<b>en</b>	<b>elast</b>	<b>ate</b>	<b>en</b>
3. (WS.2.5.18) Silent 'w' is often followed by 'r' and the 'r' is always followed by a vowel (wrap, wrap, wrong). =			4. Silent 't' is often found in the letter string 'ten' (listen, listen, fasten). =		
<b>wrap</b>	<b>cover</b>	<b>listen</b>		<b>speak</b>	
5-6. (WS.3) <b>Homophones</b> are words that sound the same but have different meanings and different spellings. =					
I think I have pulled a (-muskel-/muscle-) .x			What ingredients will you (-knead-/need-) ?x		
7. (WS.4) Check the definition with that in the dictionary available. =					
<b>menagerie</b>	A small zoo. x				
8-9. (WS.5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word. =					
<b>yellow</b>	2x	<b>yacht</b>	1x	<b>yelp</b>	3x
				<b>youth</b>	4x
10-11. (WS.11) Using a wider range of <b>connectives</b> can help build cohesion within and across paragraphs. =					
<b>firstly</b>	<b>finally</b>	<b>before</b>	<b>in-the-end</b>	<b>secretly</b>	
12-13. (WS.12) Using a wider range of <b>sentence openers</b> , <b>propositional phrases</b> and <b>fronted adverbials</b> help organise and structure texts so they guide the reader and are suited to the intended audience and purpose. =					
<b>It would seem</b> .x	<b>Because</b> .x	<b>Possibly</b> .x	<b>Weeks later</b> .x		
14-15. (WS.15) A <b>verb tense</b> tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it. =					
I (-grew-/grow-) lots of potatoes this year. x			I try to (-grew-/grow-) some every year. x		
16-17. (WS.16) When two or more singular nouns or pronouns are connected by 'and', use a plural verb. If connected by 'or', use the singular verb. =					
The committee (-is-/are-) meeting today. x			They (-is-/are-) discussing the new swings. x		
18-19. (WS.18) Verbs in the <b>perfect form</b> show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time. =					
I (-saw-/seen-) him at the shops last night. x			He was (-saw-/seen-) last night. x		
20-21. (WS.19) <b>Expanded noun phrases</b> add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant. =					
The melting ice cream dripped on his new, clean T-shirt. x					
22. (WS.20) <b>Modal verbs</b> indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs. =					
The grass is very wet. It (-might-/must-/should-) have rained last night. x					
23. (WS.21) A <b>relative clause</b> adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences. =					
Dad's camera, which was very expensive, fell in the stream. x					
24. (WS.22) A main function of the <b>comma</b> is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear. =					
When we wake up, my dad always makes our breakfast. x					
25. (WS.23) <b>Parenthesis</b> is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis. =					
Queen Victoria (-1819--1901-) reigned for 64 years. x					

Features of  
a  
persuasive  
letter

<https://www.thenational.academy/>

Use this hyperlink to get onto the 'Oak National Academy :

<https://classroom.thenational.academy/lessons/persuasive-letter-write-a-persuasive-letter/activities/1/view>

This is a quiz to recap your knowledge of persuasive letters.

<https://classroom.thenational.academy/lessons/persuasive-letter-write-a-persuasive-letter/activities/2>

Follow this video lesson on how to write a persuasive letter.

### Vocabulary



hard-working	dedicated	paramount
marvellous	astounding	beneficial
especially	permission	considerate
appreciate	recognise	privilege

Use these words in persuasive sentences linked to the task below.



# Rhetorical Questions

Underline all of the rhetorical questions used in this advertisement poster for the world's worst holiday.



## Horrid Hotel

### The World's Worst Resort

Do you fancy a really rubbish holiday? Are you looking for a miserable fortnight of torrential rain? Well look no further than Horrid Hotel. Who wouldn't want to stay here?

Here at Horrid Hotel, we offer a full range of facilities. Sound good? Why not visit our restaurant? Our disgusting chef cooks up food so vile that even the flies leave it. Appetising, right?

We also offer a swimming pool full of green, slimy algae. Fancy a dip?

Do you want to be up all night? Our plentiful cockroaches and blood-sucking leeches will make sure of that. Love cold showers? Great - that's all we offer here! Hot showers are so overrated, aren't they?

Make sure you book today to guarantee the most heinous room we have to offer. Do we need to ask twice? I thought not.

Use these rhetorical question starters to write your own rhetorical questions about Horrid Hotel. The first one has been done for you.

Why not...?

**Why not lie by the pool on our broken sun beds?**

Who doesn't...?

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How could you possibly...?

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# Rhetorical Questions

Are you ready for this? Turn the following statements into rhetorical questions to create an advertisement for the world's worst holiday. Use the question starters below to help you.

The first one has been done for you.

This will be a really rubbish holiday.

**Do you fancy a really rubbish holiday?**



Experience a miserable fortnight of torrential rain.

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Visit our rat-infested hotel.

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---

You should lie by the pool on our broken sun beds.

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Have a freezing shower after a terrible night's sleep.

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Try a splash in our mouldy swimming pool.

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Stay up all night because you can't sleep.

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How could you possibly...?

Are you...?

What about...?

Do you really think...?

Why not...?

Do we need to...?

Love...?

Who doesn't...?

Who can deny...?

## Rhetorical Questions **Answers**

★

**Do you fancy a really rubbish holiday?** Then look no further than Horrid Hotel. **Who wouldn't want to stay here?**

**Why not visit our restaurant?** Our disgusting chef cooks up food so vile that even the flies leave it. **Sounds amazing, right?** We also offer a swimming pool full of green, slimy algae. **Fancy a dip?**

**Do you want to be up all night?** Our plentiful cockroaches and blood-sucking leeches will make sure of that. **Love cold showers?** Great! That's all we offer here.

Make sure you book today to guarantee the most dreadful room we have to offer. **Do we need to tell you twice?**

**What's on the menu?** We don't know.

★★

**Do you fancy a really rubbish holiday? Are you looking for a miserable fortnight of torrential rain?** Then look no further than Horrid Hotel. **Who wouldn't want to stay here?**

Here at Horrid Hotel we offer a full range of facilities. **Sound good? Why not visit our restaurant?** Our disgusting chef cooks up food so vile that even the flies leave it. **Appetising, right?** We also offer a swimming pool full of green, slimy algae. **Fancy a dip?**

**Do you want to be up all night?** Our plentiful cockroaches and blood-sucking leeches will make sure of that. **Love cold showers?** Great - that's all we offer here. **Hot showers are so overrated, aren't they?**

Make sure you book today to guarantee the most heinous room we have to offer. **Do we need to ask twice?** I thought not.

**Example answers:**

**Why not** have a freezing cold shower?

**Who doesn't** like rats in their room?

**How could you possibly** resist the mouldy breakfast buffet?

★★★

**Example answers:**

Experience a miserable fortnight of torrential rain.

**Who wouldn't want to experience a fortnight of torrential rain?**

Visit our rat-infested hotel.

**Do you fancy visiting our rat-infested hotel?**

You should lie by the pool on our broken sun beds.

**What about lying by the pool on our broken sun beds?**

Have a freezing shower after a terrible night's sleep.

**Why not have a freezing shower after a terrible night's sleep?**

Try a splash in our mouldy swimming pool.

**How could you possibly resist a splash in our mouldy swimming pool?**

Stay up all night because you can't sleep.

**Love staying up all night because you can't sleep?**

# Persuasive Writing

## Sentence Starters

- It is clear that...
- Clearly...
- Everyone knows that...
- Of course...
- The fact is...
- There is no doubt...
- Surely...



## Persuasive Language

- also
- although
- as a result
- because
- clearly
- except
- for example
- for instance
- for that reason
- however
- in fact
- instead
- it is clear
- obviously
- of course
- surely



## Conclusions

- In conclusion,
- To sum up,
- As a result,
- To end with,
- In summary,



## Challenge

Use some of these persuasive sentence starters, persuasive language and conclusions in sentences of your own linking them to the task below. That way you will collect a useful bank of words, phrases ideas and sentences to help you with your persuasive ideas.

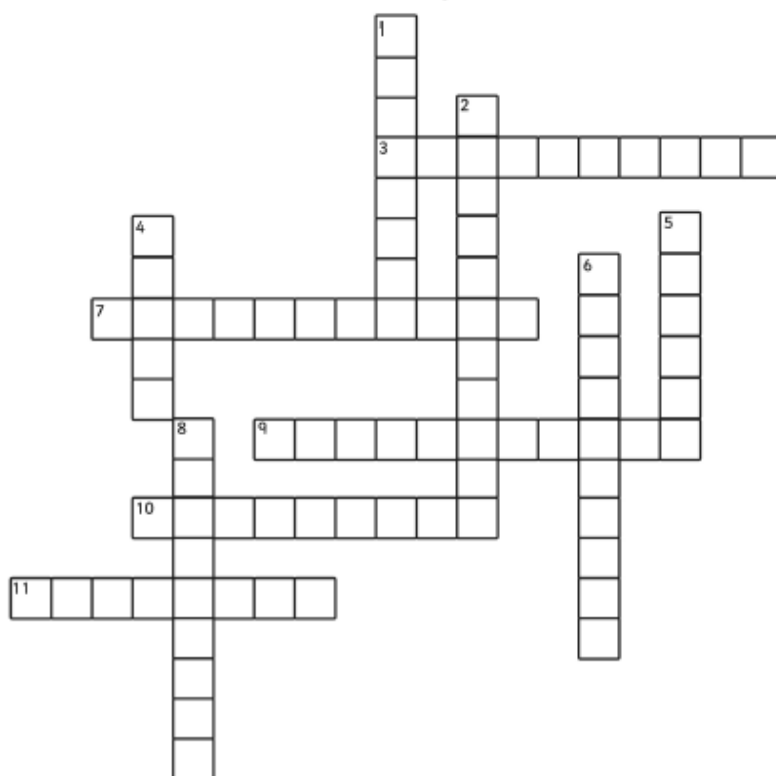
## Challenge Practice these spellings

### Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



**Spelling List Crossword**  
Initial Sound Followed by Double Consonant



**Across**

3. I a\_\_\_\_\_ any help I get.  
7. The house can a\_\_\_\_\_ 5 people.  
9. I called i\_\_\_\_\_ for help.  
10. Will you a\_\_\_\_\_ me to the shops?  
11. For no a\_\_\_\_\_ reason he smiled.

**Down**

1. She a\_\_\_\_\_ it with string.  
2. I wish I had the o\_\_\_\_\_ to visit another country.  
4. What time did it o\_\_\_\_\_?  
5. I o\_\_\_\_\_ my free time by reading.  
6. The cat was a\_\_\_\_\_ towards the dog.  
8. Bake the cake a\_\_\_\_\_ to the instructions in the book.

**Spelling List Crossword**  
Initial Sound Followed by Double Consonant  
**Answer Sheet**

**Across**

3. appreciate  
7. accommodate  
9. immediately  
10. accompany  
11. apparent

**Down**

1. attached  
2. opportunity  
4. occur  
5. occupy  
6. aggressive  
8. according

After reading the text *Journey to Johannesburg*, the non-fiction text *Nelson Mandela* and the video on how to write a persuasive letter to the president of South Africa asking him to stop making different rules for black people and white people. Give examples of where this happens (for instance, on the buses). Why is it unfair and what should he do?

You need to include:

- Your name and school address
- Introduction - who you are and why you are writing
- Three paragraphs with three different reasons
- Persuasive sentence starters
- Conclusion
- Yours Sincerely

Diary

Write diary entries for Chapter 1,2 3 4 and 5 of *Journey to Johannesburg* from the point of view of Naledi

#### Features of a Diary Entry

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	

Uses ambitious words to describe people and places

Is written in an informal style, as though speaking to someone

Uses time conjunctions to link events

Organises events into paragraphs

Uses inverted commas to show direct speech

Win it bin it save it for later! Yr5			Number 1
1) $2000 \times 3$	2. Write the values in order lowest to the highest 84400 48800 484800 448400	3) Round 2470 to the nearest 1000	4. $1429 \times 5$
5) Write the next three numbers 83496 83497 83498 _____ _____	6) Circle the digit that has a value of fifty thousand 555555	7) $41250 - 3123 =$	8) Write 71% as a fraction.
9) Write $\frac{6}{1000}$ as a decimal	10) Write $\frac{13}{4}$ as a mixed number _____	11) Complete the sequence. _____ 37 370 3700	12) $8320 + 14501 =$
13) Write <b>five hundred and sixty thousand, four hundred and twenty-three.</b>	14) $5096 \div 7 =$	15) $\begin{array}{r} 36749 \\ - 26758 \\ \hline \end{array}$	16) $4 - 7 =$
17) Circle three numbers greater than 41·809 41·9 41·80 41·901  41·79 41·81	18) Write a number in each space to find three factor pairs of 48 1 and _____ 3 and _____ 4 and _____ Write another factor pair of 48 _____ and _____	19) Round <b>1514·48</b> to the nearest <b>whole number</b>	20) Write 32% as a decimal.
21) Fill in the missing numbers $5^2 =$ _____ $_____^3 = 8$	22) $1722 \div 6$	23) Multiply 16 by 18	24) Round <b>465219</b> to the nearest ten thousand
25) Fill in the space to complete the number sentence $\frac{\quad}{500} = \frac{20}{100}$	26) $\begin{array}{r} 3207 \\ \times 28 \\ \hline \end{array}$	27) $\frac{1}{5} + \frac{1}{20} =$	28) $240 \div 60 =$
29) $220 \div 9 =$ What is the remainder?	30) Circle the prime numbers 43 63 67 77	31) Round 12·73 to one decimal place.	32) Write $2\frac{4}{5}$ as an improper fraction.

Win it bin it save it for later! Yr5			Number 1
1. $2000 \times 3$ <b>16</b>	2. Write the values in order lowest to the highest <b>48800 84400 448400 484800</b>	3) Round 2470 to the nearest 1000 <b>2000</b>	4. $1429 \times 5$ <b>7145</b>
5) Write the next three numbers <b>83499 83500 83501</b> _____	6) Circle the digit that has a value of fifty thousand <b>555555</b>	7) $41250 - 3123 =$ <b>38127</b>	8) $\frac{71}{100}$
9) <b>0.006</b>	10) Write $3\frac{1}{4}$ —	11) Complete the sequence. <b>3. 7 37 370 3700</b>	12) $8320 + 14501 =$ <b>22821</b>
13) <b>560423</b>	14) $5096 \div 7 =$ <b>728</b>	15) $\begin{array}{r} 36749 \\ - 26758 \\ \hline 9991 \end{array}$	16) $4 - 7 = -3$
17) Circle three numbers greater than 41.809 <b>41.9 41.80 41.901 41.79 41.81</b>	18) Write a number in each space to find three factor pairs of 48 1 and <b>48</b> 3 and <b>16</b> 4 and <b>12</b> Write another factor pair of 48 <b>6 and 8</b>	19) Round <b>1514.48</b> to the nearest <b>whole number</b> <b>1515</b>	20) Write 32% as a decimal. <b>0.32</b>
21) Fill in the missing numbers $5^2 =$ <b>25</b> $2^3 =$ <b>8</b>	22) $1722 \div 6$ <b>287</b>	23) Multiply 16 by 18 <b>288</b>	24) Round <b>46521</b> to the nearest ten thousand <b>470000</b>
25) Fill in the space to complete the number sentence $\frac{100}{500} = \frac{20}{100}$	26) $\begin{array}{r} 3207 \\ \times 28 \\ \hline 25656 \\ 64140 \\ \hline 89796 \end{array}$	27) $\frac{1}{5} + \frac{1}{20} =$ $\frac{4}{20} + \frac{1}{20} = \frac{5}{20}$ or $\frac{1}{4}$	28) $240 \div 60 =$ <b>4</b>
29) $220 \div 9 =$ <b>24</b> What is the remainder? <b>4</b>	30) Circle the prime numbers <b>43 63 67 77</b>	31) Round 12.73 to one decimal place. <b>12.7</b>	32) $\frac{14}{5}$

## Maths activities

<https://whiterosemaths.com/homelearning/year-5/>

Use this hyperlink to follow the video lesson plans week beginning 22.6.20

Lesson 1: Subtracting decimals with the same number of decimal places

Lesson 2: Subtracting decimals with a different number of decimal places.

Lesson 3: Multiply decimals by 10, 100 and 1000

Lesson 4: Divide decimals by 10, 100 and 1000

Friday Maths Challenge

Then look at the video lessons week beginning 29.6.20

Lesson 1: Measure with a protractor

Lesson 2: Drawing lines and angles accurately

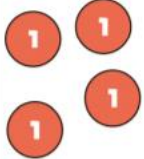

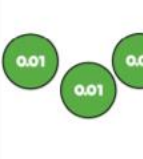
Lesson 3: Calculating angles on a straight line

Lesson 4: Calculating angles around a point.

## Subtracting Decimals with the same number of decimal places

### Varied Fluency

Use the place value chart to find the answer  $4.33 - 2.14$

Ones	Tenths	Hundredths
		

$$\begin{array}{r} 4.33 \\ - 2.14 \\ \hline \\ \hline \end{array}$$

Use the column method to answer these questions.

$$\begin{array}{r} 6.4 \\ - 3.8 \\ \hline \end{array} \qquad \begin{array}{r} 5.05 \\ - 2.15 \\ \hline \end{array}$$

Jack has £12.54 in his wallet.  
He buys a football which costs £5.82



How much money does he have left?





## Subtract – Same Decimal Places

### Reasoning and Problem Solving

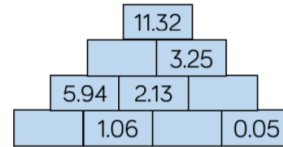
Dexter and Annie have some money.  
Dexter has £3.45 more than Annie.

They have £12.45 altogether.

How much money does Annie have?

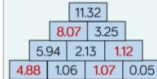
Dexter   
Annie 

In this number pyramid, each number is calculated by adding the two numbers underneath.



Answers




Annie has £4.50



Subtracting  
decimals  
with a  
different  
number of  
decimal  
places

## Varied Fluency

Use the place value grid to help subtract 1.4 from 4.54

Ones	Tenths	Hundredths
		

$$\begin{array}{r} 4.54 \\ - 1.4 \\ \hline \\ \hline \end{array}$$

Use the column method to work out the following.

$$\begin{array}{r} 6.06 \\ - 3.7 \\ \hline \\ \hline \end{array} \quad \begin{array}{r} 4.7 \\ - 3.825 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{l} 3.3 - 1.34 = \\ 14.41 - 1.43 = \\ 3 - 1.87 = \end{array}$$

How much change would I get from £10 if I bought a bag of apples costing £4.27?



## Subtracting – Different D.P.

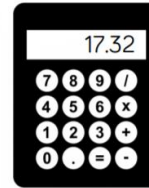
### Reasoning and Problem Solving



If there are 5 hundredths and I subtract nothing from it then there are still 5 hundredths.

$$\begin{array}{r} 4.9 \\ - 3.85 \\ \hline 1.15 \end{array}$$

Do you agree with Whitney?  
Explain your answer.



Teddy used a calculator to solve:  
 $31.4 - 1.408$

When he looked at his answer of 17.32 he realised he'd made a mistake.

He had typed all the correct digits in.

Can you spot his mistake?  
What should the correct answer be?

Answers

## Subtracting – Different D.P.

### Reasoning and Problem Solving



If there are 5 hundredths and I subtract nothing from it then there are still 5 hundredths.

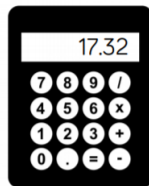
$$\begin{array}{r} 4.9 \\ - 3.85 \\ \hline 1.15 \end{array}$$

Do you agree with Whitney?  
Explain your answer.

Whitney is not correct. She needs to use zero as a place value holder in the hundredths column of 4.9 and then exchange.

Encourage children to explore more efficient mental strategies as well as correcting the formal method.

The correct answer is 1.05



Teddy used a calculator to solve:  
 $31.4 - 1.408$

When he looked at his answer of 17.32 he realised he'd made a mistake.

He had typed all the correct digits in.

Can you spot his mistake?  
What should the correct answer be?

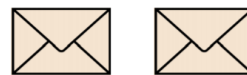
Teddy placed the decimal point after the 4 making 14.08 instead of 1.408

The correct answer is 29.992

### Reasoning and Problem Solving

What are the missing digits in the calculation?

$$\begin{array}{r} 31.\text{ }0 \\ - \text{ }.\text{ }37 \\ \hline 29.63 \end{array}$$



Two envelopes contain two different numbers.

- The sum of the numbers is 9.92
- The difference between the numbers is 2.32

What numbers are inside the envelopes?

How can this bar model help?



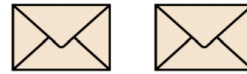
Answers

## Reasoning and Problem Solving

What are the missing digits in the calculation?

$$\begin{array}{r} 31.\text{?}0 \\ - \text{?}.\text{?}37 \\ \hline 29.63 \end{array}$$

$$\begin{array}{r} 31.00 \\ - 1.37 \\ \hline 29.63 \end{array}$$



Two envelopes contain two different numbers.

- The sum of the numbers is 9.92
- The difference between the numbers is 2.32

What numbers are inside the envelopes?

How can this bar model help?



3.8 and 6.12

Multiplying  
by 10, 100  
and 1000

## Varied Fluency

Use the place value grid to multiply 3.24 by 10, 100 and 1,000

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
			3 2 4		

When you multiply by \_\_\_\_, you move the counters \_\_\_\_ places to the left.

Use a place value grid to multiply these decimals by 10, 100 and 1,000

4.24

2.401

42.1

Complete the table below.

	$\times 10$	$\times 100$	$\times 1,000$
3.14			
13			
0.233			

## Multiply by 10, 100 and 1,000

### Reasoning and Problem Solving

Multiplying by 1,000 is the same as doing  $10 \times 10 \times 10$



Do you agree with Mo?  
Explain your answer.

Using the digits 0-9 create a number with up to 3 decimal places, for example, 3.451

Cover the number using counters on your Gattegno chart.

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply your number by 10, then 100, then 1,000  
What patterns do you notice?

## Multiply by 10, 100 and 1,000

### Reasoning and Problem Solving

Multiplying by 1,000 is the same as doing  $10 \times 10 \times 10$



Do you agree with Mo?  
Explain your answer.

Mo is correct, as you move the digits 3 places to the left in both cases.

Using the digits 0-9 create a number with up to 3 decimal places, for example, 3.451

Cover the number using counters on your Gattegno chart.

10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply your number by 10, then 100, then 1,000  
What patterns do you notice?

Children will be able to see how the counter will move up a row for multiplying by 10, two rows for 100 and three rows for 1,000. They can see that this happens to each digit regardless of the value.

For example,  
 $3.451 \times 10$   
becomes 34.51

Each counter moves up a row but stays in the same column.

Answers

Know your tables

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables> use this hyperlink to practice your tables

You tube is also very good as it suggests ways to learn your tables

Countdown

During the lockdown and holidays I make a point to have a late lunch and watch countdown. I like the numbers game in particular.

Use this hyperlink to try some out.

<http://happysoft.org.uk/countdown/numgame.php>

Here are two you can make a start with.

## Numbers Game

COVID-19: Don't spread the virus. Stay home and enjoy Countdown Numbers Game. 👍

Main Page

Word Game

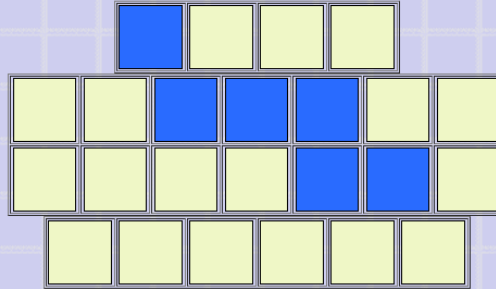
Conundrum

327



100 6 5 7 5 9

Select your numbers by clicking on the cards below:



## Numbers Game

COVID-19: Don't spread the virus. Stay home and enjoy Countdown Numbers Game. 👍

Main Page

Word Game

Conundrum

745



50 6 9 1 4 10

Select your numbers by clicking on the cards below:





Money problems Green	<p>             Lewis went to the shop and bought a magazine for £3.80, and some biscuits at £3.50.              How much does he spend altogether?           </p> <p>             Mia just loves swimming, and she bought some new goggles at £7.40.              When she took them to the till, they came up at half price.              How much did Mia's swimming goggles cost?           </p> <p>             A One Direction CD costs £8.40, whilst Little Mix's CD costs £5.70.              How much more does One Direction's CD cost?           </p> <p>             Josh paid £6.10 for 2 pairs of new football socks.              How much does each pair cost?           </p> <p>             Train tickets from Nottingham to Birmingham cost £11.20 for a single journey.              How much would a return journey ticket cost?           </p> <p>             Miss Mitchell bought 3 bags of sweets to fill up Class 4's sweetie tin!              Each bag cost £2.30.              How much did Miss Mitchell spend on sweets?           </p> <p>             A child's ticket to the cinema costs £5.60, whilst an adult's costs £8.50.              How much more does an adult ticket cost?           </p> <p>             Hannah went shopping with £10.10, and bought some sunglasses for £7.80.              How much money did she have left?           </p>

Money  
problems  
Blue and  
Pink

- 2 Horrible Histories magazines cost £4.70.  $\text{Q}$   
 •→ How much does each magazine cost?  $\text{Q}$   
 Lewis went to the shop and bought 1 magazine, and 2 packets of biscuits,  $\text{Q}$   
 at 65p per packet.  $\text{Q}$   
 •→ How much does he spend altogether?  $\text{Q}$
- Mia just loves swimming, and she bought some new goggles at £9.70, and a  
 swimming hat for £2.55.  $\text{Q}$   
 When she took them to the till, the goggles were half price.  $\text{Q}$   
 How much did Mia's swimming goggles and hat cost?  $\text{Q}$
- Josh paid £8.70 for 2 pairs of new football socks.  $\text{Q}$   
 •→ How much does each pair cost?  $\text{Q}$   
 •→ How many pairs of socks could Josh buy if he had a £20 note?  $\text{Q}$
- Adult train tickets from Nottingham to Birmingham cost £11.20 for a single  
 journey. Children's tickets cost £8.40.  $\text{Q}$   
 •→ How much would an adult's return journey ticket cost?  $\text{Q}$   
 •→ How much would it cost for 1 single adult,  $\text{Q}$   
 and 2 single children's tickets?  $\text{Q}$
- Miss Mitchell bought 3 bags of sweets and 1 packet of lollies  $\text{Q}$   
 to fill up Class 4's sweetie tin!  $\text{Q}$   
 The bags cost £2.36, and the lollies cost £1.26.  $\text{Q}$   
 How much did Miss Mitchell spend altogether?  $\text{Q}$
- A child's ticket to the cinema costs £6.65, whilst an adult's costs £9.75.  $\text{Q}$   
 •→ How much more does an adult ticket cost?  $\text{Q}$   
 •→ How much would it cost for 2 adults and 2 children to go to the cinema?  $\text{Q}$
- Hannah went shopping with £15.10.  $\text{Q}$   
 she spent half of her money on a pair of sunglasses.  $\text{Q}$   
 •→ How much money did she have left?  $\text{Q}$   
 She then bought some flip-flops for £3.45.  $\text{Q}$   
 •→ How much money did Hannah come home with?  $\text{Q}$

Time  
problems

Solve Problems  
Converting Time  
Challenge Cards

twinkl

The film Zootropolis is 108 minutes long.

Explain how you would convert this to hours and minutes  
 and then calculate the finishing time when the film starts  
 at 14:25.



Minutes and Seconds

Complete this table to convert between seconds and  
 minutes and seconds:

Seconds	Minutes and Seconds
140	
	1:45
	3:10
250	
	5:35



Hours and Days

An online company promises delivery within 48  
 hours. How many days is that?

Medicine needs to be taken once every 6 hours. How  
 many days will 32 tablets last?

How many hours in a week?



## Answers

### Solve Problems Converting Time Answers

1. Divide the number of minutes by 60 to get the whole number of hours. In this case, 1 hour (60 minutes). Subtract the multiple of 60 from the minutes to leave the number of minutes after the hours.  $108 - 60 = 48$ . 108 minutes = 1 hour and 48 minutes.

The film starts at 14:25. Add 1 hour, makes 15:25. Add the 48 minutes to 25 gives 73 minutes. As it is more than 60, the finish time will be after the following hour by 13 minutes ( $70 - 60 = 13$ ). The film will finish at 16:13.

2.

Seconds	Minutes and Seconds
140	2:20
105	1:45
190	3:10
250	4:10
335	5:35

3. An online company promises delivery within 48 hours. How many days is that?

**2 days**

Medicine needs to be taken once every 6 hours. How many days will 32 tablets last?

**8 days**

How many hours in a week?

**168 hours**

4.

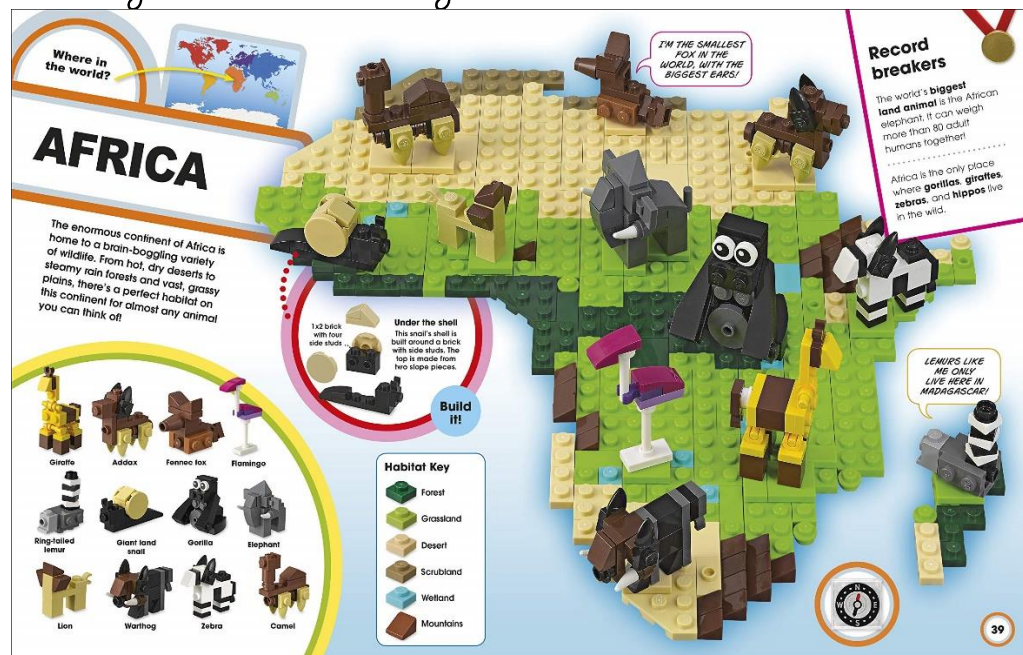
Sheffield	Departs	12:58	13:29	13:49	14:29	14:49	15:29
London St Pancras	Arrives	14:59	15:31	15:59	16:32	17:07	17:29
Duration		2:01	2:02	2:10	2:03	2:18	2:00
Duration in Minutes		121	122	130	123	138	120

Africa  
topic

Build 'lego' African animals and place them on a map of Africa.

Think about the different reserves you might find them.

It may look something like this.



History  
Nelson  
Mandela

Find out as much as you can about Nelson Mandela and present the information in a way of your choice.

PSHE

Go on a scavenger hunt with another member of your family or in the local park. How many of these items can you find? Can you write a scavenger hunt for each other?

## My Five Senses Scavenger Hunt

<p>Something smooth</p> 	<p>Something rough</p> 	<p>Something that makes a noise</p> 
<p>Something round</p> 	<p>Something yellow</p> 	<p>Something that came from a plant</p> 
<p>Something that has a smell</p> 	<p>Something long</p> 	<p>Something man-made</p> 
<p>Something soft</p> 	<p>Something you can eat</p> 	<p>Something red</p> 

Opening of shops, restaurants and pubs

On July 4<sup>th</sup> many other shops, cinemas, restaurants and pubs will be re-opening after lockdown. Think about the advantages and disadvantages to people's well-being.

Do you think the Prime Minister is right to take this action?